
Nacton Church of England Primary School

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Behaviour and Relationships Policy

Version 26

Chair of Governors:

Mrs Fiona Fisk

Date authorised:

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Date of next review:

Spring Term 2027

1 Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation in schools 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [School suspensions and permanent exclusions 2023](#)
- [Use of Reasonable Force in schools 2013](#)
- [Supporting pupils with medical conditions 2017](#)

It is also based on [The SEND code of practice](#) and the Church of England Education Office [Vision for Education](#)

In addition, this policy is based on [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

2 Policy Statement

2.1 Nacton Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our Christian vision and values. This includes a heavy emphasis on respectful behaviour, community, compassion and forgiveness. Every child deserves a fresh opportunity to start again.

2.2 The Behaviour Policy is one of the essential Safeguarding Policies of the School. The following school policies are related to the Behaviour Policy:

- Safeguarding Policy
- Anti bullying Policy
- Child on child abuse Policy
- Online Safety Policy
- Attendance Policy
- Special Educational Needs and Disabilities Policy
- Staff code of conduct

3 Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.

- To build a community which values care, compassion, good humour, perseverance and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

4 Roles and responsibilities

4.1 Responsibilities of governors

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

4.3 Teachers and staff

Teachers and staff are responsible for implementing our Behaviour Policy based on **the Five Pillars of Pivotal practice**. These are:

1. Consistent, calm adult behaviour (see section 5.1)
2. First attention for best conduct (praising the positive see section 9.1)
3. Relentless routines (see appendix A)
4. Scripting difficult conversations (see section 10)
5. Restorative follow up (see section 10 and appendix B)

5 Expectations

5.1 Expectation of Adults

At Nacton Church of England Primary School, every adult takes responsibility for behaviour. Routines and habits are relentlessly taught and maintained. We expect every adult to **consistently**:

- Meet and greet at the door.
- Use consistent language referring to 'Ready, Respectful, Safe'
- **Model** positive behaviours and build relationships.
- Be **calm, consistent and fair** – not shouting or responding emotionally to poor behaviour. Staff consistently model emotional control.
- **Consistently plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every day.
- Give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- Avoid passing problems up the line. Staff take responsibility for behaviour interventions seeking support but never delegating.
- **Never ignore** or walk past learners who are behaving badly.
- Model **forgiveness** and a new beginning in their relationships with both adults and children.
- **Accept** others for who they are, as they are.
- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Develop **positive relationships** with all students.
- **Relentlessly** work to build mutual respect.
- Demonstrate **unconditional care** and compassion.

5.2 Expectations of Children

- Be respectful and thoughtful towards all members of our school community.
- Adhere to "Be ready, Be respectful, Be safe" both in school and outside on the playground.
- Speak politely, listen carefully, looking at the person speaking to them and share considerate manners at all times.
- Walk around school quietly, hold doors open and share a polite message e.g. "Have a good day", "You're welcome", "Can I help you?"
- Enter the hall for collective worship and lunch in a calm, quiet manner.
- Use lesson time for learning, concentrate on their work and allow others to concentrate on theirs.
- Seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong-doing.
- Maintain the same high standards of behaviour in after school clubs.

- Appreciate that they are representing the school when taking part in educational visits or tournaments, maintaining an exemplary standard of behaviour at all times.

5.3 Expectations of Parents

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following poor behaviour.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

5.4 The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Expectation of Senior leaders (the Headteacher and Senior teacher):

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at transitions.
- Celebrate staff, leaders and learners whose effort goes over and above expectations.
- Regularly share good practice.
- Support teachers in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess our behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Ensure new staff induction includes this policy.

6 The Behaviour Curriculum

Good behaviour is actively promoted and taught using a wide number of strategies and throughout the curriculum including:

- PSHE Curriculum
- Growth mindset curriculum
- Daily Collective Worship, school vision and values
- Pupil leadership opportunities
- Play leadership and lunchtime clubs

- School Council opportunities
- Faith Council opportunities
- Restorative Justice training and the use of the approach

7 Acceptable and Poor Behaviour

We recognise that children bring to school a variety of behaviours based on different experiences, values and attitudes. We understand that staff have a central role to play in the children's social and moral development as well as their academic development. At school we must work towards standards of behaviour that allow every child to be and feel safe, to be happy and to learn based on our Christian ethos and values. We define acceptable behaviour as that which reflects these principles:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Poor behaviour is defined as:

- Disruption in lessons, in shared areas throughout the school day and at break and lunchtimes.
- Non-engagement in classwork or homework.
- Poor attitude.

8 Unacceptable or challenging behaviour

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviours are regarded as completely unacceptable and will result in serious actions and possibly suspension or permanent exclusion, depending on the circumstances:

- Verbal abuse to staff and others
- Verbal abuse to children
- Physical abuse to/attacks on staff
- Physical abuse to/attacks on children
- Bullying (including cyberbullying in any form)
- Damage to property with intent
- Misuse of illegal or legal drugs
- Theft
- Serious actual or threatened violence against another child or member of staff
- Sexual abuse, harassment or assault
- Supplying and illegal or legal drug
- Carrying an offensive weapon
- Arson

- Fighting
- Smoking
- Unacceptable behaviour which has previously been reported and for which school sanctions and other intervention have not been successful in modifying the child's behaviour
- Racist incidents

9 Recognition and Rewards

9.1 At Nacton Church of England Primary School, we recognise good behaviour, effort and conduct in the following ways:

- **Non-verbal praise:** This includes: a smile, thumbs up, applause.
- **Verbal praise:** This is an important factor in creating a positive atmosphere which will promote good behaviour.
- **Recognition boards:** Teachers will create a recognition board with a focus on a particular desirable behaviour relevant at that time to that class. Children work together as a team to have all their names displayed on the board. It is expected that the focus of these will change regularly.
- **Celebration certificates:** Two children per class weekly are selected to receive a certificate during our Friday gathering. A photograph is taken of these children and displayed proudly on our website and weekly bulletin.
- **Show and tell:** Children are invited to share their learning with the Headteacher or another member of staff.

9.2 We recognise and reward learners who go 'over and above' our standards by:

- **Headteacher award:** Minimum of one child a week is selected to receive the Headteacher's certificate during the Friday gathering.
- **Headteacher letter:** Each half term the Headteacher will send home in the post a handwritten letter to a selection of parents congratulating their children on going 'over and above.'
- **Positive postcards:** These will be taken home by children at the end of the school day. They can be issued by any member of staff. There is no expectation on the number to be given out.
- **Phone calls home:** Any member of staff can call any parent at any time to pass on a positive message especially when improvement over time has been recognised.

10 Consistent behaviour strategies

Responding to poor behaviour

Engagement with learning is always our primary aim. For the vast majority of our learners, a gentle reminder is all that is needed.

Gentle approach, use child's name, child level, eye contact, deliver message**All learners are given take up time in between steps**

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately . The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. Repeat reminders if reasonable adjustments are necessary.
First warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Firm, assertive tone. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Use the phrase: 'I know you can make good choices. Think carefully about your next step.' You may then need to walk away to not get into a negotiation. For example: <i>I noticed you chose to (x) This is the second time I have spoken to you. If you continue to make the wrong choice you will have a final warning (learner's name), I know that you can make good choices. Think carefully about your next step.</i>

Last chance (final warning)	Use the 30 second scripted intervention privately and give a final opportunity to engage. Walk away so as not to get into a back and forth negotiation. • I have noticed ... (having trouble getting started, wandering around etc) • At this school, we are ready, respectful and safe. • You have chosen not to follow the rules. • Because of that you need to... (speak to me for 2 minutes at playtime, move to another table) • Do you remember when you... (refer to previous positive behaviour) • That is the behaviour I expect from you. Then walk away and give the child some 'take up' time.
Consequence	If a child's behaviour continues the adult will use the following consequences. The consequence will be immediate and proportionate to the behaviour. • Miss part of playtime or equivalent – must be immediate and proportionate. • Time out in a different class. Teacher informs parents. • Sent to Headteacher or Senior teacher in their absence • Possible suspension for section 8 behaviours. Staff to add incident to CPOMS under 'behaviour log' after 3 incidents over one week
Follow up, Repair and Restore	<u>The most important part of the process – see appendix B for more detail</u> This might be a quick chat at break-time in or out of the classroom or a more formal meeting. Restorative Practice: • What happened? • What were you thinking/feeling at the time? • What are you thinking/feeling now? • Who has been affected by what happened and how? • What should we do to put things right? • How can we do things differently in the future?

11 Behaviour Support Plans

11.1 If a child's unacceptable behaviour is persistent over time then a Behaviour Support Plan (BSP) will be developed to consistently address, change and monitor behaviour. The plan will be developed for the individual child by the class teacher, parents, and the child themselves, with support from the SENCO. They often take the form of a chart that is designed to reinforce positive behaviours, raise self-esteem, communicate a shared understanding and monitor progress. They provide a clear understanding of sanctions or consequences.

11.2 Behaviour Support Plans;

- Involve parents at an early stage
- Set SMART targets
- Provide rewards linked to targets
- Are subject to regular review by original parties
- May involve support from outside agencies

12 Suspension and permanent exclusion

12.1 We do not wish to exclude any pupil from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and acts upon the standard guidance outlined in the DFE document [here](#)

12.2 Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 5 days. If a child is excluded 3 separate times, permanent exclusion may result. In an extreme and exceptional circumstance the Headteacher may as a result exclude a child permanently. It is also possible for the Headteacher to convert fixed-term suspensions into permanent exclusions, if the circumstances warrant this.

12.3 If the Headteacher suspends a child, he/she informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the local governing body. The school informs the parents how to make any such appeal.

12.4 The Headteacher informs the LA, MAT and the local governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

12.5 The local governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the local governors.

13 Responding to misbehaviour from pupils with SEND

13.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a

pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

13.2 When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

13.3 As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring using strategies from the School's Universal Offer.

13.4 Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher or reduce distraction
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding neurodiversity
- Use of spaces where pupils can regulate their emotions during a moment of sensory overload

14 Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

15 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

15.1 The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

15.2 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16 Pupils with an education, health and care (EHC) plan

16.1 The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan via the Local Authority.

17 Physical contact and reasonable force

17.1 We promote positive, appropriate physical contact. This includes:

- Comforting a child when they are distressed
- Holding children by the hand
- Touch when praising children e.g. pat on the back
- Administration of first aid
- Demonstration of techniques in PE.

17.2 Reasonable force covers a range of interventions that involve physical contact with pupils. It is only used as a last resort where the staff cannot remove themselves or the other pupils safely from the situation. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

17.3 Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

17.4 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental

health needs or medical conditions. All staff are trained in Behaviour Safe approaches.

18 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation here

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

19 Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Headteacher and parents, if appropriate.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

20 Searching a pupil

20.1 Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

20.2 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

20.3 When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the authorised member of staff considers a search to be

necessary, but is not required urgently, they will seek the advice of the head teacher, who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

20.4 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

20.5 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

20.6 If the pupil refuses to agree to a search, the member of staff can call the parent to assist or give an appropriate behaviour sanction. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

20.7 The Headteacher can use reasonable force to search for any prohibited items. An authorised member of staff may search a pupil's outer clothing and pockets.

20.8 Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

21 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited

items. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

22 Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

23 Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

24 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

25 Strip searches

25.1 The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches are not permitted. If a strip search is thought to be necessary the school will contact the police and the parents/ carers. The school will not permit strip searches of children by police or any persons whilst acting in loco parentis. This decision is for the police and the parent/carer. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

25.2 Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult. The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

26 Outside Of School Grounds

26.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

26.2 Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

27 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

28 Child on Child Abuse

Our staff recognise that children are capable of abusing their peers. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- bullying /cyber bullying (bullying is intentional and persistent, unkind behaviours towards another) including: sexual violence/harassment; physical/verbal abuse such as hitting, kicking, shaking, biting, hair pulling, name calling, shaming or otherwise causing psychological harm; sexting and initiating/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Any peer on peer abuse is unacceptable and will be taken seriously.

29 Anti-Bullying

Bullying is behaviour that is deliberate, repeated and targeted. Bullying behaviour is not tolerated at our school. Our approach for dealing with this behaviour involves an initial discussion with the victim and perpetrator/s and with parents if appropriate. We use a problem-solving and restorative approach, where pupils can be involved in finding solutions. Any bullying occurring out of school will also be investigated in accordance with government recommendations. Please refer to our Anti-Bullying policy for more details.

30 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

31 Zero-tolerance approach to sexual harassment and sexual violence

31.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

31.2 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

32 Malicious allegations

32.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

32.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

32.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

32.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct.

32.5 Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

33 Pupil transition

33.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

33.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

34 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Behaviour Safe
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

35 Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

36 Document History

Version	Date	Comments
Issue 1	03/02/95	RG, HR,GG,AL
Issue 8	18/11/09	Pupil discipline committee terms of reference moved to separate document. Removed text on authorised absence that had been moved to Attendance Policy. Added policy on confiscation. Issued following full Governing Body review.
Issue 9	17/11/10	Change from LEA to LA. Noted terminology change back to Child Protection.
Issue 10	16/10/11	Change of name from Education Welfare Service to Education Attendance Service. Insertion of reference to Access and Inclusion Policy
Issue 11	21/11/12	No changes.
Issue 12	06/03/13	Extensively rewritten. Name changed from “Behaviour and Discipline Policy” to “Behaviour Policy”.
Issue 13	06/03/14	Approved with no changes.
Issue 14	05/03/15	Links to County guidance and model letters added; no other changes.
Issue 15	03/03/16	Related policies updated and reference to Prospectus removed. Reference to withdrawn DfES document removed.

Version	Date	Comments
Issue 16	10/01/17	CEVC changed to Church of England due to change of status. School prospectus changed to website. 4.1 'Taking responsibility of own actions' added in by request of the student council. 7.2 Checked by midday supervisors and student council and lunch time three strike strategy added in.
Issue 17	07/03/2018	Updated references to, and quotations from, DfE guidance documents. Removed broken deep links to suffolklearning.co.uk while site is updated.
Issue 18	04/10/2018	7.1 Inclusion of gold behaviour certificates 7.2 change to KS2 behaviour management system 8 Removal of red incident folder as incident forms are used instead.
Issue 19	07/11/2019	7.4 new paragraph regarding pupils leaving the school grounds.
Issue 20	12/03/2020	Updates to section 7.2.
Issue 21	12/11/2020	Erroneously labelled as Issue 20 7.2 Further information regarding addressing inappropriate behaviour (repeats from Issue 20). 7.5 Inclusion of other exceptional circumstances. 11.2 Removal of agreement with other schools regarding fixed term exclusions.
Issue 22	11/03/2021	Merge of changes from Issue 20 and Issue 21. Some text in section 7.2 amended to match Issue 20. No other changes from Issue 21.
Issue 23	08/03/2022	Updated some terminology. Minor updates to ways to reward good behaviour. Removed section on exclusion model letter, as this doesn't exist anymore.
Issue 24	21/03/2024	Extensive revisions. Now Behaviour and Relationships Policy.
Issue 25	20/03/2025	No changes
Issue 26	23/03/2026	Updated appendix A with new lunch time routines

37 Appendix A – Relentless routines and consistencies

Behaviours	Expectations	Consistent Staff Actions
Entering the building	Nacton walking Bags and coats hung up Lunch boxes away Quiet and orderly	Meet and greet at classroom door Create a sense of calm e.g. quiet calm music playing
Morning registration	Sit still and quiet at desks or carpet Respond to the register politely Order a school dinner Get to the hall for the gathering asap Visual timetables ready and Now and Next boards where appropriate	Activities ready for children to complete TA to be allocated duty to check cloakrooms at start of day/break and remind children that there should be nothing on the floor. Be on time and ready Visual timetables updated ready for the day.
Going into the hall for the gathering	Escorted by staff Nacton walk Single file. Silent Stand in line until told to sit if sitting by class Choose a space, sit down and be still if not.	Children reminded about expectations Teachers to remain in the hall All staff to remain on Monday and Friday Staff quietly model the expectations set for children Staff sit on the red chairs
Leaving the hall for the gathering	Classes leave in the same order every time Hedeghogs– Hares– Stoats– Foxes Nacton walking	Staff quietly model the expectations set for children

In lessons	<i>4 on the floor(chair legs)</i> <i>Eyes on me</i> – Look at the adult speaking Indoor voices Tidy surfaces Hands up if required On task Transitions -1,2,3	Be clear about expectations (independent/paired etc) Wait for quiet before talking (show me 5/eyes on me) Ensure children face you when speaking Manage noise levels Change table arrangements for activities as required TAs to have a high impact Challenge outcomes and presentation
Morning breaktime	Children encouraged to use the toilet at the start of play Change footwear if using field in winter	Staff on duty to be on time
Out for play at lunch	Change footwear if using field in winter Use the toilet before coming out to play Football and ball games on the field Coats on during cold weather Water bottles on playground when warm Hats to be worn on hot days	Staff on duty to be outside 11.58 at the latest Remind children to use the toilet at the start of play Ensure groups of children do not go to the toilets Keep children out of the school building where possible Ensure children close the doors when the weather is cold
Coming in for lunch from the playground	Whistle sounds and class called. Walk in Coats on pegs Wash hands	Staff on playground to sound the whistle and show/indicate which year group is to go in. No shouting. Wait for Lions to be quiet before they go in. If individuals are not quiet, they go to the back of the line. Use praise to point out individuals making good choices

Lining up outside the hall and in the dinner hall	Line up quietly Some quiet chat allowed in the hall Put their hands up if they want something or are finished.	Staff to raise their arm and wait for quiet in the line at the hall Use praise to point out individuals making good choices If individuals are not quiet, they go to the back of the line. If whole year group is not quiet, they return back outside and another year group enters in their place.
Coming in from lunch time play	Whistle sounds 12.55 Children come off field Children pick up any items left on field e.g footballs, coats Footwear changed Bell rung Children stand still. 2nd bell all walk in	Adult to blow whistle at 12.55 Adult to ensure the bell is rung promptly Teachers or teaching assistant to be ready in class and ensure a prompt start to the afternoon session.
End of day routine	Class Novel / book to be read at the end of the day. Children collect coats and bags quietly and come back to chairs / places. Quiet moment of reflection and/or invitational prayer offered before leaving the space.	Send children for coats and book bags a group at a time. Remind children about behaviour in corridors. Use additional adults effectively to ensure standards of behaviour are met.

38 Appendix B – Principles of Restorative Practice

The five core beliefs of Restorative Practice are:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

The five steps undertaken during restorative enquiry

1. Unique perspective – What has happened? Start from the beginning...
2. Thoughts and Feelings – What were/are you thinking? What were/are you feeling?
3. Impact – Who has been affected and how have they been affected? What has been the hardest thing for you?
4. Needs – What do you need in order to find closure/move forward/for things to be better?
5. Next steps – What needs to happen now?

Restorative Practice promotes empathy, compassion and understanding and works to bring a sense of closure/repair to difficult situations. It is not always appropriate to bring people together and it should not be seen as inferior to work with people separately. If individuals are willing to come together, have sincere motives and do not feel it will cause more harm, a restorative meeting is something that can be considered.

	Restorative Practice Principle	Restorative Practice Question
1	Everyone has their own unique and equally valued perspective.	What happened? What happened before?
2	Thoughts influence emotions, emotions influence behaviour and actions	What were you thinking and how were you feeling at the time? And since? What was in your head?
3	Empathy and consideration for any other people involved	Who has been affected and how? Who else has been affected? What was the hardest thing for you?
4	Needs and unmet needs	What do you need now? What do you need so that things can be put right and everyone can move on?
5	Collective responsibility for problem solving and decision making	What will this look like? How does this leave you feeling? If you can't do this, what can you do?