



## **Behaviour Policy and Statement of Behaviour Principles**

<b>Reviewed on</b>	<b>September 2024</b>
<b>Date for Review</b>	<b>September 2025</b>
<b>School staff responsible for policy</b>	<b>SLT</b>
<b>Designated Governor Committee</b>	<b>S&amp;C committee</b>

## Contents

1. Beliefs, Stocks Green Rules and Values .....	3
2. Aims .....	3
3. Legislation, statutory requirements and statutory guidance .....	4
4. Definitions .....	4
5. Bullying .....	5
6. Roles and responsibilities .....	6
7. School behaviour curriculum .....	8
8. Responding to behaviour.....	8
9. Serious sanctions .....	16
10. Responding to misbehaviour from pupils with SEND .....	18
11. Supporting pupils following a sanction .....	19
12. Pupil transition .....	20
13. Training.....	20
14. Monitoring arrangements.....	20
15. Links with other policies.....	21
Appendix 1: Behaviour Blueprint .....	22
Appendix 2: School Values Posters .....	23
Appendix 3: Stocks Green Rules Poster .....	25
Appendix 4: Home School Agreements .....	26
Appendix 5: Values and Relationships Statement .....	28
Appendix 6: Written Statement of Behaviour Principles.....	38
Appendix 7: Deliberate Botheredness.....	39

---

## 1. Beliefs, Stocks Green Rules and Values

Stocks Green Primary School believes that good behaviour is a cornerstone to effective learning. Teaching children to be responsible, kind and respectful members of society is a moral duty for the school. We believe that good behaviour begins with a positive approach to behaviour management, effective role modelling of kind and respectful behaviour by adults and holding high expectations for all pupils. We believe that adults should reflect on their own behaviour when managing pupils and that they should teach children to reflect on how their behaviour impacts others. By modelling a consistent, kind, caring and respectful approach to behaviour management, we believe we can create an environment where pupils learn to be respectful and reflective citizens. Our ethos to behaviour is based on the approach outlined in the work of Paul Dix in his book 'When the Adults Change, Everything Changes.'

### 1.1 The Stocks Green Rules

The school has developed three rules that are used in all discussions about behaviour. These discussions take place in assemblies, in classes and when dealing with behaviour around the school. We believe that these rules encompass all forms of behaviour within the school and allow students to have certainty in what is expected of them throughout the school day. Stocks Green Primary School's three rules are:

- Ready
- Respectful
- Safe

### 1.2 Values

Stocks Green has worked with all stakeholders at the school to develop a set of shared values. These are the values which we feel will enable all members of our school community to grow and develop into considerate, reflective and responsible citizens. The values are embedded within the culture of the school, spoken about frequently and modelled by all adults. Children who show the values throughout the day are rewarded in line with the procedure outlined in [8.3 'Responding to good behaviour'](#).

To make our values reflect the culture at the school we use the phrasing below.

At Stocks Green we are:

- Kind
- Respectful
- Honest
- Resilient
- Inclusive

## 2. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 3. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 4. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform
- › Online behaviour that is not in keeping with the school values, such as posting unkind messages online

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These 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)

## 5. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> <li>• Misogyny / misandry</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

➤ For further information on how the school manages allegations and incidences of bullying, please see the school's Anti-Bullying Policy.

## 6. Roles and responsibilities

### 6.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 7)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 7)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 Child Protection 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 (see section 13.1)

### 6.3 Teachers and staff

At school staff are expected to greet pupils every day and show 'deliberate botheredness' about pupils. At Stocks Green we define 'deliberate botheredness' as going out of your way to get to know pupils and understand them. For further information on this see appendix 7.

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on CPOMS
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 6.4 Parents and carers

Parents and carers, where possible, should:

- › 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 misbehaviour (for example: attending reviews of specific behaviour interventions)
- › 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

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.

## 6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 7. School behaviour expectations

Stocks Green Primary School believes that good behaviour is a cornerstone to effective learning. As such we aim for all pupils to behave in a way that is commensurate with our golden rules and values.

Pupils are expected to:

- › Behave in a way that keeps the whole school community safe
- › Ensure that their behaviour enables them to be ready, respectful and safe
- › In class, make sure that their behaviour ensures that all students can learn
- › Move sensibly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Reflect on their behaviour and how it impacts upon others
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 7.1 Mobile phones

- › Year 5 and 6 may bring mobile phones onto the school site, as they can walk to and from school on their own. However, when arriving at school, they must hand these mobile phones in to their class teacher, who will store them securely until the end of the day. Pupils may not use their mobile phones during the school day or on the school site. There is a mobile phone home-school agreement to cover the use of mobile phones.

## 8. Responding to behaviour

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display The Stocks Green Rules and values within their classroom
- › Develop a positive relationship with pupils, this includes:
  - Greeting pupils in the morning and saying goodbye to them at the end of the day
  - Being deliberately bothered about the pupils in their class to enable effective relationships
  - Always focusing attention on and noticing positive behaviour first
  - Speak calmly
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting behaviour that goes beyond expectations and is 'above and beyond'
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption

- Using positive reinforcement
- Providing praise and rewards in line with the approach outlined below.
- Noticing when pupils have changed their behaviour as the result of the microscript and saying 'Thank you for making the right choice'.

## 8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection Policy for more information:

<https://www.stocksgreenprimary.co.uk/policies/>

## 8.3 Responding to good behaviour

We believe that all children should meet the expected behaviour level in our school. We recognise and reward 'above and beyond' behaviour. When a pupil's behaviour goes 'above and beyond' the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. The school believe that positive reinforcement should always be the first step for promoting good behaviour in school.

Positive behaviour will be rewarded with:

- Verbal praise
- House points
- Communicating praise to parents via a text message
- Certificates given out in our celebration assemblies
- Headteacher's and Deputy Headteacher's Awards
- The Values Cup and The Values Cup for Sport
- Positions of responsibility, such as Head Boy and Girl status or monitors

We respond to 'Above and Beyond' work by sending pupils to receive a 'Headteacher Award' from the Headteacher. The Headteacher will send a text message home to the parents to let them know. The award will be announced in the celebration assembly on a Friday afternoon.

We respond to 'Above and Beyond' behaviour by sending pupils to receive a 'Deputy Headteacher Award' from the Deputy Headteacher. The Deputy Headteacher will send a text message home to the parents to let them know. The award will be announced in the celebration assembly on a Friday afternoon.

We also send home certificates from a teacher on a Friday for something that has really impressed the teacher during the week. The teacher will send a text message home to the parents to let them know. The award will be announced in the celebration assembly on a Friday afternoon.

## 8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty

that misbehaviour will always be addressed. Unacceptable behaviour is never accepted. However, the behaviour is always dealt with by focusing on how it can be improved and the impact that the behaviour has on others.

All pupils will be treated equally and fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school believes that a restorative approach to behaviour is the best way to address misbehaviour. In the vast majority of cases the school will follow the procedure set out below.

	<b>Steps</b>	<b>Actions</b>
1	Reminder	A reminder of the three Stocks Green rules (ready, respectful, safe) delivered privately where possible.
2	Last Chance (using microscript)	<p>Use the microscript to engage with the pupil (privately where possible).</p> <p><i>Microscript:</i></p> <p><i>I noticed that you are...</i></p> <p><i>It was the rule about ... that you have chosen not to follow.</i></p> <p><i>I know you can ... because ...</i></p> <p><i>That's the person I want to see today. Thank you.</i></p> <p>Allow time for the pupil to reflect on their actions. If the behaviour improves, ensure that you have shown deliberate botheredness by saying at the end of the lesson or playtime:</p> <p><i>Thank you for making the right choice.</i></p>
3	Time Out	<p>This can be given in different ways. It may be a time out in the classroom or on a bench at playtime, lunchtime or in a PE lesson. It may also be time out in another teacher's room or in a senior leader's office. The time is given for the pupil to reflect on their behaviour and have time to calm down.</p> <p>If a child has had a time out, this will always be followed up with a restorative conversation using the restorative questions. This conversation will always be held by the original member of staff who dealt with the behaviour. However, this may be supported by another teacher or leader in the school.</p>
4	Restorative Conversation (using restorative questions)	<p>A restorative conversation will always follow a time out. This will be undertaken by the original member of staff who dealt with the behaviour and will use the questions outlined below. We have different questions for EYFS and Key Stage 1 and Key Stage 2 to reflect the age and development of the pupils.</p> <p>EYFS and Key Stage 1 Restorative Questions:</p> <ol style="list-style-type: none"> <li>1) What happened?</li> <li>2) How did this make people feel?</li> <li>3) What should we do to put things right?</li> </ol> <p>Key Stage 2 Restorative Questions:</p> <ol style="list-style-type: none"> <li>1) What happened?</li> </ol>

		<p>2) What were you thinking and feeling at the time?</p> <p>3) How has your action affected others?</p> <p>4) What should we do to put things right?</p> <p>5) How can we do things differently next time?</p>
--	--	---

In the most serious of cases, the school may also adopt one of the following sanctions:

- Letter or phone call home to parents
- Removal of the pupil from the classroom for a set period of time
- Suspension
- Permanent exclusions, in the most serious of circumstances

However, any such sanction will be followed up with a restorative conversation and plan for supporting the pupil to reflect on their behaviour and actions.

The school believe that all behaviour should be managed by the individual staff member. However, more senior members of staff may address behaviour alongside that staff member.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 8.5 Reasonable force

The school believes that through a carefully planned and managed behaviour policy, the use of reasonable force should be unnecessary. Staff will focus on de-escalation techniques and proactive behaviour management to ensure that reasonable force is only ever used as a last resort. Expectations on the use of reasonable force are covered during staff inductions and revisited during the school year.

Reasonable force covers a range of interventions that involve physical contact with pupils. 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

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 on CPOMS and reported to parents

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.

## 8.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) 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 senior leaders and parents, if appropriate.

## Searching a pupil

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.

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

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 headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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.

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or a designated safeguarding lead to try and determine why the pupil is refusing to comply.

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 committing an offence.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desks.

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

### **Searching pupils' possessions**

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

- › Desks
- › 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 (listed in section 3) and items identified in the school rules.

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.

### **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 in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). 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

### **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.

### **Strip searches**

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 on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

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 (see below for the role of 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.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## 8.7 Off-site misbehaviour

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

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).

## 8.8 Online misbehaviour

The school can issue behaviour sanctions 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 8.9 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.

## 8.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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 Policy for more information  
<https://www.stocksgreenprimary.co.uk/policies/>

## 8.11 Malicious allegations

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.

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.

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.

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

Please refer to our Child Protection Policy and allegations against staff (including low level concerns) policies for more information on responding to allegations of abuse against staff or other pupils.

## 9. Serious sanctions

### 9.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team, and will be removed for a maximum of one school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school's CPOMs system.

### 9.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

#### Suspension and Permanent Exclusion

Extremely serious or persistent misconduct may result in a pupil receiving a fixed term suspension or permanent exclusion from school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour or for any single incident considered serious enough to warrant permanent exclusion. Any decision to suspend or permanently exclude a pupil will be made by the Headteacher only and in accordance with the DfE statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022)

If the Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents verbally of the period of the suspension or permanent exclusion and the reason(s) for it.

The following information should also be provided in writing:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- parents' or carers' right to make representations about the suspension or permanent exclusion to the Governing Body
- how any representations should be made; and
- where there is a legal requirement for the Governing Body to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents/carers, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents/carers have given written agreement for this kind of notice to be sent in this way.

At the same time, the Headteacher must, without delay, notify the Governing Body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term;

- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

The Headteacher must also notify the Local Authority of any permanent exclusions or school suspensions, regardless of the length of the suspension.

The Governing Body has a duty to consider parents' and carers' representations about a suspension or permanent exclusion.

The requirements on a Governing Body to consider the reinstatement of a suspended or permanently excluded pupil depends upon a number of factors:

- If it is a permanent exclusion;
- If it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- If it would result in the pupil missing a public examination or national curriculum test

It is important that during a suspension, pupils still receive their education. The School will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. For a suspension of more than five school days, the Governing Body must arrange suitable alternative full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

Following any suspension, and before the child is re-admitted to school, a reintegration meeting between the parents/carers and the School will be arranged.

The purpose of the reintegration meeting is to:

- Offer the pupil a fresh start;
- Help them understand the impact of their behaviour on themselves and others;
- Teach them to how meet the high expectations of behaviour in line with the School's culture;
- Foster a renewed sense of belonging within the school community;
- Build engagement with learning; and
- Discuss strategies and a way forward to ensure that the offending behaviour is not repeated

A written record of the discussion, actions agreed and commitments to the agreed plan, by both the parents/carers and the School, will be made. One copy will be kept within the School's records, one copy will be kept in the child's Pupil File and one copy will be sent to the parents/carers.

## 10. Responding to misbehaviour from pupils with SEND

### 10.1 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.

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

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.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- 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
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions

## **10.2 Adapting sanctions for pupils with SEND**

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Was the pupil 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.

## **10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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.

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.

## **10.4 Pupils with an education, health and care (EHC) plan**

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.

## **11. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This will be carried out on a case-by-case basis but will focus on positive reinforcement of good behaviours and reflective conversations.

## 12. Pupil transition

### 12.1 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. In most cases, this will take place in class by the class teacher who will familiarise pupils with school routines and rules. Prior to joining the school, parents will be directed to view a copy of the behaviour policy and the school's vision and values on the school website.

### 12.2 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.

## 13. Training

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

- › 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.

## 14. Monitoring arrangements

### 14.1 Monitoring and evaluating school behaviour

The school will collect data on the following using the school's MIS and CPOMS:

- › 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 and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by the SLT and governing body.

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 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.

### 14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

## **15. Links with other policies**

This behaviour policy is linked to the following policies

- Child protection policy
- Mobile Technology Policy
- Social Media Policy
- Anti-Bullying Policy
- Allegations Against Staff Including Low Level Concerns Policy

# THE STOCKS GREEN WAY

**RULES**  
Ready  
Respectful  
Safe



## VALUES

Kind  
Respectful  
Honest  
Resilient  
Inclusive

## ADULT BEHAVIOUR

- Calm, consistent and fair
- Always give first attention to the best behaviour
- Show deliberate botheredness for all pupils
- Meet and greet pupils at transitions during the day with a smile and 'good morning' or 'afternoon'
- Recognise 'Above and Beyond' behaviour and work

## RESPONSE TO BEHAVIOUR

- 1) A reminder of the three schools rules - privately where possible
- 2) Last chance - use of the microscript
- 3) Time out to reflect - either in the classroom, another classroom or with a senior leader
- 4) Restorative questions - always follow a time out

## KS1 RESTORATIVE QUESTIONS

- 1) What happened?
- 2) How did this make people feel?
- 3) What should we do to put things right?

## ABOVE AND BEYOND RECOGNITION

- Above and Beyond Work - Headteacher's Award and a text home
- Above and Beyond Behaviour - Deputy Headteacher's Award and a text home
- Impressing the teacher - 'Well Done Award in assembly and a text home
- Showing the school values consistently - The Values Cup and Values Cup for Sport and name in the school newsletter

## MICROSCRIPT

I noticed that you are...

It was the rule about ... that you have chosen not to follow.

I know you can... because...

That's the person I want to see today. Thank you.

If behaviour improves:

Thank you for making the right choice.

## KS2 RESTORATIVE QUESTIONS

- 1) What happened?
- 2) What were you thinking and feeling at the time?
- 3) How has your action affected others?
- 4) What should we do to put things right?
- 5) How can we do things differently next time?

# AT STOCKS GREEN PRIMARY SCHOOL WE ARE:



## KIND

We care for everyone in our school community. We are helpful and think about the feelings of others.

## RESPECTFUL

We listen to everyone's opinion. We are polite, take turns and treat everyone the way we would wish to be treated. We look after everything in our school.

## HONEST

We always tell the truth. When we make a mistake, we take ownership of it and accept that we have done something wrong.

## RESILIENT

We do not give up when we are faced with a challenge. We keep persevering when things are difficult.

## INCLUSIVE

We welcome everyone into our school community. We make sure they feel appreciated and valued.

# AT STOCKS GREEN PRIMARY SCHOOL WE ARE:



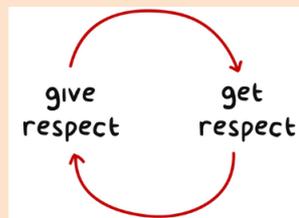
## KIND

We care for everyone  
in our school.



## RESPECTFUL

We listen to everyone,  
we are polite and look  
after our school.



## HONEST

We always tell the  
truth.



## RESILIENT

We do not give up when  
we are faced with a  
challenge.



## INCLUSIVE

We welcome everyone  
into our school  
community.





# STOCKS GREEN SCHOOL RULES



**READY**

**RESPECTFUL**

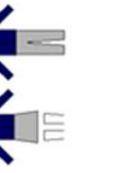
give respect  
get respect



**SAFE**

<p><b>Stocks Green Primary School</b></p> <p><b>'Learning to live, Living to Learn'</b></p> 	<p><b>Home School Agreement</b></p> <p>Reviewed – March 2023 Next review - March 2025</p>
---	---

<p><b>Our Vision Statement</b></p> <p>We aim for children to develop a lifelong love of learning and thrive in a nurturing environment, centred on independence and self-motivation.</p> <p><b>We promote learning opportunities that enable pupils to be:</b></p> <ul style="list-style-type: none"><li>• Reflective, resilient independent learners</li><li>• Responsible, respectful citizens who are aware of British Values and the wider world</li><li>• Creative, analytical thinkers who are open-minded and well prepared for future challenges</li><li>• Aware of how to be fit and healthy</li></ul> <p><b>Our Values</b></p> <p><b>Stocks Green School is at the heart of the community.</b></p> <p>At Stocks Green School we aim to instil in our whole school community the values which we believe will help our pupils to grow to be responsible and educated citizens. The values were chosen by pupils, parents, staff and governors. Our values underpin everything we do in school and help us to guide pupils to make the right choices throughout the school day and beyond.</p> <p>At Stocks Green we are:</p> <ul style="list-style-type: none"><li>• Kind</li><li>• Respectful</li><li>• Honest</li><li>• Resilient</li><li>• Inclusive</li></ul> <p><i>For further information about how we expect pupils, parents and staff to embody our school values, see our Behaviour Policy and Values and Relationships Statement. By joining our school parents, pupils and staff agree to support the school in upholding these values.</i></p>
---

	<b>What Stocks Green Primary School will do</b>		<b>What Parents/Carers will do</b>	<b>What pupils will do</b>
<b>Attendance</b>	We will aim to start and end the day promptly. We will contact parents if children are absent and we have not been notified of their absence. We will maintain accurate records of attendance.		We will ensure children attend regularly and on time. We will book holidays during school breaks.	I will make sure that I have everything ready so I can start lessons on time.
<b>Behaviour</b>	We will ensure high standards of behaviour and will not tolerate bullying in order to keep pupils safe, healthy and happy. We will contact parents if we are concerned about pupils' behaviour.		We will support the school policies that promote excellent behaviour. We will attend meetings to discuss behaviour if invited by the school.	I will follow the school rules. I will try to embody the school values.
<b>Communication</b>	We will keep parents informed through newsletters and personal contact. We will advise parents if we have any concerns about a child. In our dealing with parents we will show respect for your views.		We will advise the school of any problems that may affect learning or behaviour. We will discuss issues politely with the appropriate staff member.	I will take home and hand in letters on time. I will tell an adult at school if I am having a problem in school.
<b>Curriculum</b>	Our teaching will cover the National Curriculum appropriate to the ability and age of pupils. We will make learning interesting to motivate children.		We will attend parent meetings. We will take an interest in what our children are learning.	I will always try my best in school.
<b>Equality of Opportunity</b>	We will provide an inclusive education for all pupils. We will not tolerate bullying, racist or any other discriminatory behaviour.		We will teach our children to treat everyone with respect.	I will respect all other people in the school. I will not be unkind to anyone.
<b>Online Safety</b>	We will ensure Online safety is taught to all our children and our staff will follow our Online Safety curriculum.		We are aware of and understand the school's Acceptable Use, Mobile Technology and Social Media Policies, as well as the Mobile Phone Home School Agreement and will support the school's approach to online safety. We will not upload, share or add any pictures, video or text that could upset, offend or threaten the safety of any member of the school community.	I will follow the school rules on Online Safety and will work to become a competent, compassionate and considerate digital citizen.
<b>Homework</b>	We will set appropriate homework as laid out in the school homework policy.		We will support our children to complete their homework on time.	I will do my homework when it is set and hand it in on time.
<b>Uniform</b>	We will advise parents of our uniform policy and review this regularly.		We will ensure that our children are dressed in full school uniform each day and have a coat in school each day in the winter months. <b>We will mark all property with our child's name.</b>	I will remember to wear my school uniform. I will make sure I look after my belongings. I will make sure I am tucked in and tidy throughout the school day.
<b>Signed by</b>	Mr Peter Hipkiss (Head Teacher) <b>P. Hipkiss</b>		Parent/Carer Date:	Pupil Date:

## Appendix 5: Values and Relationships Statement

### Stocks Green School Values Statement

Stocks Green Primary School believe that relationships form the heart of any school community. As such, the school collaborated with all its stakeholders to form a set of shared values. These represent the values that we feel that all students journeying through Stocks Green School should endeavour to show and aspire to whilst in school and out in the wider community.

#### Our School Values

At Stocks Green School we aim to instil in our whole school community the values which we believe will help our pupils to grow to be responsible and educated citizens. The values were chosen by pupils, parents, staff and governors. Our values underpin everything we do in school and help us to guide pupils to make the right choices throughout the school day and beyond.

At Stocks Green we are:

- Kind
- Respectful
- Honest
- Resilient
- Inclusive

#### How these values will be exhibited by members of our school community

As stated above, Stocks Green Primary School believe that relationships form the heart of any school community. Below, we have set out how our values will be exhibited and embodied by pupils, parents and staff at the school. These guidelines help to shape the relationships we wish to form between all stakeholders at the school. We do this as we believe that effective relationships between all the stakeholders enable us to work together to provide the best possible opportunities and life chances for the pupils at Stocks Green Primary School.

## How pupils will show our school values

Value: Kind	
Behaviours we want to see	Behaviours we don't want to see
<ul style="list-style-type: none"> <li>• Being polite and having good manners</li> <li>• Sharing equipment</li> <li>• Taking turns</li> <li>• Listening to what others have to say</li> <li>• Helping one another when we have a problem</li> <li>• Being aware of how we can impact on other peoples' feelings</li> <li>• Working as a team</li> <li>• Looking after each other</li> <li>• Encouraging each other</li> <li>• Enjoying other peoples' company</li> <li>• Sharing thoughts with each other</li> </ul>	<ul style="list-style-type: none"> <li>• Telling tales</li> <li>• Answering back</li> <li>• Shouting out</li> <li>• Interrupting</li> <li>• Rough play</li> <li>• Dominating play or conversations – verbally or physically</li> <li>• Teasing</li> <li>• Provoking others</li> <li>• Threatening</li> <li>• Winding other people up</li> <li>• Posting unkind things on social media</li> <li>• Saying unkind things to others</li> <li>• Bullying</li> <li>• Leaving people out</li> <li>• Taking jokes too far</li> </ul>

Value: Respectful	
Behaviours we want to see	Behaviours we don't want to see
<ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Good manners</li> <li>• Making eye contact with people who are communicating with us</li> <li>• Sharing resources, time and conversations with other people</li> <li>• Leaving the dining room tidy</li> <li>• Taking turns</li> <li>• Being polite</li> <li>• Respecting other peoples' choices and ideas</li> <li>• Looking after the equipment</li> <li>• Wearing the correct uniform</li> <li>• Being respectful to everyone in the school</li> <li>• Being respectful to others when on trips</li> <li>• Following the school rules</li> <li>• Listening in assembly</li> <li>• Walking around the school calmly</li> <li>• Celebrate the achievements of others</li> <li>• Developing collective responsibility</li> <li>• Holding doors open for others</li> </ul>	<ul style="list-style-type: none"> <li>• Being impolite in assembly</li> <li>• Answering back</li> <li>• Shouting out</li> <li>• Talking differently to different members of staff or pupils</li> <li>• Messy uniform or incorrect uniform</li> <li>• Disrespecting others abilities or achievements</li> <li>• Leaving the school messy –stepping on other peoples' bags and coats</li> <li>• Leaving equipment out at playtime</li> <li>• Dropping litter</li> <li>• Pushing past people when going through doors and down corridors</li> </ul>

<b>Value: Inclusive</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• Letting everyone join in with games</li> <li>• Always welcoming new people in to school</li> <li>• Always welcoming visitors to the school</li> <li>• Awareness of other people's needs</li> <li>• Tolerant of others</li> <li>• Be willing to adapt to encompass all needs</li> <li>• Be willing to learn, respect and value the differences we all have</li> <li>• Open to learning about different cultures and ways of life</li> <li>• Embrace other cultures and perspectives</li> <li>• Having an open mind</li> </ul>	<ul style="list-style-type: none"> <li>• Being dismissive of others</li> <li>• Making hurtful comments</li> <li>• Leaving people out</li> <li>• Believing that there's only one way to do things</li> <li>• Having a closed mind</li> <li>• Discriminating against others</li> <li>• Targeted leaving of people out</li> </ul>

<b>Value: Resilience</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Have a go even if you are finding it challenging</li> <li>• Willingness to try new things</li> <li>• Working independently when possible</li> <li>• Respond rationally</li> <li>• Keeping calm in the face of adversity</li> <li>• Learning from mistakes</li> <li>• Holding a growth mind-set</li> <li>• Acknowledging that sometimes you need thinking time to complete a task</li> <li>• Try and try again</li> <li>• Being prepared to try different methods or strategies</li> <li>• Working as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Giving up immediately</li> <li>• Closed mind-set</li> <li>• Whingeing and moaning when faced with a challenge</li> <li>• Copying others</li> <li>• Having a "I can't do" attitude</li> <li>• Blaming others</li> <li>• Fearing failure</li> <li>• Being negative</li> </ul>

<b>Value: Honest</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• <b>Tell the truth</b></li> <li>• <b>Take responsibility for your own behaviour</b></li> <li>• <b>Being honest when playing sports</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Blaming others for your own poor behaviour</b></li> <li>• <b>Copying</b></li> <li>• <b>Telling tales</b></li> <li>• <b>Jumping to conclusions</b></li> <li>• <b>Trying to get others in trouble</b></li> <li>• <b>Making things up to get attention</b></li> <li>• <b>Blowing things out of proportion</b></li> </ul>

## How parents will model our school values

<b>Value: Kind</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• Modelling polite and considerate conversation to all members of our school community– online, face-to-face and at home</li> <li>• Encouraging children to be kind to others</li> <li>• Being polite when discussing a challenging situation</li> <li>• Being willing to listen to other people's opinions</li> <li>• Understanding that there is always more than one side to a story</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging children to hit back, verbally and physically</li> <li>• Verbal and threatening behaviour online</li> <li>• Stirring situations online</li> <li>• Speaking negatively about members of staff, pupils or parents</li> </ul>

<b>Value: Respectful</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• Valuing the part that all staff play within the school community</li> <li>• Understanding that all children are treated fairly in class</li> <li>• Understanding that we will always follow our Behaviour Policy when we need to correct behaviours</li> <li>• Understanding that there may be times when it takes the school staff longer to respond to emails or communication</li> <li>• Representing the school appropriately when on school trips</li> <li>• Understanding that the whole school community has the children's best interests at heart</li> <li>• Modelling respectful behaviour to adults</li> <li>• Showing confidentiality when supporting within the school</li> </ul>	<ul style="list-style-type: none"> <li>• Using phones on school trips</li> <li>• Sharing information from school trips or events with other adults</li> <li>• Talking disrespectfully to members of staff, pupils or other parents</li> <li>• Making unfounded accusations</li> <li>• Showing abusive behaviour in person or online</li> </ul>

<b>Value: Inclusive</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• <b>Understanding that different children have different needs and levels of support in school</b></li> <li>• <b>Respecting other faiths, genders and beliefs</b></li> <li>• <b>Encouraging children to be tolerant and respectful of other faiths, genders and beliefs</b></li> <li>• <b>Taking openly and honestly with children</b></li> <li>• <b>Not being prejudiced</b></li> <li>• <b>Understanding that every member of staff, pupil or parent in school deserves the same respect from adults and children</b></li> <li>• <b>Including children in appropriate social events with their peers</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prejudice</b></li> <li>• <b>Teaching prejudice to children</b></li> <li>• <b>Teaching pupils stereotypes</b></li> <li>• <b>Derogatory comments</b></li> <li>• <b>Telling children that they are better than others</b></li> </ul>

<b>Value: Resilience</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• Trusting that the school staff will investigate and sort out any issues</li> <li>• Understanding that making mistakes is a positive step in learning</li> <li>• Recognising that a growth mind-set is something we should foster in children</li> <li>• Recognising that there may be multiple ways of doing things or solving a problem</li> <li>• Encouraging children to resolve their own conflicts peacefully and respectfully</li> <li>• Promote creativity within pupils by looking at alternative ways to solve problems</li> <li>• Thinking outside the box</li> <li>• Accepting developmental feedback about their pupils and use this to support learning at home</li> <li>• Respecting decisions made will always be with the best interests of the pupils, parents and school in mind</li> <li>• In sports – understanding that children are developing their skills, tactics and ability to win or lose respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Putting children down</li> <li>• Negative comments about their child's learning or achievements</li> <li>• Questioning achievements</li> <li>• Encouraging children to have a fixed mind-set</li> <li>• Questioning authority at sporting events</li> <li>• Arguing at sports events</li> </ul>

<b>Value: Honest</b>	
<b>Behaviours we want to see</b>	<b>Behaviours we don't want to see</b>
<ul style="list-style-type: none"> <li>• Being open with the school and communicating directly</li> <li>• Working together to seek the truth</li> <li>• Accepting that all children are different</li> <li>• Believing in the honesty of others including the children</li> </ul>	<ul style="list-style-type: none"> <li>• Approaching others about school issues before giving the school a chance to discuss them</li> <li>• Discussing staff, pupils or other parents in social media groups</li> <li>• Discussing decisions made by the school in social media groups.</li> </ul>

How staff/governors will model our school values

<b>Value: Kindness</b>	
<b>Desirable Behaviours</b>	<b>Undesirable Behaviours</b>
<ul style="list-style-type: none"> <li>• <b>Talk calmly and respectfully to children</b></li> <li>• <b>Ensure that your emotions are under control when dealing with challenging behaviour</b></li> <li>• <b>Treat every child equally according to their needs</b></li> <li>• <b>Listening carefully and not making assumptions</b></li> <li>• <b>Modelling polite manners</b></li> <li>• <b>Modelling problem solving / conflict management in a child appropriate way</b></li> <li>• <b>Being consistent when dealing with behaviour</b></li> <li>• <b>Listening respectfully to others in the team</b></li> <li>• <b>Being flexible and supporting all other staff</b></li> <li>• <b>Talking positively about the school, staff, governors and pupils</b></li> <li>• <b>Working for the best interests of the children and families</b></li> <li>• <b>Respecting privacy of members of staff, governors and families</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shouting</b></li> <li>• <b>Berating pupils</b></li> <li>• <b>Running other people down: staff, governors, pupils or parents</b></li> <li>• <b>Ignoring someone's opinion</b></li> <li>• <b>Not keeping channels of communication open</b></li> <li>• <b>Staff/governors disrespecting the school on social media</b></li> </ul>

<b>Value: Respectful</b>	
<b>Desirable Behaviours</b>	<b>Undesirable Behaviours</b>
<ul style="list-style-type: none"> <li>• Modelling polite conversations that we would expect</li> <li>• Modelling respectful relationships</li> <li>• Every member of the school staff/governing body is treated with equal respect</li> <li>• We work as a team</li> <li>• Presenting ourselves as respectful team members</li> <li>• Respecting school property</li> <li>• Respecting other peoples' views and religious beliefs</li> <li>• Having an open mind-set and being respectful of those bringing new ideas</li> <li>• Respecting the communal spaces, e.g. washing up and keeping cupboards tidy</li> <li>• Respecting and consistently implementing new ideas agreed by all staff/governors</li> </ul>	<ul style="list-style-type: none"> <li>• Running people down</li> <li>• Speaking disrespectfully to or about members of the school community</li> <li>• Having a closed mind-set</li> <li>• Having a dismissive attitudes to others</li> <li>• Discriminatory behaviour</li> <li>• Derogatory language</li> <li>• Not putting resources back in the right place</li> <li>• Being wasteful of resources</li> <li>• Hoarding resources</li> </ul>

<b>Value: Inclusive</b>	
<b>Desirable Behaviours</b>	<b>Undesirable Behaviours</b>
<ul style="list-style-type: none"> <li>• Welcoming visitors and new children</li> <li>• Welcoming new members of staff/governors into the team</li> <li>• Supporting new staff/governors</li> <li>• Treating everyone equally</li> <li>• Respecting others' beliefs</li> <li>• Celebrating differences in cultures or faiths</li> <li>• Learning words from other languages represented within our classes or school community</li> <li>• Respecting staff, governors and children's religious beliefs</li> <li>• Welcoming parents as an important part of the school community</li> <li>• Taking part in local community events</li> <li>• Recognising that not all disabilities are visible</li> <li>• Celebrating everyone's achievements</li> <li>• Welcoming governors as an important part of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving people out</li> <li>• Not inviting parents to events or trips</li> <li>• Having favourites</li> <li>• Discriminating against other staff or governors</li> <li>• Deliberately not passing on information / resources</li> <li>• Treating people differently based on their roles</li> <li>• Treating people differently based on their religion or beliefs</li> </ul>

<b>Value: Resilience</b>	
<b>Desirable Behaviours</b>	<b>Undesirable Behaviours</b>
<ul style="list-style-type: none"> <li>• Embracing mistakes</li> <li>• Understanding the value of mistakes</li> <li>• Being able to ask for help</li> <li>• Giving new methods / ideas a chance</li> <li>• Recognising when you are finding things challenging and accepting help</li> <li>• Viewing feedback as constructive</li> <li>• Managing triggers and employing self-care strategies</li> <li>• Recognising that you should have a life outside of work</li> <li>• Modelling making mistakes and that is okay to make them</li> </ul>	<ul style="list-style-type: none"> <li>• Letting emotions get the better of you</li> <li>• Giving up</li> <li>• Being entrenched in negative behaviour and not asking for support</li> <li>• Fear of failure</li> <li>• Taking things in a negative way when others are trying to help</li> <li>• Being dismissive and unsupportive when others make a mistake</li> </ul>

<b>Value: Honest</b>	
<b>Desirable Behaviours</b>	<b>Undesirable Behaviours</b>
<ul style="list-style-type: none"> <li>• Being honest if you need help</li> <li>• Allowing the children to see you as a human being / person</li> <li>• Openness with the children and parents</li> <li>• Tackling difficult situations and conversations straight away</li> <li>• Having an open door policy</li> <li>• Being approachable</li> <li>• Having honest conversations about choices, emotions and behaviour</li> <li>• Being brave and having honest conversations with other staff, governors, children or parents even if they are difficult ones to hold</li> </ul>	<ul style="list-style-type: none"> <li>• Not owning mistakes</li> <li>• Blaming others</li> <li>• Covering up mistakes</li> <li>• Blaming pupils</li> <li>• Keeping things to yourself - pretending it's not happening</li> <li>• Not recognising your emotions or triggers</li> <li>• Not being responsible for your behaviour / emotions</li> <li>• Burying your head in the sand</li> <li>• Being dishonest</li> <li>• Bending the truth or being economical with the truth</li> <li>• Manipulating situations</li> <li>• Not telling people when you need help</li> </ul>

## Appendix 6: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Recognition of 'Above and Beyond Behaviour', the microscript and the response to behaviour is consistent by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions section explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to reflect on how their behaviour impacts others
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## Appendix 7: Deliberate Botheredness

