

BILLINGHAY CHURCH OF ENGLAND PRIMARY SCHOOL
BEHAVIOUR POLICY
September 2025

Believe to achieve, empowering a community of hope and aspiration.

'Ask and it shall be given, seek and you will find, knock and the door will be opened.'

Matthew 7.7 ensures our community knows that with hard work, determination and God's help they can open doors to a brighter future.

We are inspired by the life of St Thomas and like him we are on a journey with our values supporting us as we travel. Our pupils will have the courage to challenge and ask questions with curiosity. St Thomas empowers us to learn from past and current events to be able to shine bright with hope and raise our aspirations to go out and change the world.

1. Rationale

- We are committed to providing a caring community in which pupils are made aware of appropriate behaviour whilst having the opportunity, creativity, confidence, ambition, curiosity and resilience to open doors to a brighter future. We promote co-operative, trusting and safe behaviour at school, which is based wherever possible on positive acknowledgements of behaviour.

We involve our community in understanding and implementing expectations and systems to encourage this, and to act consistently and vigilantly within agreed guidelines. We work towards creating an environment in which all children can achieve and shine brightly. As a Church of England School, we have at our heart a belief that all children are loved by God, are individually unique and that we aim to express God's love by ensuring we offer a safe and welcoming place for all God's children. By doing this we will create an environment which maximises the potential of the whole child, ensuring they are resilient, curious, creative and aspirational for the future.

We promote a culture of mutual respect between all the people who work in or visit our school. We aim to model, and we expect in return, high standards of behaviour from everyone, whether pupil, member of staff, Governor, parent or visitor to school.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

- As a Church of England School, our Behaviour Policy is reinforced in Collective Worship and is displayed by the promotion of our declared Christian values, which are as follows:

	Year A	Year B
Term 1	Service (Harvest Festival)	Thankfulness (Harvest Festival)
Term 2	Compassion (Christmas)	Trust (Christmas)
Term 3	Perseverance (Epiphany)	Courage (Epiphany)
Term 4	Justice (Lent and Easter)	Forgiveness (Lent and Easter)
Term 5	Friendship	Respect
Term 6	Miracles of Jesus	Parables of Jesus

Our Christian Values link to a learning behaviour which will help our pupils to succeed in the future (with God's help we can open doors to a brighter future) which form the basis of our curriculum intent. These link to our vision statement which focuses on overcoming the barriers to learning faced by our pupils.

Our dojo and bling rewards will reflect these learning behaviours.

Christian Values	Learning Behaviour/Characteristics of Learning
Friendship	<i>Collaborative</i> To foster positive relationships. To recognise the importance of courtesy and good moral values.
Courage	<i>Courageous</i> Give our pupils the courage to pursue excellence, aim high, be ambitious and challenge themselves. To open their eyes to the wider world and the opportunities (in education and in work) that are out there in the future. If you have courage you have happy enquiring minds. Courage to be curious.
Respect	<i>Respectful</i> Ensuring a sense of self-respect, independence and self-motivation. Children to develop compassion for others, value difference, celebrate diversity and the fact that we are all unique. Provide liberation from insularity and opportunities to be reflective about their own beliefs and those of others. Children to respect the law, recognising right and wrong and understanding the consequences of their actions.
Perseverance	<i>Resilient</i> To be resilient to overcome challenges and to develop as a lifelong learner. Problem solvers over task completers.
Service	<i>Inquisitive</i> To be inquisitive about the world they know and beyond. To be curious learners who question with enquiring minds. To be an agent of change (living the way Jesus did) to impact the school and the local community. Responsible lifelong curious learner.
Forgiveness	<i>Adaptable</i> To be adaptable, responsible and tolerant and develop a growth mindset.

2. Implementation

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

- We recognise that any punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.
- The power to discipline pupils for misbehaviour which occurs in school and in some circumstances, outside of school eg on a school visit (See Section 8 of this policy) applies to all paid staff with a responsibility for pupils, such as teaching assistants.
- Teachers also have the power to confiscate pupils' property (see Section 9 of this policy).
- We will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' Child Protection and Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.
- Out of school factors plus in-school influences are recognised as affecting pupil mental health. We understand that these could play a major role in behaviour presenting in the classroom. Considering both the influences and the extent to which the school can influence them should lead to a more effective choice of strategies when considering how to create policies and individual response plans for positive and negative behaviours in school.
- Behaviour is influenced by emotional, social, and cognitive factors. These factors and the learning behaviour itself can be addressed through the three relationships (with self, others, and the curriculum) experienced by the individual in the classroom. If a pupil has become heightened we employ the 3 Rs approach before addressing the behaviour, which are Regulate, Relate and Reason.
- Homophobic or biphobic behaviour and language (linked to sexual orientation) and transphobic behaviour and language (gender identity) will not be tolerated and there will be no justification for this negative behaviour based on Christian faith or the Bible.
- Many of the expectations about appropriate behaviour are encouraged and supported by the whole school ethos and by planning and classroom management. We encourage good behaviour through a mixture of high expectations, clear policy and a Christian ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Considerations here are:

Establishing what good behaviour is. Our vision statement is rooted in the 4 pillars of what is a Christian world view. It incorporates the 4 basic elements which permeate the Church of England vision for education: wisdom, hope, community and dignity.

All members of our school community know that good behaviour means all are valued and treated with dignity, kindness and respect. Good behaviour means caring for everyone to enable them to grow, flourish and realise their potential in future life. Children will develop compassion for others and celebrate diversity. At school, everyone has a right to learn in a calm, safe and supportive environment and know that any incidents are dealt with quickly and fairly. It is with good behaviour that the school community can thrive, achieve and build positive relationships enabling everyone to shine brightly.

Any form of disruption, be it to teaching, learning, routines etc will not be tolerated.

- 2.1 Matching tasks to the children's needs and individual curriculum policies including the need for differentiation.
- 2.2 Encouraging a quiet, orderly movement around school and in classrooms – an appropriate level of noise to the task.
- 2.3 Ensuring clear communication with all members of the school community so all know in detail the expectations.
- 2.4 High expectations are to be demonstrated repeatedly and consistently to ensure all pupils know and understand the systems of behaviour and what constitutes acceptable and desirable behaviour (inc staff). A shared understanding of behaviour will be embedded in the collective consciousness and expected at all times.
- 2.5 Ensuring consistency between staff members and pupils.
- 2.6 Ensuring there is highly visible leadership at different places and times around school.
- 2.7 Collective responsibility for maintaining appropriate behaviour. Each teacher obviously has some flexibility and uses her personality, but this is within an agreed framework of expectations. Children are encouraged through good modelling, through acts of Collective Worship and through curriculum subjects such as PSHE.
- 2.8 Maintaining good, open relationships with parents – wherever possible sharing ideas and action to be taken.
- 2.9 Ensuring that the physical aspects of school are conducive to safety – keeping the building and its surrounding environment clean, open, with a high standard of display.
- 2.10 Encouraging an atmosphere of mutual acceptance and respect, of listening and support, of positive comments about all aspects of children's work and behaviour.
- 2.11 Teaching learning behaviours will reduce the need to manage misbehaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task.

Teachers should encourage pupils to be self-reflective of their own behaviours

Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Research suggests that when children improve their learning behaviours, this skill set can improve both academic achievement and cognitive ability.

- 2.12 Extrinsic motivation—in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour. Teachers can use tangible techniques such as rewards and sanctions, or less tangible strategies such as praise and criticism, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave. Intrinsically motivate by encouraging growth mindset. Modelled by teacher/staff.
- 2.13 Other, more explicit ways of maintaining appropriate behaviour and, where necessary, taking action to prevent or limit inappropriate behaviour are:
 - a) Keeping school rules, which are few in number, explicit, fair, realistic, achievable and appropriate to age and context. These are upheld by example, by being made clear in acts of Collective Worship etc. As the children move through the school there are opportunities for them to discuss the need for rules, both within the classroom and around school, and to give opinions as to what they consider to be effective rewards and sanctions.
 - b) Having class checklists for behaviour for each class which are communicated to

the pupils at appropriate times. See Appendix 1.

- c) Having rules for the Acceptable use of the Internet which are signed by both pupils and parents and having rules written by pupils for other pupils displayed on the screen before they log into a computer.
- d) Through the Sports Premium purchasing play equipment to be used at break and lunch times. Playtime monitoring has shown this has impacted on improved behaviour at these times and the School Council have further enhanced this by ensuring the oldest pupils in school look after the equipment each day.
- e) The School Sports Crew have developed challenges at break and lunch time when pupils use the equipment.
- f) Playground Leaders have been trained to help lead activities to engage children in physical activity.
- g) Having a code of conduct for acts of Collective Worship and for use of the Outdoor Quiet Area devised by pupils which are clearly advertised.
- h) If a concern arises, involving parents at the earliest opportunity, discussing it with them and wherever possible coming to an agreement as to action to be taken. This may be part of an action plan on the child's SEND referral.
- i) Using Specialist Teaching Team, BOSS and other agencies for advice and support.

3. Expectations and Procedures

3.1 Our School Rules

- To always try our best.
- To be polite and kind to everyone.
- To respect everyone's right to feel safe in school.
- To make someone smile everyday.
- To treat all property with care.
- To use appropriate language.

3.2 Expectations in the Classroom / School Building

Classes will have their own class rules which will be devised with the children at the beginning of the school year in September. These will be displayed in each classroom. However as a framework the children will work within a purposeful, well-ordered atmosphere. They respect each other in times of listening, helping, looking after their own, each other's and the schools' possessions and property, trying to do their best and creating a friendly, welcoming, caring and safe atmosphere. Older classes will have inherited an understanding of expectations of behaviour and will be reminded of the school rules.

Each class will have their own behaviour system which is communicated to the children at appropriate times. A tariff of sanctions and rewards will be in place devised alongside pupils.

School shirts will be tucked in at all times when the children are in the school building.

Pupils will walk in an orderly and sensible manner round school showing care and consideration and good manners to all including adults (e.g. holding doors open inc. for other pupils, letting adults go first).

There is a collective worship code of conduct that is shared with the children and displayed on entry points into the hall.

3.3 Expectations at the start of the day, at break and lunchtimes

Children arrive at school from 8.45am to go straight to their classroom ready for an 8:50 start. An adult stands at each entrance gate and greets the children as they enter school. This is a proactive way to develop relationships and promote a feeling of belonging.

A set of playground rules have been devised by the staff and children which are displayed on the external playground wall.

At morning break the children go on to the playground and remain there unless sent into school by a teacher, e.g. for medical attention. The teachers on duty will deal immediately with any minor problems, but if there is an instance of bullying or very rough behaviour, he/she may deal with the immediate situation and then follow up after break with the Class Teacher or if necessary the Headteacher/Assistant Headteacher. He/she will also ensure that the children's class teacher(s) is informed if the matter is referred to the Headteacher or Assistant Headteacher.

At the end of break time and lunch time the external bell is rung once on the playground by a member of staff. This is a sign for the children to stand still and stop talking, get off any equipment and get onto the playground. Staff will then call classes, one at a time, to come and line up, walking in an orderly and sensible manner. All classes will wait in silence and when all classes are lined up the expectation is that there will be silence before each class is sent into school in a quiet and sensible manner (walk one behind the other).

At lunchtime, children who have meals provided by the caterer eat in the hall. Children in the Red Arrow, Vulcan and Spitfire classes will have their lunch in the hall at 12.30pm. Children in the other classes will go outside at 12.30pm and swop over at 1.00pm. Trolleys are provided to put lunch boxes etc on in some classrooms or they are left at the side of the hall in a neat pile and collected when the children return in at the end of lunch.

There is a set of rules for eating in the hall which have been devised by the lunch staff and our pupils. The MSA's encourage the children to sit still, talk quietly and eat their lunch carefully. Outside the same rules as for break apply. At the end of lunch the same procedure applies as for the end of break time, set out above. MSAs will communicate any concerns/incidents occurring during the lunch period to the class teacher or teaching assistant. The Headteacher will be informed or help sought if an incident of inappropriate behaviour occurs as necessary.

Lunch Time Rules whilst eating in the hall or classroom

- Talk to the person next to you only, don't shout out across the table (indoor voices).
- Say the prayer properly and respectfully.
- Respect and listen to an adult when they are talking to you.
- When you hear an MSA clapping be quiet, listen and stay quiet.
- Stay in your seat until told by an adult to get your lunch.
- Do not turn round and talk to children behind you.
- Eat carefully and keep your area tidy.
- When told to do so by the MSA, stand up quietly and line up at the respective fire exit door ready to lead out quietly.

4. Rewards and Sanctions

- 4.1 School will ensure that a clear and well communicated system of consequences is in place which are used consistently across the whole school community.
- 4.2 Putting in place clear reward systems can improve pupil behaviour in the classroom when used as part of a broader teacher classroom management strategy. Reward systems mainly involve the presentation of something such as a reward or praise to reinforce desirable behaviours, but can sometimes also involve removing something- such as a right to sit next to a friend or time to play - known as punishment.
- 4.3 Positive consequences of behaviour

We believe that for pupils to behave well, they need to know what is expected and that good behaviour is appreciated by all, modelled and demonstrated. All staff at school need to be positive role models. Pupils should know the tariff of rewards in each class. Our pupils were involved in the formulation of the tariff of rewards. Good behaviour will be rewarded in the following ways:

- Awarding Dojo points. When you have collected 25 dojos this will lead to a Bling being awarded for Spitfire class upwards; in Red Arrow and Vulcan classes if they get 25 dojos in a half term they are awarded a certificate and can select something from the prize box.
- Once Blings have been awarded they can be exchanged for items or saved in the Shop and Bank on a Friday.
- Stickers, certificates and trophies are awarded for various examples of good behaviour.
- Celebration Worship: a child displaying a learning behaviour is nominated each week and is celebrated in Friday's collective worship.
- A child that has been nominated for Celebration Worship receives a certificate and a badge. The badges have our learning behaviours on. Children to keep the badges and display on uniform.
- Christian Values certificate inc MSA certificates linked to pupils displaying our Christian Values at lunch time which are given out at Celebration Worship.
- Each half term class teachers will nominate a pupil from each class to receive an award for their outstanding learning in subjects against the learning behaviours during the term. These pupils will receive a trophy to keep.
- Postcards posted to home address of parent / carer for pupils showing good progress / hard work etc in a session or over a period of time.
- In some cases where class behaviour needs to be improved they can collectively earn marbles in a jar for a reward.
- Sharing good work with other classes in school.
- Pupils to share good work/positive behaviour with the Headteacher and receive a sticker and or have their work stamped.
- Positive feedback from class teachers. This can take the form of praising of the class, groups or individuals with verbal comments. This will depend on the age and ability of each pupil and the context of the behaviour. It can also take the form of marking comments which are constructive and offer ways/questions designed to further enhance learning.
- Typhoon class use a marble jar to address positive and negative behaviours.

4.4 Negative consequences of behaviour

Spitfire, Hurricane, Lancaster and Typhoon Classes

1. Pupils who break classroom or school rules will be given a verbal warning.

2. A further break of classroom or school rules will result in a dojo point being taken away.
3. A further break of rules will result in more dojo points being taken away and / or losing time at break and / or lunch time. Pupil could also take some time out in the quiet area or in another class to reflect about their behaviour and complete their work.
4. If the behaviour persists then the pupil will be sent to the HT (or in his absence the AHT) to discuss the behaviour and complete a Reflection Sheet and carry out work. This can result in further loss of time at break or lunch time.
5. If the behaviour continues then parents/carers will be called into school for a meeting with the Headteacher and the Class Teacher to discuss their child's behaviour.
6. If the behaviour continues the Headteacher will write to the parents outlining the behaviour and the sanctions imposed and stressing what will happen next. The parents of the child will be called to a meeting at school to discuss their child's behaviour. A Pastoral Support Plan could be written and a member of an outside agency become involved.

Pupils are also required to repeat unsatisfactory work until it meets the required standard during break time or lunch time.

A dojo can be taken from a pupil for not reaching expectations set by CT eg in terms of a zero score in a spelling test or not reading for the required amount of times in a week.

Pupils have the opportunity to gain rewards lost/taken away by doing something positive.

Red Arrow and Vulcan Classes

1. Pupils who break classroom or school rules will be given a verbal warning.
2. A further break of classroom or school rules will result in a second warning and the loss of a dojo point.
3. If the behaviour persists then the pupil can lose more dojo points and will lose time at break and / or lunch time (5 minutes eg in Year 1 outside area at break or lunch to whole break missed). This is at the discretion of the class teacher.
4. If a pupil continues to struggle to follow the rules and work in the classroom environment this will result in the pupil taking some time out in the quiet area or in another class to reflect about their behaviour.
5. If the behaviour persists then the pupil will be sent to the HT (or in his absence the AHT) to discuss the behaviour and complete work/read/ the Reflection Sheet. This can result in further loss of time at break or lunch time.
6. If the behaviour continues then parents/carers will be called into school for a meeting with the Headteacher and the Class Teacher to discuss their child's behaviour.
7. If the behaviour continues the Headteacher will write to the parents outlining the behaviour and the sanctions imposed and stressing what will happen next. The parents of the child will be called to a meeting at school to discuss their child's behaviour. A Pastoral Support Plan could be written and a member of an outside agency become involved.

Pupils are also required to repeat unsatisfactory work until it meets the required standard during break time (supervised by a member of staff).

Pupils have the opportunity to gain back rewards lost/taken away by doing something positive.

- Copies of letters sent home to parents will be placed in the pupil's file until they leave Billingham Church of England Primary School. If the behaviour of the child improves over time these copies will be removed from file and destroyed. If, however, there are significant number of letters in the file, they will be forwarded to the next school.

- There will be occasions where the class teacher may need to bypass some of the procedures for each class depending on the nature of the incident and informing parents either by phone or in some cases arranging for a meeting to take place with the parents and the Headteacher.

4.5 Sanctions that could be used – Pupils were consulted in discussing sanctions that could be used. See Appendix 2. Other sanctions include:

- Writing a letter of apology listing the unacceptable behaviour(s) and how these can be amended.
- Completing extra work or repeating unsatisfactory work until it meets the required standard.
- Pupils sent to miss their break time outside the Headteacher's Office to complete a reflection sheet (See Appendix 3) and carry out work.
- Losing a dojo or a bling.
- Standing by the wall for part of break or lunch time.
- Missing discos and after school clubs/activities.
- Removal of any privileges.
- Sent to the wet area or another class to complete work.
- Behavioural report between home and school.
- Pastoral Support Plan setting out support that the school will put in place and the behaviour seen. This can lead to a case worker from the Pupil Reintegration Team being allocated and a referral to the BOSS Service.
- If the behaviour continues, suspension as a last resort. There may be cases where the behaviour warrants the above steps to be bypassed and lead straight to a suspension. Suspensions will be dealt with in accordance with our Exclusion Policy.
- The punishment of whole groups is avoided, as innocent pupils would be punished with the guilty, thus creating a sense of unfairness. Pupils are also, wherever possible, reprimanded away from others, in order to avoid resentment or the feeling of humiliation.

In some situations it may be necessary for disruptive pupils to be placed in isolation away from other pupils for a limited period. This will only be used when it is in the best interests of the pupil and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in isolation and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools must allow pupils time to eat or use the toilet.

In the playground

The rules devised for use in the playground will apply at break time and at lunch time.

At break time

1. Where the behaviour is flaunting a known playground rule, the pupil will receive a verbal warning about their behaviour.
2. If the behaviour continues they will stand by the member of staff on duty for a period of time or by the wall. This will be verbally communicated to the child's class teacher and is incorporated into the negative consequences of behaviour steps.
3. Should the behaviour warrant it the pupil will be sent to the Headteacher, or in his

absence, the Assistant Headteacher. They will keep the pupil out of the playground for the remainder of the break. Further sanctions may be necessary and this is at the discretion of the Headteacher or Assistant Headteacher.

4. Should, in the viewpoint of the adult in charge, the misbehaviour be as a result of the child genuinely not understanding that what they were doing is unsafe, 2 verbal warnings may be given.
5. There may be occasions where a member of staff will bypass some of these stages. This will depend on the severity of the incident is down to the discretion of the staff member.

At lunch time

1. The child will be given a verbal warning about their behaviour.
2. If the behaviour does not stop then the pupil will stand by the member of staff on duty for a period of time or will stand by the wall (at the discretion of the MSA). In the hall, when eating lunch, a 'time out table' will be available to be used. The behaviour will be noted in a record book kept by the Midday Controller if the staff member feels that the behaviour is severe enough. Most of the time the MSA will feedback verbally to the CT at the end of lunch.

The Midday Supervisory Assistant witnessing and dealing with the issue will inform the Midday Controller. They will also inform the admin staff who will record the incident on Arbor.

The class teacher will be informed by the Midday Controller or Midday Supervisory Assistant responsible for the class of which the pupil belongs at the end of lunch time. The behaviour will be incorporated in the negative consequences of behaviour steps.

3. If the behaviour continues the child will be sent to the Headteacher or in his absence the Assistant Headteacher.
4. Should, in the viewpoint of the adult in charge, the misbehaviour be as a result of the child genuinely not understanding that what they were doing is unsafe, 2 verbal warnings may be given.
5. There may be occasions where a member of staff will bypass some of these stages. This will depend on the severity of the incident is down to the discretion of the staff member.

Putting Matters Right

It is important that children realise:

- a) that it is possible to overcome the bad feeling that their poor behaviour causes those around them.
- b) that the ability to forgive is highly valued and praised.
- c) there is always an opportunity by doing something positive to move back up the behaviour chart.

The most important way in which this is achievable is in the form of an apology. Children need to understand that a true apology is not only made in words, but in body language and eye contact, and in subsequent actions. When a child has transgressed the school rules, they will be asked how they can begin to put matters right. They will be asked to apologise to the person they have offended, and a member of staff will help them to formulate the apology and come up with an offer of action which shows them to be truly sorry.

Support will be given to those offended against during the apology, and forgiveness modelled and highly praised.

5. Bullying

We do not tolerate bullying at this school. While bullying is of course an aspect of behaviour and the behaviour policy relates to it, there is need for referral to the Anti-Bullying Policy to deal with issues of bullying. Homophobic or biphobic behaviour and language (linked to sexual

orientation) and transphobic behaviour and language (gender identity) will not be tolerated and there will be no justification for this type of negative behaviour. (see also Homophobic Bullying Policy).

6. Reporting

Incidents of poor behaviour are recorded on Arbor by the class teacher or another staff member in the relevant class.

7. Pupils' conduct outside the school gates

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, the school will impose negative sanctions as appropriate as set out in section 5 of this policy.
- Subject to this policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

- o taking part in any school-organised or school-related activity or
- o travelling to or from school or
- o wearing school uniform or
- o in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.
- In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Confiscation of Inappropriate Items

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In most cases a parent/carer will be called to collect the confiscated item from school. Parents/carers are responsible that this item will not return to school. However weapons and knives and extreme or child pornography must always be handed over to the police. If the item is confiscated again in school then the school has the power to retain or even dispose of the item. In some cases the school may decide to go straight to retaining or disposing of the item.
- A list of prohibited items which the school has the power to search without consent can be found in the DfE publication 'Behaviour and Discipline in Schools' January 2016. These include: alcohol, stolen items, tobacco, knives and weapons etc.

9. Power to Use Reasonable Force

- a. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

- b. Headteachers and school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- c. Schools have a legal duty to make reasonable adjustments for disabled pupils and children with special educational needs (SEN) with regards to reasonable force. School staff can use reasonable force on pupils with SEN or those who have disabilities but the judgement on whether to use force should not only depend on the circumstances but also on information and understanding of the needs of the pupil concerned.

10. Behaviour incidents online.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. See Safeguarding policy.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. In such cases school will consider sanctioning pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when a pupil is identifiable as a member of the school or the behaviour could adversely affect the reputation of the school.

11. Monitoring

- The Headteacher will monitor reported incidents of behaviour on Arbor. He will also report issues of behaviour to the Governing Body.

12. Review

- The Headteacher and staff will review this policy in Term 1 2026. Any suggested amendments will be presented to the Governors for discussion at their first meeting of Term 2 2026.

Appendix 1

Class Checklist for Pupil Behaviour

Red Arrow

- We are all respectful towards each other.
- Everyone must walk and talk indoors.
- Everyone needs to take care of the classroom and garden and the things in it.

Vulcan, Spitfire, Hurricane, Lancaster and Typhoon

- Shirts are to be tucked in and hats are to be removed inside the school building.
- Walk in single file in an orderly and quiet manner, sensibly around school.
- Remember the importance of good manners and consideration for others.
- When you walk into the classroom sit calmly and quietly ready to learn.
- Remember the use of 'indoor voices' when in the school building.
- At the end of break or lunch time line up in a quiet and straight line ready to be sent into school.

Appendix 2

Class Behaviour in Typhoon, Lancaster, Hurricane, Spitfire, Vulcan and Red Arrow classes

Negative consequence steps are set out in part 5.

Positive behaviour:

Dojo points are awarded for positive behaviour inc demonstrating Christian Values/learning behaviours.

Start at 0 at the beginning of each half term.

25 dojos = 1 bling. 50 = 2 blings. 75 = 3 blings and 100 = 4 blings.

25 dojos for a certificate, then 50 in 25 intervals.

Certificates awarded at Celebration Worship on a Friday.

Blings can be exchanged for items at the Shop and Bank on a Friday or can be saved in each pupil's account (interest in terms of blings can be accrued on savings).

Hurricane Class

Dojos are also awarded to encourage reading. 1 dojo for 15 mins + reading per week (evidenced on AR). 2 dojos for 25 mins + reading per week. 3 for star reader – pupil who reads the most in the week. These are given out on a Friday and the system runs from Friday to Friday. 1 dojo is also awarded for full marks on an AR test.

Typhoon and Lancaster Class

Dojos are displayed on the IWB and are awarded for showing our learning behaviours.

Spitfire Class

Dojos are displayed on the IWB.

Additional dojos can be gained for reading. 2 dojos at the end of a week if quizzed on AR or read x2 to an adult at home.

Vulcan Class

Reading dojos: 1 dojo point for reading with an adult and having reading record signed at least 3 times each week (Thursday to Thursday).

Red Arrow Class

Dojos are awarded for positive behaviour linked to learning behaviours. When a pupil achieves 25 dojos they can choose a prize.

Appendix 3 – Reflection Sheet

To be completed by pupil who misses a break outside the Headteacher's Office

Name:

Date:

What Happened?	What did I do?
What should I have done?	What will I do next time?