



CHARVIL PRIMARY PIGGOTT

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

POLICY WITH REGARD TO BEHAVIOUR AND STATEMENT OF BEHAVIOUR PRINCIPLES (INCLUDING MOBILE PHONES)

Author:	Headteacher
Approver:	Local Governing Committee
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Category of policy:	Local Governing Committee Policy

Changes history

Version:	Date:	Amended by:	Substantive changes:	Purpose:
1	September 2024	Headteacher	Template, behavioural approach amended and made more explicit, zones of regulation added	To reflect changes to the behavioural approach within school and to reflect this is a new trust policy
2	September 2026	Lead Governance Professional	Added sections on offsite direction, safeguarding separations and wearable technology	

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RATIONALE

At The Piggott School: Charvil Primary we value all God's children. We hold our Christian vision and values of Courage, Respect, Honesty, Dedication, Equality and Love at the heart of our approach to behaviour. These core Christian values and our vision, to 'Go and do likewise' are used to promote positive behaviour for learning, as well as supporting children in developing the awareness, knowledge, understanding and leadership skills necessary to contribute positively to wider society as good citizens.

Our practices are based on a relational approach which strives to develop positive and trusting relationships. Positive relationships together with clear and consistent boundaries help children to feel safe and secure. The relational approach is based on the belief that children need consequences that teach, rather than solely punishing. Logical consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others.

The main aim of our behaviour approach is to support our children in developing an understanding of their own self-worth and self-belief as we believe that every child has the right to grow up feeling positively about themselves and understanding that every single one of them can positively affect the world they live in through their actions and 'go and do likewise'.

Our approach is based on Five Pillars of Practice: These pillars are the foundations upon which our practice sits and ensures a consistent approach by adults in the school, for all children.

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult conversations
5. Restorative follow-up

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Ensuring excellent standards of behaviour and attendance are valued by parents, children, staff and governors as essential foundations for a creative and effective learning and teaching environment
2. Providing an environment where all members of the school community can thrive and feel respected, safe and secure and where children are prepared for adult life and to 'go and do likewise'
3. Fostering a spirit of co-operation which appreciates individual differences
4. Promotion of our Christian vision
5. Promotion of the use of restorative approaches
6. Define what we consider to be unacceptable behaviour, including all forms of bullying and discrimination

THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT:

- There is a consistent approach to behaviour management across the school
- Clear boundaries of acceptable behaviour for all children are set out and they are regularly

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reminded about these

- Children are given opportunities to develop a strong sense of self-worth and a belief in themselves which enables them to demonstrate the highest standards of behaviour and respect for others
- Children are aware of the consequences of their words and actions towards themselves and others
- Children understand and show through their actions, that bullying and discrimination of any kind is unacceptable and will not be tolerated. The promotion of our Christian vision and values supports positive relationships
- Children recognise, understand and respond appropriately to a range of feelings
- Self-regulation is taught, to enable children to express feelings verbally rather than physically
- Equal opportunities are promoted and a positive attitude towards differences is instilled, in accordance with our duties under the Equality Act 2010.
- All members of our community adhere to and respect our Christian vision and our school values of respect, love, honesty, equality, courage and dedication
- The atmosphere in the classroom environment is safe and conducive to learning in accordance with Keeping Children Safe in Education
- Children learn that excellent attendance and punctuality are essential to their success in school and in life
- Children and families are aware of our policy on mobile phones and wearable technology

FOR THIS TO HAPPEN THE GOVERNORS UNDERTAKE:

- To ensure that the school is a place where all individuals are encouraged to achieve, where self-regulation is promoted and excellent behaviour is the norm
- To expect the highest moral standards, and to not tolerate bullying, discrimination or other anti-social behaviour
- To monitor the effectiveness of this policy and to hold the Headteacher to account for its implementation

Standards of behaviour and responsibilities

To support children in developing the skills, knowledge and understanding necessary to contribute positively to wider society, we have a set of responsibilities and learning behaviours linked to our school values to nurture, enable and promote good citizenship from all children now and in the future.

School Value	Our responsibilities	Linked learning behaviours	
Love	We help others We are always kind	Reflective Inspiring Listening Motivating	Empathy Cooperation Imitation
Courage	We take risks and challenge ourselves in our learning We stand up for what is right	Risk-taking Resilience Creativity Goal-orientated	Open-minded Cooperation Listening
Respect	We take care of everyone and everything We value the feelings of other people	Understanding consequence Listening Resilience	Empathy Cooperation Imitation
Honesty	We always tell the truth	Communication Knowing strengths	Self-awareness Cooperation

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	We own up to our mistakes and we learn from them	Reflective	Listening
Dedication	We work hard at all times and persevere when faced with challenges We are inquisitive and seek to find answers and solutions	Problem-solving Productivity Solution-focused Resilience Listening Inspiring	Motivating Tenacity Goal-orientated Proactive Cooperation Imitation
Equality	We treat everyone how we would like to be treated We celebrate our differences	Fairness Empathy Listening	Open-minded Cooperation Imitation

The school has 3 simple rules '**Ready, Respectful and Safe**' which can be applied to a variety of situations and are taught and modelled explicitly. More details can be found in our Behaviour Curriculum which can be found in appendix 1 of this document.

To ensure excellent behaviour standards, we will:

- Take time to build relationships (children should want to do something because of the quality of their relationship with the adults. The more adults know about the child, the more therapeutic they can be)
- Role model (this is essential – for e.g. the adults show the children how to 'play nicely' by playing with them)
- Provide consistency
- Ensure multiple opportunities during the day for a fresh start
- Create routines (but with flexible thinking referring to individual circumstances)
- Prioritise prosocial behaviour (valued in every child – thanking them, proximal praise)
- Plan alternatives for children who required additional support
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition
- With comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Positive language (we tell children what we would like to see, not what we don't e.g. Please walk rather than don't run)
- Use of restorative practices (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen
- Manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation
- Avoidance of public methods of tracking behaviour that risk creating negative feelings – children should not publicly see or hear the judgement of staff.

Above and Beyond Recognition

Recognition of good behaviour, achievement, attainment, demonstrating school values e.g. come in a variety of different forms and are given by members of our school staff. Rewards must be attainable for all children. The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

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Specific rewards include:

- A note home – School proud cloud card
- House points given for displaying the school values
- A visit to another member of staff for positive commendation
- A word of praise
- School Certificates and awards, formally presented
- Invitation to 'Hot Choc Friday' with the Headteacher

Student Leadership

We value the skills, experience, knowledge and views of the pupils at The Piggott School: Charvil Primary. There are opportunities to take on additional responsibility by standing for election for School Council and Eco-Council on an annual basis. In Year 6, all pupils are given a responsibility. These include: Head Boy and Girl, Vice Head boy and Girl, Foundation Buddies, Sports leaders and Worship leaders. Role descriptions are given to these pupils and an application and recruitment process is undertaken to assign these roles.

Dealing with Unacceptable Behaviours

As a school, we believe in therapeutic practice when considering behaviour incidents, to prevent a recurrence of the event and keep all our children and adults safe.

Most low-level anti-social behaviours, such as talking in class, leaving a seat instead of working, need only a reminder of the classroom expectation. A repeat of this behaviour requires a quiet word with the child. If this low-level disruptive behaviour continues, staff will use the stepped sanctions.

Stepped Sanctions

- Reminder (praise in public, remind in private)
- Caution – A clear verbal caution is given privately
- Last chance – The child is spoken to privately and given the final opportunity to engage, the adult will offer a positive choice and refer to previously good behaviour.
- Reflection time – A few minutes for the child to calm down, look at the situation from another point of view. This will often be away from the class.
- Repair – This might be a quick chat at breaktime or a more formal meeting between the adult and the child.

It is made clear to pupils that unacceptable behaviour affects others in the school community.

If **unacceptable behaviours continue**, parents/cares may be informed and strategies discussed with them such as missed work being completed at other times. Please refer to the section 'Behaviour stages and consequences' for more details on the types of behaviour and possible actions.

Support from the Pastoral Team may be offered such as exploring what any underlying reason might be and helping to plan provision and reduce risk.

When working with pupils, staff endeavour to:

- Label the behaviour not the child
- Avoid escalating consequences
- Allow take up time
- Be reasonable and ask non-threatening questions to uncover the unknown
- Use a calm voice and body language
- Avoid whole group consequences

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Involvement of families, parents and carers

Families, parents and carers, are asked to:

- Familiarise themselves with school's behaviour and mobile phone policy and reinforce it at home where appropriate
- Support the work of the school
- Support their child in adhering to the school's behaviour and mobile phone policy
- Accept responsibility for the conduct of their children and offering encouragement or support sanctions when appropriate
- Understand and reinforce the school language as much as possible
- Discuss any behavioural concerns with the child's class teacher promptly
- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day
- Liaise about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school

The school will endeavour to build a positive relationship with families, 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.

Involvement of Children

The children may be involved in reviewing the school's procedures to reinforce self-discipline and positive work and behaviour patterns. Discussion in classes will inform the deliberations of the School Council. In particular the school will ensure that the needs of children with SEND and other minority groups are properly taken into account, and their participation in the consultation process is assured.

Equalities

All rewards and consequences will be applied fairly (treating children according to their needs) and consistently and in accordance with the school's equalities policy and the Equalities Act 2010. In order to achieve a positive working environment for all, children are taught effective self-regulation tools.

Consequences and Restorative Conversations

It is essential that there is an element of restorative practice after a behaviour incident. Restorative practices provide the children with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Behaviour which disrupts the learning of others will result in a linked consequence, such as missed work being finished or objects being tidied up in the child's own time. If there is no natural linked consequence, then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term. An example of this would be sending a child to a safe space so that a lesson could carry on safely or asking a member of the pastoral team to come and give support.

Children who have recognised behavioural needs may have individual behaviour support arrangements. The parents/carers, class teacher, the school's pastoral team and the pupil may all be involved in the creation and oversight of these and they are confidential.

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Staff will deal sensitively with children who have been affected by another's poor behaviour, without breaching the confidential nature of sanctions that may have been given.

Restorative Conversations

Following incidents of poor behaviour, the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest pupils, the three questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Restorative questions

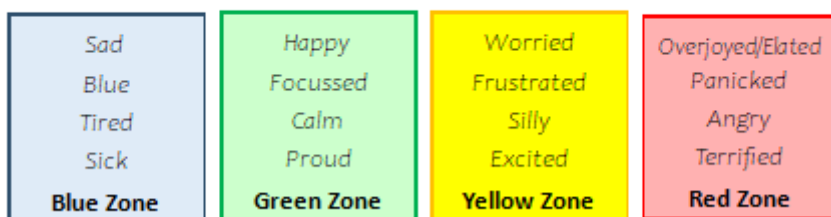
- 1. What has happened?**
- 2. What were you thinking and so how were you feeling?**
- 3. Who has been affected?**
4. What do you need now to feel better about this?
5. What do you think needs to happen to solve the problem/ repair the harm.

These visual images can be used with children to help respond to the Restorative questions

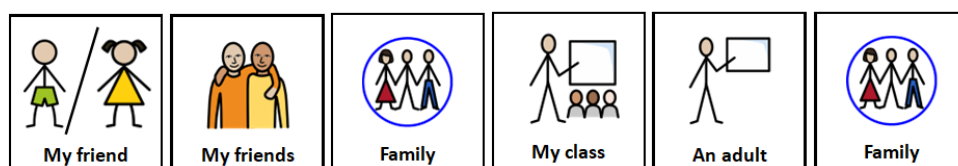
What happened?



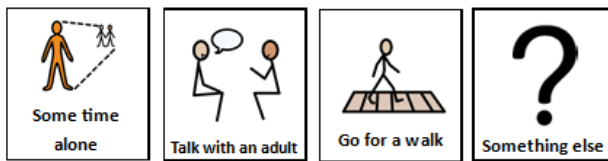
How were you feeling?



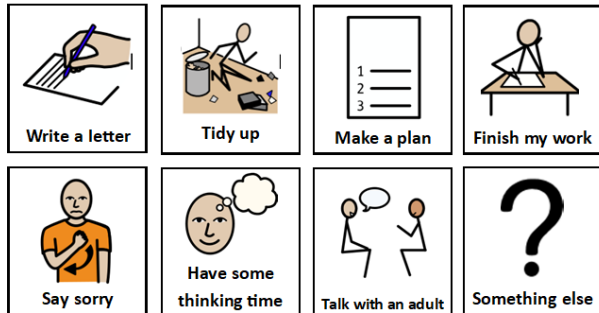
Who was affected?



What do you need to feel better about this??



Was needs to happen to put it right?



Emotion Coaching

Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them. Adults tune into the child's emotion and give them guidance on how to cope with the feelings and what to do. This approach provides opportunities for learning and reflection and, over time, leads to improved internal self-regulation. Staff have been trained to emotion coach using the CALM approach.

Calm Approach

- **Connect:** Tune in to the child's feelings and our own
- **Acknowledge:** Validate their feeling and label them. Name it!
- **Limits** (if necessary): Remind the child of acceptable/unacceptable behaviours
- **Make a plan:** Problem solving and finding solutions!

Zones of Regulation

Zones of Regulation are used across the school. This is a framework to address self-regulation and emotional control. It aims to teach children to identify their feelings and level of alertness and then to categorize into four coloured zones with which the students can easily identify. It is used as a way to nurture development of skills-develop understanding of social situations and how behaviours influence others' thoughts and feelings. Staff refer to the Zones of Regulation regularly and each classroom has a Zones of Regulation display. More information can be found here [The Zones of Regulation | A Curriculum For Emotional Regulation](#)

Behaviour Stages and Consequences

Stages are set out below but the procedure can be initiated at any stage depending on the severity of the incident(s) and stages can be jumped where necessary at the discretion of the member of staff. The use of consequences is monitored by ethnicity, gender, SEND, and disadvantage, and any pattern revealed leads to appropriate action.

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Determining which stage the incident of poor behaviour falls into will be decided on a case-by-case basis by the respective member of staff with regard to the impact on perceived fairness.

The member of staff will consider any known aggravating and/or mitigating circumstances and what respective weight to attach to each in reaching this decision. For example, the member of staff may consider the following to be aggravating factors:

- Intention of the child
- Prior behaviour record particularly behavioural incidents of the same or similar type
- Type of offensive weapon and/or the length of any blade
- The value of stolen or damaged property
- Behaviour with a racist, sexist, homophobic element or discrimination
- Extent of the injuries suffered by the victim
- Sexual assaults
- Particular vulnerability of the victim
- Deliberately misleading or lying to staff, non-cooperation or covering up the behaviour
- Class of any illegal drug or 'high'
- Amount of any drug/alcohol the pupil is in possession of, and if the drug/alcohol is likely to have been supplied to others

Members of staff may consider the following to be mitigating circumstances which could lessen any sanction:

- Previous good behaviour record
- Cooperation with school staff in relation to the incident
- Any known likely contributory factors such as a pupil's SEND, mental health, family circumstances, recent bereavement and/or as a victim of bullying
- Social care, virtual school or external agency involvement
- Any known or likely coercion
- Acting in self defence
- Provocation or victimisation

These are not definitive nor exhaustive lists. *The examples of poor behaviour given in the table below are not definitive nor exhaustive lists.

Stage and consequence	Examples of Behaviour*	Possible Actions	Adults who may be involved
Stage 1 Initial recognition – at the first sign of antisocial behaviour	Low level antisocial behaviour which does not reflect the school's vision or values Talking whilst teacher or other pupils are Calling out Leaving classroom without permission Making inappropriate noises Off task behaviour Not caring for school property Not fully engaging with learning A harmful comment about another pupil Not following instructions	Point 1,2,3 of Stepped Sanctions used with pupil in class (Appendix 1) A look, comment, gesture or other non-verbal cue. Record as necessary and report to parents at staff member's discretion	Teachers Support staff
Stage 2 Verbal warning including a reminder of	Continuing low level antisocial behaviour which does not reflect the school's vision or values Repeated, persistent or continued Stage 1 behaviours	Stepped Sanctions point 4,5 used with pupil in class (Appendix 1) Point 4 – includes reflection time, away from the class.	Teachers Support staff Parents

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behaviour expectations	Failure to stop following warnings outlined in stage 1 Disrupting others learning Using equipment inappropriately Potential risky behaviour, such as not following health and safety instructions of a lesson which interrupt learning Rough play, or actions within play, that could harm others	Restorative conversation to be had with adults supporting.	
Stage 3 Missed playtime(s) and/or lunchtime(s) Removal of privileges	Mid-level antisocial behaviour Repeated, persistent or continued Stage 1 or 2 behaviours Failure to stop following warnings outlined in stages 1 and 2 Repeated or continued disruption to the learning of other pupils Potentially dangerous behaviour Verbal abuse Inappropriate use of technology Inappropriate use of social media Repeated unkindness towards others such as not letting others join in games, use of unkind words Leaving the classroom without permission	Stepped Sanctions used Restorative conversation to be had with adults/children involved. Reflection time to take place over a break / lunchtime (amount at teacher's discretion) Teacher to inform parents in the case of verbal abuse or children being intentionally hurt Record on CPOMs	Teachers Support staff Parents
Stage 4 Reflection time (away from classroom)	Mid-level antisocial behaviour Repeated, persistent or continued Stage 1, 2 or 3 behaviours Failure to stop following warnings outlined in stages 1, 2 or 3 Serious repeated or continued disruption to the learning of other pupils. Repeatedly absconding from class Intentional physical violence on member of staff or peer Serious verbal abuse Violent conduct Physical behaviour towards staff and/or peers Defiance, use of derogatory language, being disrespectful to staff Theft / stealing Bullying Vandalism / Graffiti / Destruction of property (including activating the fire/door alarms) Racist remarks, sexual, sexist, homophobic or misogynistic remarks, actions or incidents Anti-religious comments	Discussion with parent, individual behaviour plan written if patterns are occurring Report card to monitor incidents SLT/Pastoral support team to support Addressing behaviour conversation to be had Record on CPOMs. If patterns emerge, referral made to behaviour Lead	Teachers SLT Pastoral support team Parents Behaviour Lead to monitor incidences, if patterns arise, external support will be sought

Stage 5 Internal exclusion	High level antisocial behaviour Repeated, persistent or continued Stage 1, 2, 3 or 4 behaviours Failure to stop following warnings outlined in stages 1, 2, 3 or 4 Persistently absconding from class Smoking or vaping Possession of banned items including alcohol, vapes, cigarettes, lighters or matches. Several incidents of physical violence on a peer or peers	Restorative conversation to be had with adults/children involved. Reflection tasks to be completed Member of SLT or teacher to contact parents Behaviour Support Plan implemented Record on CPOMs	Deputy Headteacher Headteacher External support investigated via Behaviour support team / Foundry College
Stage 6 Suspension (Fixed Term Exclusion) Off-site direction	Very high level antisocial behaviour Repeated, persistent or continued Stage 1, 2, 3, 4 or 5 behaviours Failure to stop following warnings outlined in stages 1, 2, 3, 4 or 5 Any instance or persistent instances of poor behaviour, which represent a serious breach or persistent breaches of the school's behaviour policy. Intentional serious physical violence against an adult or child Bringing a knife, offensive weapon or other weapon into school Taking or being under the influence of drugs Intentional physical violence towards staff A behavioural incident of sufficient seriousness and/or bringing the school into disrepute	Behaviour Support Plan reviewed, (risk assessment written if appropriate) Suspension (Fixed Term Exclusion) Record on SIMS Headteacher to discuss with parents and child Reintegration meeting Letter to parents Headteacher to inform Chair of Governors	Headteacher External support e.g. Behaviour support team / Foundry College See DFE Exclusions guidance See Suspensions and Exclusions policy
Stage 7 Permanent Exclusion	Extremely high level antisocial behaviour Repeated, persistent or continued Stage 1, 2, 3, 4, 5 or 6 behaviours Any instance or persistent instances which represent a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Intentional serious physical violence against an adult or child Bringing a knife, offensive weapon or other weapon into school with the intent to cause harm Harmful behaviour with a knife, sharp bladed object, offensive weapon or weapon An intent to supply, assistance with supply, arranging to supply, or being in possession of drugs and/or alcohol. A behavioural incident of sufficient seriousness and/or bringing the school into disrepute	Headteacher to triage with trust CEO, Permanent exclusion Record details on SIMS and exclusion log Headteacher to discuss with parents and child Letter to parents Headteacher and Chair of Governors	Headteacher See DFE Exclusions guidance See Suspensions and Exclusions policy

Suspension/Exclusion

Whenever exclusion is considered, the school will always comply with the DFE's statutory guidance on fixed term and permanent exclusions. See Exclusions Policy and link to DFE guidance below:

<https://www.gov.uk/government/publications/school-exclusion>

Sanctions procedures will not always be appropriate for all incidents, and staff should use their discretion when dealing with children they know well or who are known to have recognised behavioural difficulties.

The safety of staff and pupils is paramount. Violence against staff and/or pupils would constitute a serious breach of this policy and therefore trigger consideration of a suspension.

More serious offences, or persistent offenders for whom other sanctions have failed, will be referred to the Headteacher who may decide to suspend a child for a fixed period. On these occasions parents will be informed and invited to attend a reintegration meeting.

Where a child fails to respond to the support given as a result of a Pastoral Support Plan, and the avenues of support have been exhausted, the Headteacher has the power to decide that the pupil will be permanently excluded. The Headteacher, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school, has the power to permanently exclude a child.

We will not suspend or exclude children unlawfully by directing them off site, or not allowing children to attend school without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'.

Off-site direction

An off-site direction is a preventative measure to school exclusion and requires a pupil to attend another education setting temporarily to improve their behaviour. An off-site direction can be full-time or a mix of part-time support in alternative provision and continued mainstream education.

On these occasions parents will be informed and invited to attend a reintegration meeting.

Off-site directions will be regularly reviewed.

Please refer to our exclusion and suspension policy for further information.

Pupils conduct outside of the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. This includes when the pupil is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform
- in some way identifiable as a pupil at the school
- It also includes misbehaviour of a pupil that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil, member of staff or member of the public
 - could adversely affect the reputation of the school

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Suspected criminal behaviour

If a pupil over the age of 10 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.

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

Following any report of child-on-child sexual violence or sexual harassment offline or online, our Designated Safeguarding Lead or Deputy DSL's will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). Please refer to our child protection and safeguarding policy for more information.

Mobile phones

Any use of mobile devices in school by pupils must be in line with our online safety policy. Pupils in Year 5 and 6, pupils may bring mobile devices into school, but upon arrival at school must hand them immediately to their class teacher. They will be stored by the class teacher, in a safe place, during the day and handed back to the pupil at the end of the school day.

Pupils in Foundation Stage and Years 1 to 4 are not permitted to bring a mobile phone onto the school site.

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We recognise that there may be exceptional circumstances when a pupil needs to have access to their mobile phone during the day for example to avoid substantial disadvantage to a disabled student or it is required as part of management of a medical condition. Pupils will usually be identified through our pastoral work. If parents believe there are exceptional circumstances, they are asked to contact the Headteacher and provide supporting documentation whereupon due consideration will be given to their request.

The policy above also applies to any wearable technology such as smart watches or glasses.

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with this behaviour policy, which may result in the confiscation of their device and a withdrawal of permission to bring the device onto the school site.

Online behaviour

We expect our pupils to adhere to the same standard of behaviour online. We expect everyone to be treated with kindness and dignity and in accordance with our Christian vision and values.

Online behaviour incidents usually 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. We reserve the option to sanction children when their behaviour online poses a threat or causes harm to another child, and/or could have repercussions for the orderly running of the school, when the child is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Inappropriate online behaviour such as bullying, the use of inappropriate language and harassment, will be addressed in accordance with the same principles as offline behaviour, including following our child protection and safeguarding policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

Malicious allegations

Where a child 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 sanction the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the child 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 child 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 child accused of misconduct.

Please refer to our child protection and safeguarding policy which includes our allegations against staff policy.

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Additional Behavioural Support

Children who need additional support with their behaviour may have access to the most relevant resources in the school to promote and support them. These may include, but are not limited to:

- Adaptations made in class
- Adaptations made to the school day, for example; break up unstructured playtimes, different places to work, brain breaks.
- Mental health support e.g. art therapy, nurture sessions
- Behaviour Support Plans
- Behaviour mentor
- Access to a member of the Pastoral Support Team
- Referral to other agencies e.g. mental health, Behaviour Support Teams
- Use of off-site alternative provision

This support will be reviewed and modified as necessary to ensure it is effective for the pupil in question.

Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND) or insufficient reasonable adjustments. When incidents arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children 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 child 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 child concerned. This may include:
 - Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
 - Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
 - Social stories to outline behaviour expectations in different setting and situations in school
 - Visual prompts and timetables to support with transition and lesson times
 - Adjusting uniform requirements for a child with sensory issues or who have severe eczema
 - Training for staff in understanding conditions such as autism and other additional needs
 - Use of a safe space where children can regulate their emotions during a moment of sensory overload
 - Adapting sanctions for children with SEND

This is a policy delegated to the responsibility of the Local Governing Committee of The Piggott School by Agape Trust Board.

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

- Whether the child was unable to understand the rule or instruction
- Whether the child was unable to act differently at the time as a result of their SEND
- Whether the child is likely to behave aggressively due to their particular SEND
- Whether there are insufficient reasonable adjustments in place

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.

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

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

Where necessary, support and advice may also be sought from external services such as Foundry, specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we may 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.

Pupils with an Education and Health 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 child with an EHC plan, it may contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Safeguarding & Safeguarding Separations

Keeping Children Safe in Education places a responsibility on all school staff to provide a safe environment in which pupils can learn. The school recognises that changes in behaviour may be an indicator that a child needs help or protection. We will consider whether a child'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 and safeguarding 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 and safeguarding policy for more information.

Safeguarding separation - The school can temporarily forbid a pupil from attending our premises, for example due to an allegation of harm by one pupil against another which might require separating a pupil from one or other pupils. This is not an exclusion on disciplinary grounds. It is a specific risk management tool and will not be used as a substitute for exclusion. The pupil and parents will be invited to attend a reintegration meeting after any period of safeguarding separation. Please refer to our exclusion and suspension policy for further information.

Managed Move

A managed move is a formal, voluntary arrangement that allows a student to transfer to a new school. It can be a planned intervention to prevent a permanent exclusion. Please refer to our exclusion and suspension policy for more information.

Power to Use Reasonable Force

Teachers are allowed to use reasonable force to prevent (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or putting others in danger, or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Incidents of reasonable force will:

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

When considering using reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Power to search pupils and child possessions

School staff can search a child for any item if the pupil agrees.

The Headteacher and staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a 'Prohibited Item, including knives and weapons, illegal drugs, vapes, tobacco, alcohol and stolen items. The DfE also permits schools to search for and confiscate mobile phones. This is not an exhaustive list.

The school will adhere to the DfE guidance [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation)

Confiscation of Inappropriate Items

Teachers do have the legal power to confiscate items and at their discretion retain them or dispose of them. The school does not have liability for damage to or loss of any confiscated items beyond their used replacement value.

Monitoring and evaluation

The Local Governing Committee, at least annually, will monitor and review behaviour, exclusions, suspensions, off-site directions, managed moves and safeguarding separations to measure the effectiveness of this policy. This will include monitoring attendance, to include percentage of unauthorised absence.

This is a policy delegated to the responsibility of the Local Governing Committee of The Piggott School by Agape Trust Board.



Behaviour Blueprint

Charvil Piggott Primary School

Our Christian Vision:

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need.

Visible adult consistencies:

Calm and consistent
Meet and greet with a smile
First attention to the best conduct

Over and above:

Positive tickets
Headteacher's award
Termly awards
Postcards home
Friday treats with Mrs Waite

Relentless Routines:

Wonderful Walking
Active Listening
Always Tidy

Our Values

Love We help others We are always kind

Dedication We work hard at all times and persevere when faced with challenges

Equality We treat everyone how we would like to be treated. We celebrate our differences

Honesty We always tell the truth We own up to our mistakes and we learn from them

Respect We take care of everyone and everything. We value the feelings of other people

Courage We take risks and challenge ourselves in our learning We stand up for what is right

We have three behaviour expectations in school

Be ready

Be safe

Be respectful

Key phrases adults will use:

I'm here to help, I can see that..., I expect ..., I noticed that..., I understand,
Do you remember when... (remind pupil of positive behaviour previously shown),
I hear that you're saying, How did that make you feel?
Thank you for listening, I wonder ...

Restorative questions

1. What has happened?
2. What were you thinking and so how were you feeling?
3. Who has been affected?
4. What do you need now to feel better about this?
5. What do you think needs to happen to solve the problem/repair the harm.

Stepped Sanctions

1. Reminder (praise in public, remind in private)
2. Caution – A clear verbal caution is given privately
3. Last chance – The child is spoken to privately and given the final opportunity to engage, the adult will offer a positive choice and refer to previously good behaviour.
4. Reflection time – A few minutes to for the child to calm down, look at the situation from another point of view, this will often be away from the class.
5. Repair – This might be a quick chat at breaktime or a more formal meeting between the adult and the child.

Appendix 2: Behaviour Curriculum

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From EYFS to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Teaching the curriculum

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach. The process for teaching behaviour explicitly is as follows:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting, for example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime.
- PRACTICE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

The curriculum is taught explicitly during the first week in Autumn term alongside the national curriculum. Children should learn the content of the curriculum so that they can recall the information and act upon it.

At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using the Charvil pedagogy, including regular quizzing to check and strengthen retention.

It is expected that all pupils will know this content.

Adaptations

High behaviour expectations are for all; however adaptations will be made depending on pupils' ages and individual pupils' SEND needs.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Know that there are **three behaviour expectations** in school. These are to

- **be ready**
- **be safe**
- **be respectful**

Examples of these behaviour expectations are:

Be ready	Be safe	Be respectful
Sitting still. Active listening to adult teaching. Giving the adult talking 100% of your attention. Staying at your desk. Working hard on tasks given. Being in the right place at the right time	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical Using calm and respectful tones when we communicate	Being always tidy Follow adult instructions Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences

Moving Around School

Know that we always walk around school responsibly – Wonderful Walking

This means

- Walking steadily
- Facing forwards
- In a straight line
- Without talking
- On the left of the corridor

Know that we walk responsibly to keep everyone safe in school and to make sure the learning of other children is not disrupted.

Classroom routines

Know that we all listen respectfully to ensure everybody can learn without distractions.

Active listening means that we:

- Face forwards
- Sit up
- Don't interrupt

Know that everyone in class is expected to contribute, there is no 'opting out' option

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons (including 'carpet places')

Know the routine for handing out and collecting resources and exercise books in the classroom.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that there should not be any objects on the table that distract from learning.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that any school equipment damaged deliberately will need to be replaced.

Know that teacher cupboards, corridor cupboards and P.E sheds are for adults only.

Know the order that you always line up in.

Know that you should line up without leaning against the walls while moving around school.

General Conduct

Know that you should let anyone waiting through a doorway before walking through yourself.

Know that you should say 'Good morning/afternoon', to adults if spoken to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Know that it is important to have good manners so that people act politely back to you.

Know that lanyards are for staff only.

Playtime Behaviour

Know what to take outside e.g. healthy snack, coats, water bottles.

Know that you must walk from your classroom to the playground responsibly.

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be kind, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that you must not be inside during playtimes unless you are with an adult.

Know that playground equipment must be cared for, respected and tidy away.

Lunchtime

Know where you line up for lunchtime when you are called.

Know that you walk responsibly to your lunch place.

Know where you sit in the dinner hall during lunchtime.

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunchtime supervisors.

Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

Know that you leave the hall quietly and walk responsibly.

Preventing Bullying

Know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens again and again · Can be physical, verbal, and emotional

Know that bullying can be indirect. This means:

- Leaving people out of groups or games
- Talking about someone behind their back
- Standing by and watching someone get bullied without letting an adult know
- Know that if this happens online, it is called cyberbullying.

Know that if you think you are being bullied you should tell an adult. Know that if you think someone is being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Charvil Primary School.