



Relationships & Behaviour Policy

Inspire, empower, achieve



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Vision

We aim to create a welcoming, caring environment where relationships are at the heart of our work. We believe that learning happens best when there are strong relationships between pupils and between our staff and pupils. To ensure this, we seek to establish a calm and supportive environment where our children feel safe, valued and listened to. We want our pupils to know how to live their one life in a healthy, safe and happy, knowing how to manage their academic, personal and social lives in a positive way. We teach children to do what is good and right in the hope that if they know better, they choose better.

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1. Introduction

At Tranmoor Primary School we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters mutual respect between pupils, and between staff and pupils, and gives our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth.

Underpinning our positive behaviour management system is our values education curriculum and PSHE curriculum (One Life). The values promoted within this curriculum seek to establish an environment where each and every child can achieve:

- a sense of belief in themselves and their ability to succeed
- their aspirational targets in reading, writing and maths
- high standards in all areas of learning and behaviour
- the skills and attitudes to adapt to the needs of a changing and diverse world
- the ability to communicate with others effectively and develop positive relationships

This policy is designed to support the way in which all members of the school can live and work together in a supportive way.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Promote pupils' self-discipline, proper regard for authority and acceptance of responsibility for their own actions.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Our aims, we believe, are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour;
- A pleasant school atmosphere is created which is consistent and caring and in which pupils are able to reach their full potential
- Pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Pupils and parents understand the hierarchy of consequences which are a natural outcome of misbehaviour and which are applied within the school in a calm and considerate manner

Therefore, this policy sets in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for misbehaviour.

3. Legislation, statutory requirements and statutory guidance

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

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

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

Failure to follow the school rules, including:

- Disruption in lessons, around the school, and at break and lunchtimes
- Poor attitude, refusal to follow adult instructions
- Inappropriate language used towards others, eg, swearing
- Physically hurting others or making threats to do so

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Roles and responsibilities

5.1 The academy committee

The academy committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and support staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Support the actions of the school if consequences are used due to their child's misbehaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

Pupils will be supported to develop an understanding of the school's behaviour curriculum and to meet the expected behaviour standards.

We expect our pupils to contribute to excellent behaviour by:

- Being involved in deciding/setting classroom charter

- Being part of a school council process that looks at behaviour and seeks ways to improve it if required
- Older pupils demonstrating mature behaviour and acting as positive pupil role models
- Being self-reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome anger, distress, conflict
- Taking up opportunities to hold responsibilities and represent the school
- Becoming involved in praising/recognising good behaviour in others
- Learning how to play safely, accessing playtime zones and using equipment sensibly

The school will:

- Provide pupils with a 'voice' to express their concerns (class council, school council, PSHE lessons, etc.)
- Provide opportunities for pupils to improve their behaviour through responsibilities, rewards, modelling behaviour, extra support, etc.
- Involve pupils in writing and reviewing their classroom charters

6. School Behaviour Curriculum

6.1 School Rules

There are three overarching principles of our behaviour expectations at Tranmoor Primary School, known as the **School Rules**. These are to:

- Be **Ready**
- Be **Respectful**
- Be **Responsible**

At Tranmoor Primary School we teach children the reasoning behind these key principles:

- Children are **Ready** to learn because they value their education and want to make the most of every opportunity to learn.
- Children are **Respectful** because all staff and pupils deserve to be treated with respect when they come to work or school.
- Children are **Responsible** because they want to keep themselves and others safe and it is good to take ownership of their actions.

6.2 Teaching the Curriculum

Children learn the content of the Behaviour Curriculum so that they can recall the information and act upon it.

Behaviour Curriculum

Our pupils will be taught and know the following expectations and routines

Respectful-manners	Ready to Learn	Presentation in Books	Dining Room	Moving around school
<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Know that you should let any waiting adults through a doorway before walking through yourself.</p> <p>Know that you should say 'Good morning/afternoon' to adults if spoken to.</p> <p>Know that it is polite to give eye contact to the person you are talking to.</p> <p>Know that it is important to show gratitude to others by thanking people for what they have done for you</p> <p>Know that if you respect someone, you have a good opinion of their character or ideas.</p> <p>Know that being responsible means being able to be trusted to do the right things that are expected</p>	<p>Know how to follow the 1,2, 3 silent moving strategy:</p> <p>'1' stand up</p> <p>'2' move to the carpet/ line</p> <p>'3' sit down with no noise.</p> <p>Know that we have good sitting posture:</p> <p>Ensure 6 feet on the floor</p> <p>Tummy Near Table (TNT)</p> <p>Bottoms in the Back of their Chair (BBC)</p> <p>Know that we keep our workspaces /resources tidy (before/during/after work)</p> <p>Know to be punctual</p> <p>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p> <p>Know that we place chair under the table when leaving seat</p> <p>Know that we walk in a quiet, calm manner around the classroom</p> <p>Know that we treat equipment appropriately and with respect</p>	<p>We know how to set out our work in our books:</p> <p>Date – left hand side in words (except for day number); 6 digit format used in Maths books</p> <p>Date underlined with ruler and sharpened pencil</p> <p>Learning objective – written underneath date and underlined</p> <p>Error correction –use of crosses round errors or one line to cross out.</p> <p>Corrections following adult feedback to be made in green pen.</p> <p>Improvements to work/ self -editing to be done in purple pen</p> <p>Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil</p> <p>Maths books – one digit one square question number followed by dot or closed bracket and then one square</p> <p>Writing -work on left hand side so right side can be used for marking and teacher modelling or further questions</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them only</p> <p>Know that when eating, we stay in our seats facing our food</p> <p>Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1)</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>Know that we walk in the dining room</p> <p>Know that if we have eaten a school dinner, we collect own rubbish and put in bin</p> <p>Know that if we have eaten a packed lunch, we take wrappers home.</p> <p>Know that we clear away our table space, cutlery, plate, cup and leave tidy.</p> <p>Know that we ask an adult to leave the dining room</p>	<p>Know that we walk around school in silence</p> <p>Know that we walk in a straight line</p> <p>Know that we line up in our agreed line order</p> <p>Know that we are polite and courteous to adults / other children with a greeting</p> <p>Know that we open doors for others</p> <p>Know that we pick up litter, coats and resources if on the floor or untidy</p> <p>Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)</p> <p>Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor)</p>
Attendance & Punctuality	Assembly		Playtime Behaviour	Communal Areas
<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p> <p>Know that attending school on time every day is important so that</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit</p> <p>Know the sitting space and in which order</p> <p>Know the expectations for sitting</p> <p>Know that we sit cross-legged with a straight back and hands still</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate</p>	<p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</p>	<p>Know that you must walk from your classroom to the playground using Fantastic Walking.</p> <p>Know that you must play safely without hurting anyone.</p> <p>Know that we do not 'play fight' because we may hurt someone by accident.</p> <p>Know that you must be kind, by including people in your games and sharing equipment.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p> <p>Know that, when called, you must line up in your lining up order quickly</p>	<p>Know that we are respectful of the learning environment</p> <p>Know to take care of displays when lining up</p> <p>Know to place all litter in a dustbin, do not walk past</p> <p>Know to walk around school in a quiet, sensible manner</p> <p>Know that we pick up coats and place back on pegs</p>
Uniform		Lining Up		Behaviour Outside of School
<p>Know that we wear full uniform and it is worn correctly - shirts tucked in etc.</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p> <p>Know that we can wear a watch and no other jewellery</p> <p>Know to bring correct PE kit as appropriate</p>		<p>Know that we place our arms by our side</p> <p>Know that we face forward</p> <p>Know that we stand with straight backs / good posture</p> <p>Know that we line up in silence</p> <p>Know that we walk in single file</p>		<p>Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully.</p> <p>Know that we should be considerate of other people arriving and leaving school.</p> <p>Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.</p> <p>We know how to stay safe online and use technology sensibly and safely.</p> <p>We know who to go to for help and support</p>

Embedding the Behaviour Curriculum

Our Behaviour Curriculum is reinforced when teaching curriculum subjects and through other teaching opportunities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations & Routines	Explicit Teaching of Behaviour Curriculum – routines & expectations in all contexts Star of the Week/Headteacher's Award/Class Dojo Focus Awards Attendance Awards	Revisit learning behaviours and expectations Star of the Week/Headteacher's Award/Class Dojo Focus Awards Attendance Awards	Revisit learning behaviours and expectations Star of the Week/Headteacher's Award/Class Dojo Focus Awards Attendance Awards	Revisit learning behaviours and expectations Star of the Week/Headteacher's Award/Class Dojo Focus Awards Attendance Awards	Revisit learning behaviours and expectations Head Teacher's Awards Attendance Awards	Revisit learning behaviours and expectations Head Teacher's Awards Attendance Awards
Assembly Themes	Healthy/ Unhealthy Relationships Peace/ resolution International day of Peace Black History Month	Remembrance Odd Socks Day- Celebrating differences St Andrew's Day Human Rights	Standing up for what you believe in Make your dreams come true day Martin Luther King Day Love Yourself	LGBT History Month Love of Books International Day of Racial Discrimination Discrimination St David's Day St Patrick's Day	Having a voice to speak up Significant People Different points of view St George's Day My place in the world	Who are trusted adults? Trust-sharing information World Refugee day Nelson Mandela Day
School Values	Friendship Freedom	Respect Caring	Courage Love	Love Tolerance	Honesty Humility	Trust Happiness
SMSC	British Values are reinforced during Assemblies and throughout every PSHE Unit – See Mapping Document for further detail. Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs					
Safeguarding Curriculum		Anti – bullying week Road Safety	NSPCC- Speak Out Stay Safe	Safe touch Y1	Walk to school week – safety in the community	Conception & birth Y6 Crucial Crew Y6 Puberty Y5
PSHE Curriculum	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE Curriculum	Swimming & Water Safety –Y5 After School Clubs Start					
Computing Curriculum	E- safety rules	Respect Online	Safer Internet Day			Information sharing online
Whole School	World mental Health Day Harvest	Parliament Week Poppy sales Children In Need	Children's Mental Health week Time to Talk Day	Science Week Fair Trade Fortnight Red Nose Day	Sports Week Earth Day	Child Safety Week Careers Week Enterprise Week BRAKE Day

The curriculum is taught explicitly during the first week in Autumn alongside the traditional National Curriculum subjects.

The process for teaching behaviour explicitly is as follows

- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we are expecting.
- PRACTISE behaviour.
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour It is important that all school staff know the details.

At the start of each term, the Behaviour Curriculum is revisited with pupils and is continually reinforced during the year. This is taught explicitly, and, as set out by Barak Rosenshine's 'Principles of Instruction', includes regular quizzing to check and strengthen retention.

Teachers also model behaviours and ensure that students have many opportunities to practise them (particularly in the first few days of each term). It is expected that all pupils will know the content regardless of context.

All staff must know the details of the Behaviour Curriculum and must model it and teach it explicitly and continuously in order to main the high standards we set.

By doing so, we create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

We use **STEPS** to politeness and **SHAPE** your words to support our three School Rules:

STEPS to Politeness

S ay the person's name

T hank you

E xcuse me

P lease may...

S mile

SHAPE your speech

S peak in sentences

H and away from mouth

A rticulate-don't mumble

P roject a loud clear voice

E ye contact

6.3 Adaptations

While this curriculum is intended for all pupils, it will be applied differently according to individual pupil needs. For example, pupils who have Autism may find it very difficult and uncomfortable to maintain eye contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum. Adaptations will be made in liaison with the SENCO.

7. Responding to behaviour

7.1 Classroom management

Effective classroom management starts with relationship building. When pupils feel a greater sense of belonging, they're more likely to demonstrate positive behaviour.

Tranmoor Primary School is committed to supporting the very best possible relational health between all members of the school community. We aim to develop a Trauma Informed Approach to ensure that all our pupils develop positive mental health, enabling them to fully engage in life and learning.

A Trauma Informed Approach is underpinned by relationship, and it is vital that all staff are mindful of the trauma that some children may have experienced. As a school we are aware of the long-term mental and physical health associated with Adverse Childhood Experiences (ACEs). It is our aim to maximise the protective factors that create a culture of safety. Through positive relationship we can support children to understand and to manage their emotions appropriately.

We can do this by using key elements from the Trauma Informed Schools UK model (TISUK): **Protect, Relate, Regulate** and **Reflect**. Using these elements throughout interactions with children will build resilience, help to repair trauma, and build relationships.

Protect

Protect is the feeling of safety, being able to learn without fear and the fear of being shamed. When children feel safe, they can engage in learning. This requires an emotionally available adult who can support a child to feel calm when they become overwhelmed. A child who has experienced Trauma can be triggered by something that may be minor to one child but for a child who has experienced trauma it can cause them to go into fight-flight-or-freeze response. Our interaction with children can help to prevent this.

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.
- Staff focus on building a relationship with the child using PACE as guidance (Hughes, 2015) – This means that our pupils are met with a warm emphatic, playful and curious staff team that will enable them to move out of flight/fight or freeze and into relationship and trust.
- Staff ensure that interactions with pupils, their families/carers, other agencies, and each other are socially engaging not socially defensive

- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Clear transition to allow staff to build effective relationships with their class. e.g: 'I wish my teacher knew...'
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- All staff are trained in ACEs (Adverse childhood experiences).
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and, in doing so support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

Our brains are wired to be sociable. Having meaningful relationships is essential for happiness and mental health.

- Staff are committed to getting to know their children better on an individual basis.
- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Supporting a child to regulate their feelings and behaviour will help them feel understood. This reduces stress levels.

- Sensory breaks and mindfulness exercises are used throughout the day to support the regulation of children's behaviour by enabling them to feel calm and ready for learning.
- Key staff are trained in delivering evidence-based interventions that aim to repair damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

- The emotional well-being and regulating of staff is treated as a priority to prevent burn out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Reflecting is having conversations with a child to support their emotional and mental health. It helps a child to make sense of their life, to develop language for their emotions.

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, should they wish to do so (Sand, puppets, clay, art, emotions worksheets).
- PSHE (Personal, Social and Health Education) curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff are trained to help children move from 'behaving' their trauma, to reflecting on those experiences through empathic conversation to help them to develop positive coherent narratives about their lives. Through conversations and interventions children can make sense of their memories and experiences.
- A behaviour policy based on resolution and interactive repair (e.g. restorative conversations).

Outdoor Supervision

Pupils should be supervised into and out of the classroom area before school, at playtime, at lunchtime and at the end of the school day.

Pupils should be reminded of how to move around, enter and leave the school building in a safe and sensible manner.

During break times, teaching staff and support staff will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependent on weather conditions.

If pupils are kept in at break or lunchtimes, an adult will remain with the pupil/pupils. No pupil will be left unsupervised.

Verbal praise and positive recognition should be used as a routine part of outdoor supervision.

Lunchtime Supervision

A team of midday supervisors support the lunchtime process. This is done in a variety of ways:

- ✓ Encouraging pupils to eat their lunch.
- ✓ Encouraging pupils to be well mannered.
- ✓ Ensuring the dining areas are clean, tidy, safe and calm throughout the lunchtime.
- ✓ Ensuring the pupils play safely.

Pupils are expected to follow the outdoor rules at lunchtime as they do during the rest of the day.

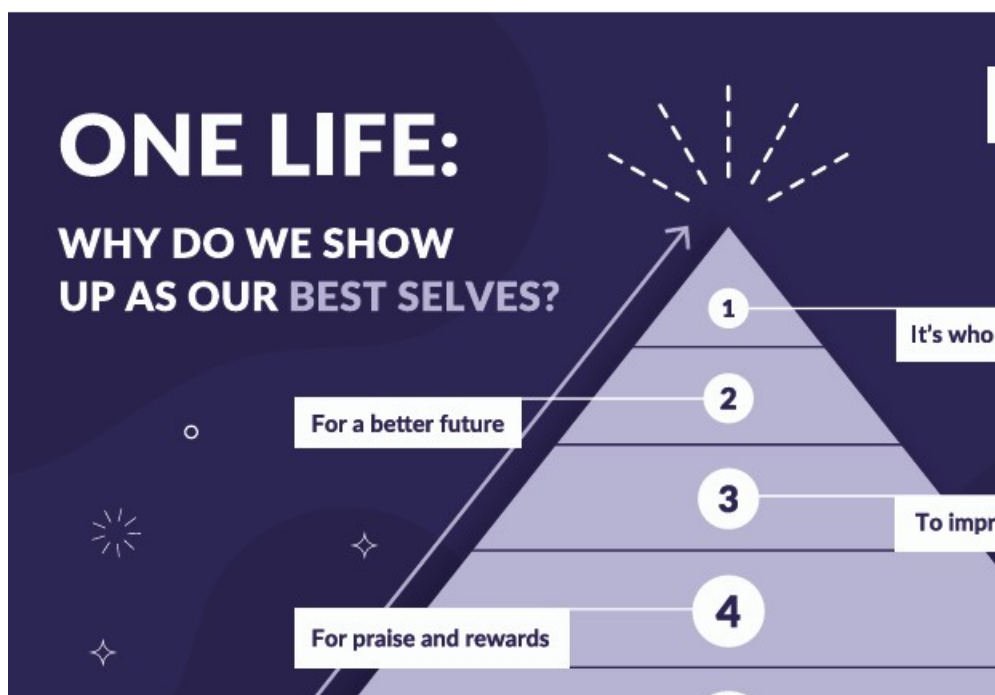
7.2 Responding to good behaviour

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see.

The mantra of “praise the positive” is ingrained in what we do.

The more we notice good behaviour/celebrate success the less we need to extrinsically reward it.

It is the school’s aim for the practice of what is deemed “good behaviour” to be the reason why all of our children show up as their “best selves”, working towards the children doing so because “It Is who I am.”



Arriving at stage 1 can be a long process for most people. In order to reach this stage, children need foundations in place. As a school, we ensure that we have clarity in consequences and rewards, but ultimately instil in our children the sense of pride in doing good things.

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture. This will be done in order to motivate

children to learn, follow instructions/rules, achieve their absolute best and develop positive relationships: alongside our careers-related learning, this provides everything that our children need in order to be prepared for a “better future”.

Rewards

- a) Each class teacher will nominate a “Star of the Day” and “Star of the Week”: this will be as recognition for great effort in any particular aspect of school life. Parents will be informed and the children will receive a sticker. For “Star of the Week”, children will be presented with their certificate in assembly by a senior leader.
- b) Value Awards – In Key Stage 1, recognition will be given each week to one child who has gone above and beyond in demonstrating the monthly value. In Key Stage 2, teachers and members of the School Council look out to recognise children who have gone above and beyond and write their names in their class’ “Values” book.
- c) Class Dojo points - As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good **Learning Behaviours**, based on the collection of ‘Dojo points’. ‘Dojo points’ may be awarded for any of the following Learning Behaviours. A weekly certificate is given to the child in each class with the most Dojo Points in assembly. All Dojo points are recorded and will contribute towards each child’s “Team”.
- d) Teams – Each week, half term and year, a winning Team is announced across school. On a weekly basis, the winning team will be rewarded with a small treat (sticker, first choice at playtime, front of the queue for dinner etc.); each half term, the winning team will be rewarded a small prize/treat; and at the end of each year, the winning team will have a special treat day/experience.

Across school, there will be weekly challenges involving either children or staff from different teams. Majority of the challenges will be used as a driver for improving in an area of learning, behaviour or life skills. All children across school are in a “Team” which they will remain in throughout their time at Tranmoor.

- e) Class rewards - each class has a system to earn a group reward such as marbles in a jar to reinforce the school rules. “Marbles” are awarded when a pupil is observed following the School Rules. Once the jar is filled, the class earns a group reward. All class members are included regardless of their individual contribution to filling the jar.
- f) Exceptional work, effort or acts of kindness and cooperation can be brought to the attention of the School Leadership Team: stickers and postcards to take home may be awarded. The Headteacher may ask for colour photocopies of work to display, thus instilling a sense of real pride in the pupil’s efforts.
- g) Headteacher’s Awards - These are celebrated each month. Pupils are nominated who have demonstrated sustained attainment or effort in any particular aspect of school life. The pupils who receive the award are invited to a special celebration event with the Headteacher.

Responsibility

"I achieve my best by taking responsibility for my own learning."

- I try to organise myself.
- I take responsibility for my learning.
- I listen to instructions so that I know what to do.

Resilience

"No matter how challenging the task, I refuse to give up."

- I stick at something even when it is hard.
- I make good choices so I can concentrate.
- I try my hardest from the beginning to the end of a task

Motivation

"I am an enthusiastic learner who strives to achieve my goals."

- I try to be the best I can be.
- I challenge myself.
- I always look at how to improve.

Curiosity

"My passion to educate myself comes from exploring and questioning."

- I ask questions to find out more.
- I try to discover things for myself.
- I am interested in the world around me.

Co-operation

"I work together with others to accomplish shared goals."

- I work well with others.
- I respect and value everyone's ideas.
- I am happy to share my ideas and opinions with others.

Creativity

"I use my imagination to take on challenges and solve problems in new ways."

- I use my imagination in every subject.
- I like to find different ways to do things
- I think deeply about things so that my ideas are different to others.

Reflection

"I learn by applying my prior knowledge to my work."

- I can talk about my learning and how this links to what I already know.
- I respond positively to support and feedback.
- I look for ways to improve my learning.

When awarding the 'Dojo point' the member of staff will reinforce the specific good learning behaviour e.g. 'You can have a 'Dojo point' for working well with others' rather than vague praise such as 'You have been good'.

When awarding 'Dojo points' for good learning behaviours staff will reinforce the effort the pupil has put in rather than the end result e.g. 'You have persevered with this task' rather than 'You have been so clever'. 'Dojo points' are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Once awarded 'Dojo points' can never be deducted.

Class rewards will be chosen by the teacher in discussion with the class and will be short fun activities e.g. class game, extra minutes playtime. Class rewards will not be food related.

7.3 Responding to misbehaviour

We recognise in the first instance that positive relationships are essential in order to support our children. In the first instance, staff will always focus on **praising the positive** and having clear, predictable and consistent expectations and routines in place.

(Paul Dix, When the Adult Change, everything changes)

Staff roles and responsibilities:

- a) Display a relational approach to all pupils.
- b) Demonstrate unconditional care and compassion.
- c) Deliberately and persistently catch children doing the right thing and praise them.
- d) Know their classes well but also develop positive relationships with all children.
- e) Use these relationships to create a safe and stimulating learning environment that inspires pupils'/students' interests and learning.
- f) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning.
- g) Relentlessly work to build mutual respect.
- h) Remain calm and keep their emotion for when it is most appreciated by pupils and students.
- i) Be a positive role model through the academy values and creating an ethos of high expectations for all.
- j) Follow and implement this policy consistently.

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

Routines that will be embedded:

- "Legendary Lines" – movement during transition periods, walking and lining up around school
- "Team stop" – whole school hand signal to bring back everyone's attention to the class teacher (tambourine in Early Years)
- "Magnet eyes" – during whole class input
- Consistent displays across school including writing technique prompts visible on display

De-escalation techniques can be used to help prevent further behaviour issues arising. Across the Empowering Minds Trust we use a range of strategies in order to support this:

- a) Script – consistent language (see Behaviour Blueprint)
- b) Re-direction
- c) Distraction
- d) Humour
- e) Non-verbal cues
- f) Remaining calm, consistent and fair
- g) Paying attention to the right behaviours (Praising the Positive)

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

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

Headteacher and Senior Leader roles and responsibilities:

- a). Display a relational approach to all pupils.
- b). Demonstrate unconditional care and compassion.
- c). Be a visible presence around the school.
- d). Regularly celebrate staff and pupils/students whose efforts go above and beyond expectations.
- e). Encourage use of positive praise.
- f). Ensure staff training needs are identified and met.
- g). Use behaviour records to target and assess interventions.
- h). Support teachers in managing pupils/students with more complex or challenging behaviours.
- i). Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Children's roles and responsibilities:

- Consistently follow and model the school values and enable a positive climate for learning by following the academy expectations and showing good learning behaviours.
- Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice.
- Follow our three golden rules:
 - Be **Ready**
 - Be **Respectful**
 - Be **Responsible**

Parents/Carers/Guardians' responsibilities:

- Help their child understand appropriate behaviours, academy values and expectations.

- Encourage independence and support children's progress and development enabling positive self- image and pride in their achievements.
- Through positive relationships within the academy community, support a safe environment that prepares and ensures that pupils/students are ready for learning every day.

When all of the above does not have an impact, and a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staged Approach to Managing Behaviour:



Outline

This section outlines the steps an adult should take to deal with unacceptable behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils/students which, in turn, results in all pupils/students being treated fairly. Staff should always use a measured, calm approach; referring to the pupil/student by name; lowering themselves to the pupil's/student's physical level (where appropriate) making eye contact; delivering the required message; and then leaving the conversation to allow the pupil/student 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which pupils/students sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Where possible, in order to avoid a harmful and unhelpful "name and shame" culture, staff should endeavor to "**praise in public**" and "**sanction in secret**". The latter is not always possible but is what we strive to do in the vast majority of situations.

Response to behaviour

Step	Possible scenarios/behaviours	Response
1) Reminder	Talking whilst someone else is speaking/calling out/ /intentionally not focusing on the lesson/using unkind words/improper use of equipment/disturbing learning/ refusal	<p>De-escalation tactics e.g., move into the pupil's/student's view, use non-verbal cues, Rule reminders – use script Praise those who are doing the right thing Re-engage through re-direction Provide take up time <i>"I noticed you chose to This is a reminder that we should be "green" by being. . . (refer to class rule or value – ready/respectful/responsible) and not ... Thank you"</i></p> <p>Green definition on display:</p>

		<p>The Traffic Light System in our Minds</p>  <p>GREEN</p> <p>I am making the right choice and I am therefore GREEN.</p> <p>Mentally—I am being ready, respectful and responsible.</p> <p>Physically—I am presenting as my best self, ready to learn.</p> <p>Socially—I am showing respect to the adults and my peers.</p>
2) Warning	Behaviours continue	<p>Continue with de-escalation tactics and if the child continues...</p> <p>Where possible, get to the child's level, shoulder to shoulder.</p> <p>"I have noticed that you have continued to choose to _____."</p> <p>You are now at amber as you are not demonstrating that you are ready/respectful/responsible.</p> <p>If you choose to continue then you will have a logical consequence.</p> <p>Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you now. I know you can make the right choice.</p> <p>Thank you for listening."</p> <p>Amber definition on display:</p>  <p>AMBER</p> <p>I need to consider my choices in order to move back to GREEN.</p> <p>Mentally—I need to ensure that I am being ready, respectful and responsible.</p> <p>Physically—I need to ensure that I am doing what I should be, presenting as my best self.</p> <p>Socially—I need to ensure that I am showing respect to the adults and to my peers.</p> <p>If I do not change, I will be at RED.</p>

3) Follow up	Behaviours continue	<p><i>“ I noticed that you . . . Unfortunately, you are now “Red” as you are not ready/respectful/responsible. As a logical consequence, you now need to... We can then speak in 5/10 minutes. Thank you for listening.”</i></p> <div data-bbox="616 434 1385 819" data-label="Image"> </div> <p>At red, parents/guardians will be informed in person, over Dojo or over the phone.</p> <p>There are three stages of consequence – A, B and C.</p>
3A) Consequence A	Behaviours continue	<ul style="list-style-type: none"> • Pupil sent to designated chair/ quiet area of classroom. • 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance. • During/After this time, the pupil must be asked to consider the following using a “hot cross bun” template: <ul style="list-style-type: none"> • What were my thoughts in the situation? • What were my feelings? • What sensations did I feel in my body? • What were my actions/urges? <p>Having reflected on this, the child will then consider how they could have responded more appropriately and how they could repair the situation.</p> <p>This process allows the pupil to reflect upon the behaviour that they displayed and how they can make the situation better. At the discretion of the adult a consequence may also include a further sanction:</p> <ul style="list-style-type: none"> • Missing part or all of play time and catching up on learning missed • Repeating unsatisfactory work until it meets the required standard • Imposition of an appropriate task e.g. picking up litter, tidying a classroom, removing graffiti <p>Personal circumstances of the pupil will be taken into account</p>

		when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.
3B) Consequence B	Behaviours escalate	<ul style="list-style-type: none"> • Child escorted to designated colleague in another classroom. • Up to 1 hour/session working alone without causing disturbance. • Child will complete their Hot Cross Bun task and any work that needs to be completed
3C) Consequence C	Behaviours continue to escalate	<ul style="list-style-type: none"> • Child escorted to Key Stage Leader/member of SLT available • Up to half a day working alone in another classroom without causing disturbance. • Child to complete Hot Cross Bun to reflect on behavior and discuss with an adult. • Other logical consequence(s)/repair task(s) may need to be completed dependent on what has happened.

For regular occurrences:

- Discussion with Phase Lead / SENCO / Headteacher as appropriate.
- Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside pupil/student, reduced school day, etc.
- Consider referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.

For extreme cases, refer to step 9 – “Serious sanctions”.

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

Outdoor/ Lunchtime Consequences

If a pupil does not follow a rule the following process will be followed:-

- a) Give a general reminder of positive behaviour expected or comment on positive behaviour of a child in close proximity
- b) Give a non-verbal signal to alert disruptive pupil
- c) Continued disruption – quiet reminder of rules/verbal warning given
- d) Two minutes calming down time walking at side of adult – reiterate behaviour expectations quickly at end of two minutes
- e) Repeat two minutes calming down time – incidents of a more serious nature to be recorded on CPOMS.
- f) Referred to class teacher or School Leadership Team.

7.4 Resolving Issues/Incidents

All incidents of misbehaviour between pupils should be followed up by an adult. Wherever possible incidents are dealt with outside teaching time e.g. “I understand that there is a problem, and I will discuss this with you at the beginning of playtime.”

Each class must have a system to allow pupils to notify an adult of a concern, e.g. a worry box.

Pupils must be allowed to give their version of any incident using a no blame approach. Pupils should not be accused but asked to clarify what happened. Staff may ask pupils to discuss the issue and reach an agreement together.

Sanctions should be understood and if possible agreed by the pupils. It is important that any pupils upset or hurt by another child’s behaviour sees the result of adult involvement: pupils need to feel confident and satisfied that something has been done to resolve the issue.

7.5 Safeguarding

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

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

Where this may be the case, we will follow our child protection 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 Safeguarding and child protection policy for more information

7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (Appendix 4)

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

Corporal punishment is not permitted in any circumstances.

Please refer to our Positive Handling Policy for more information.

7.7 Searching and Confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
and

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

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

Before carrying out a search the authorised member of staff will:

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

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

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

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

7.8 Off-site misbehaviour

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

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

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

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

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

7.9 Online misbehaviour

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

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

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

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher 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.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

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

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

7.12 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the

allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

9. Serious sanctions

9.1 Severe misbehaviour

In cases of severe misbehaviour (e.g. fighting, vandalism, defying an adult, bullying, inappropriate challenge, threat of violence towards another pupil or adult, intimidation, violence or disrupting the class from function), the pupil would not be given a warning/ consequence but may be given a more serious sanction. In these cases the parents will be notified of the incident and informed as to what action was taken.

9.2 Removal from classrooms (internal suspension)

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a staff member identified by the headteacher.

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

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

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

The school will consider an alternative approach to behaviour management for pupils who have been removed from class, such as,

- Behaviour contract drawn up in agreement with class teacher, parents and the pupil. This must be signed and dated and should be reviewed regularly. Copies must be kept on the school's CPOMS electronic system and School Leadership Team informed.

- A behaviour scenario drawn up which outlines how the pupil may be dealt with if certain behaviours occur. This enables all adults who deal with the pupils to respond in a consistent way.
- Referral to appropriate outside agencies e.g. Behaviour Outreach, Educational Psychology
- Completion of Early Help Assessment to enable multi-agency support
- If necessary, a positive handling plan (Refer to Positive Handling Policy)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

9.3 Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

9.4 Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves would only occur when it is in the pupil's best interests.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of sensory room or quiet designated area where pupils can regulate their emotions during a moment of sensory overload
- Use of One Page Profiles to enable staff to familiarise themselves with a pupil's likes, dislikes, etc
- Alternative arrangements to support a pupil who finds a particular situation challenging, eg wearing ear defenders during singing

10.2 Adapting consequences and sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

Where necessary, support and advice will also be sought from Behaviour Outreach Support Service, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils

11.1 Intervention and Support

If there is concern about a pupil's behaviour the following strategies may be used to support the pupil:

- Lunchtime club
- Circle of Friends
- Thrive Individual Screening and Action Plan
- A Home/School monitoring book to maintain effective communication between school and home
- Regular meetings with parents and class teacher to discuss behaviour
- Formal discussions between the parent and a member of School Leadership Team
- Supervised playtimes
- Removal of significant privileges, such as attending school visits, school disco, etc.
- Some time working away from their class and peers in another classroom.

When there is a concern about a persistent or more serious behaviour difficulty the pupil will be put on a Pastoral Support Plan. The plan will have SMART targets for improvement and will be drawn up in partnership with parents and reviewed regularly.

11.2 After a sanction for serious misbehaviour

Following a sanction for serious misbehaviour, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Reintegration meetings
- Daily contact with Thrive Practitioner
- A report card with personalised behaviour goals

12. Pupil transition

12.1 Inducting incoming pupils

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

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Positive Handling (if appropriate)

Other training is implemented when needs/changes arise including support from outside agencies e.g. behaviour outreach support.

14. Mobile Phones

14.1 Mobile phones

- Pupils are permitted to bring mobile phones into school but not to use them on the premises, including before and after school.
- Mobile phones will be handed into the class teacher and collected at the end of the school day.
- Exceptions may be made to this rule by the headteacher for medical or personal reasons.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils and other stakeholders.

The data will be analysed regularly by the Senior Leadership Team from a variety of perspectives to ensure that the school policy is administered fairly and consistently.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Academy Committee at least annually.

At each review, the policy will be approved by the Academy Committee.

The written statement of behaviour principles will be reviewed and approved by the Academy Committee annually.

16. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Safeguarding and child protection policy
- Positive Handling policy
- Anti-bullying policy
- Positive Handling Policy
- Inclusion Policy

Principles

We aim to work together to inspire and empower all our children to achieve their very best, regardless of their race, gender, class or abilities. We believe that good behaviour is essential to the fulfilment of this aim and as such the following principles have been agreed by the Academy Committee to inform and direct the Behaviour Policy for Tranmoor Primary School:-

- We believe good behaviour enables effective learning, and that effective teaching and learning promote good behaviour
- We believe in a culture of respect for each other, the school and the community
- We value the importance of self-esteem and self-discipline, and work hard to nurture and foster it in our learners
- We believe it is important to involve parents, carers and children in establishing and maintaining good behaviour and for us all to provide positive role models
- We strongly believe in the principle of equal opportunities and value cultural diversity. We will not tolerate bullying, violence, racism, sexism or any form of discrimination. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups
- We expect the school behaviour policies to cover the use of reasonable force, including physical contact, the searching of pupils and the power to discipline beyond the school gate
- We have developed a clear system of celebrating successes and we implement sanctions consistently
- We have a responsibility to support those children with emotional and behavioural needs to enable them to be educated with their peers wherever possible
- We endorse the school's behaviour policy and undertake to monitor its effectiveness and support staff in its implementation
- We will ensure that teachers can teach and children can learn in an atmosphere of respect, security and enjoyment

This statement of principles was adopted by the Academy Committee on:

The principles and School Behaviour Policy will be reviewed by the Academy Committee annually.

Appendix 1

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.