



South Hykeham Community Primary School

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Behaviour Policy

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Statement of intent

At South Hykeham Community Primary School we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

1. Ensuring equality and fair treatment for all.
2. Promoting a culture of praise and encouragement in which all children can achieve through praising and rewarding good choices and taking responsibility for one's own behaviour.
3. Developing positive relationships with children to enable early intervention.
4. Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
5. Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
6. Teaching children how to behave including regulating emotions.
7. Encouraging positive relationships with parents.
8. A shared approach which involves children in the implementation of the school's policy and associated procedures.
9. Challenging and disciplining misbehaviour.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, adverse childhood experiences, including abuse and neglect or other needs or vulnerabilities. Whilst adaptations to the behaviour policy can and will be made, it is still imperative that children learn that there are consequences for their actions and ensuring a safe environment for all children and staff is critical.

The primary aim of the behaviour and relationships policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and demonstrate and enjoy our school values.

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

1.2 This policy operates in conjunction with the following school policies:

- Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- E-Safety Policy

2. Roles and responsibilities

2.1 The governing body will have overall responsibility for:

- Support the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

2.2 The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3 The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

2.4 The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and the senior mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5 Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Take responsibility for all pupils, not just their class.

2.6 All members of staff, including teaching and support staff, MDSAs and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:

- SENCO.
- Headteacher.
- Subject leader.

• As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

2.7 Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

2.8 Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3 Definitions

3.1 For the purposes of this policy, the school defines good behaviour with the following examples. The list is not exhaustive, but indicates the types of positive behaviour that the school expects.

- Good manners and mutual respect
- Listening well to others
- Following our School Rules
- Following instructions with a positive response
- Using adult names when responding and saying you're welcome
- Holding doors open for others
- Walking when inside the school building or on pavements
- Being "learning ready"
- Allowing others to learn without interruption
- Using kind hands, feet and words
- Showing respect for our school environment
- Using a knife and fork at lunchtime
- Treating others as you wish to be treated
- Using quiet voices inside
- Sitting with all four chair legs on the floor
- Always trying our best
- Being the best version of ourselves
- Stopping when a whistle blows
- Helping others
- Looking after equipment
- Putting litter in the bin
- Tidying up after oneself

3.2 For the purpose of this policy, the school defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

Talking when others are speaking

Swinging on chairs

Fidgeting

Running around the classroom or school

Inappropriate body language with others, such as not keeping hands to oneself

Failure to complete classwork and not concentrating on tasks

Rudeness and not using manners

Telling lies

Lack of correct equipment

Refusing to complete homework, incomplete homework, or arriving at school without homework

Not following classroom rules

Use of mobile phones or other devices

Graffiti

Minor breach of the banned items list, e.g. bringing chewing gum to school unintentionally.

Minor breach of the acceptable use policy e.g. attempting an inappropriate Google search.

3.3 “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3.4 For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature either in school or where the impact of these actions is felt within school
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing and racist or homophobic remarks
- Fighting
- Verbal or physical aggression towards others
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of an additional staff member
- Serious breach of the acceptable use policy e.g. sharing with other pupils inappropriate material.
- Attempting to abscond from the school grounds.
- Throwing items at a person or in the classroom or on the playground.
- Threatening actions or language.
- Shouting in class

4. Staff Induction, Development and Support

4.1 All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating

the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

4.2 The Headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

4.3 The Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Rewards, Awards and Celebrations

5.1 At South Hykeham Community Primary School, we praise and award positive learning attitudes and examples of pupils upholding our school values and code of conduct.

5.2 At South Hykeham Community Primary School, we pride ourselves on developing and maintaining positive relationships with every child, this lends itself to a very positive, connected and conducive learning atmosphere. Things we may do to support and maintain positive relationships are:

- Greet children at the start of each day as they enter the school
- Model appropriate behaviour, including good manners
- 'Catch children being good' and offer praise, making it clear what the praise is for so that other children can learn from it
- Use shared terminology
- Use positive language to reinforce behaviour (please walk, rather than don't run. Please use your indoor voice, rather than don't shout)

5.3 At South Hykeham Community Primary School we reward positive behaviour and attitudes in the following ways:

Verbal praise

Positive body language and expressions

Use of class dojo points

Merit awards presented in assembly each Friday to a child in each class that has worked hard or demonstrated excellent behaviour and attitudes.

A lunchtime award presented at Friday assembly.

Golden Time

Golden Table at lunch

Hot chocolate Fridays

Birthday Assembly

Group rewards e.g. Class Dojo or Marbles in a Jar

6. Teaching Good Behaviour

6.1 At South Hykeham Community Primary School we are committed to teaching children how to behave well. We will make our expectations explicit to children by modelling appropriate behaviour, including good manners and explicitly teaching what we expect. Section 3.1 outlines examples of what we consider to be good behaviour and these will be referred to withing the formal and informal curriculum.

6.2 Every new term (3 times yearly) we will start with a behaviour focus where we explicitly share with children the expectations. This will be through whole school assemblies, an

intense focus by all staff to praise, reward and correct behaviour in all areas, at all times so we ‘set the standard’ for the term.

6.3 We explicitly teach the behaviour expected at different key points in the school day including:

7. Managing Behaviour

7.1 At South Hykeham Community Primary School we recognise that there can be a number of different causes of behaviour. This may be a result of an unmet need or emotional trauma, but this is not always the case. Sometimes children make poor behaviour choices.

7.2 On occasions when a child has behaved inappropriately, whatever the reason, it is important that children learn there are consequences to the choices they make. This is preparing them for their future responsibilities.

7.3 Where a child has made a poor behaviour choice and there is no unmet need, emotional trauma or dysregulation, staff will use strategies from stage 1 (see appendix)

7.3 At South Hykeham Community Primary School we are committed to supporting the social and emotional development of every child. We have adopted the Zones of Regulation Approach to support our children.

7.4 It is important that as key adults in children’s lives we have the ability to remain regulated so that we can enable consistent emotional support to our children. It is important to recognise when we should ask for help.

7.5 It is important to separate out the behaviour the child uses from the child themselves. We will let the child know their behaviour is not okay and why it is not okay and how we are going to support them.

8. Logical Consequences and Sanctions

8.1 We use logical consequence at South Hykeham Community Primary School A logical consequence, is one that is appropriate and proportionate to the behaviour displayed. It must also be related to the child’s point in development.

8.2 We do not use whole class consequences, nor public shaming (e.g. name on board) as these strategies breed resentment and are ineffective.

8.3 Where a child has behaved inappropriately to another person the child needs to be taught/supported to reconnect with that person (not necessarily immediately) to repair the situation.

8.4 Logical Consequences Guidance: (This is guidance and suggestions only)

<u>Low level unacceptable behaviour pathway</u>	<u>Consequence</u>
Talking when others are speaking	A polite reminder will be given, followed by a more stern reminder. If the behaviour continues then the child will be asked to move to a place in the classroom on their own or to a safe place outside the classroom in order to reflect.
Swinging on chairs	
Fidgeting	
Lack of equipment	

Inappropriate body language i.e. not keeping hands to oneself	
Minor breach of the banned items list i.e. bringing chewing gum into school unintentionally	
Minor breach of the acceptable use policy i.e. attempting an unacceptable Google search	
Rudeness and not using manners	A polite reminder will be given, followed by a more stern reminder. If the behaviour continues then the child will miss five minutes of break, standing with an adult on duty.
Telling lies	
Use of mobile phones or other devices	
Graffiti	
Running around the classroom or school	A polite reminder will be given, followed by a more stern reminder. If the behaviour continues then the child will miss ten minutes of break, standing with an adult on duty or inside to complete homework.
Refusing to complete homework, incomplete homework, not bringing homework	
Not following classroom rules	

NB.' Unacceptable behaviour' may be escalated to 'Serious unacceptable behaviour' depending on the behaviour breach. Should a child display the same behaviour three times within one academic year then the consequence will be escalated on the third time to the 'Serious unacceptable behaviour pathway'.

<u>Serious unacceptable behaviour pathway</u>	<u>Consequence</u>
Discrimination linked to age, disability, gender, identity, marriage, civil partnership, pregnancy and maternity, race, religion, belief, sex and sexual orientation	The head teacher will become involved and parents/carers will be informed. This will result in a detention where the child will eat away from their peers, they will then complete a behaviour reflection sheet for fifteen minutes which will be discussed with the class teacher upon completion. This could progress onto additional consequences dependent on each individual situation.
Harassment	
Bullying	
Cyberbullying	
Verbal abuse i.e. swearing, racist or homophobic remarks	
Possession of legal or illegal drugs, alcohol, tobacco, vapes or other banned items	
Theft	

Fighting	The child will be put into a lunchtime detention where they will eat away from their peers. They will have fifteen minutes (supervised) writing a behaviour reflection sheet which will be discussed with class teacher upon completion. Should this consequence be necessary during an afternoon session then the detention will be completed the next lunchtime.
Any behaviour which requires the immediate attention of another member of staff	
Attempting to abscond from the school grounds	
Threatening actions or language towards other children or staff	
Shouting in class	The child will be put immediately into an internal exclusion where they will complete a reflection sheet and learning (for the equivalent of one school day) in a classroom not of their own. Parents/carers will be informed by the class teacher. The school will make a judgement about the child attending upcoming school trips or events where they are representing the school and whether this privilege may be removed following this level of consequence. The most extreme cases of behaviour may result in the child being given a fixed term suspension or ultimately a permanent exclusion.
Persistent disobedience or disruptive behaviour	
Extreme behaviour i.e. violence or serious vandalism	
Any behaviour which threatens safety or presents a serious danger	
Serious breach of the acceptable use policy i.e. sharing with other children inappropriate material	
Verbal or physical aggression towards others	
Any behaviour that seriously inhibits the learning of others	
Throwing items at a person or in the classroom or on the playground	

NB. Following a fixed term suspension, a meeting will be arranged between home and the school to put the child on a Pastoral Support Plan in order to start a process where supportive measures are put in place to try and stop further fixed term suspensions. This will form part of the Re-integration meeting on the first day back for the child.

9. Positive Handling

9.1 There may be times when we are not successful in regulation of a child using strategies already outlined above. Physical intervention maybe required to support the child to regulate and ensure the child and/or others are safe.

- Always make sure the positive handling takes place in a safe space.
- Ensure Zones of Regulation have been used to understand the behaviour.
- Use change of face- don't be afraid to say I am not the right person to do this, e.g. if the child is very upset with you.
- Make sure techniques taught in Team Teach are used.
- Ensure the positive handling is timed to assist with recording.
- Complete the positive handling log.
- Once the positive handling log has been completed this must be signed off by the headteacher

- The positive handling book will be regularly checked and signed by a senior member of staff.
- Where a child needs positively handling used regularly- this will be outline in the child's support plan and parents will give consent.
- Incidents of positive handling will be shared with parents either by phone or at the end of the day.

10. Recording of Behaviour Incidents

10.1 At South Hykeham Community Primary School staff record minor behaviour incidents in CPoms. These will be reviewed regularly by the headteacher. Where a number of minor incidents become a pattern this may be an indicator of a safeguarding need.

10.2 Where a child is struggling with their behaviour, they may have a separate log recording in greater detail triggers etc. so that patterns of behaviour can be identified and acted upon.

1.3 Where positive handling has been used, a more detailed record is made (See 9. Section Positive Handling) and this will be recorded on CPOMS.

11. Smoking and drug policy

11.1 In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

11.2 Parents, visitors and staff must not smoke (or vape) on school grounds and should avoid smoking in front of our pupils.

11.3 Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vapes, lighters, matches or pipes.

11.4 In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

12. Items Banned from school premises

12.1 Fire lighting equipment:

Matches, lighters, etc.

12.2 Drugs and smoking equipment:

Cigarettes

Tobacco

Cigarette papers

Electronic cigarettes (Vapes/e-cigs)

12.3 Other substances:

Alcohol

Solvents

Any form of illegal drugs

Any other drugs, except medicines covered by the prescribed medicines procedure

12.4 Weapons and other dangerous implements or substances:

Knives

Razors

Catapults

Guns (including replicas and BB guns)

Laser pens

Knuckle dusters and studded arm bands

Whips or similar items

Pepper sprays and gas canisters

Fireworks

12.5 Dangerous chemicals

12.6 Other items:

Liquid correction fluid

Chewing gum

Caffeinated energy drinks

Offensive materials (i.e. pornographic, homophobic, racist, etc.)

Aerosols including deodorant and hair spray

Mobile phones

Any other toys which are deemed hazardous.

Stolen items

12.7 Depending on the nature of the banned item, the actions of the child with the item and the circumstances bringing a banned item to school may be 'low level' or a 'serious unacceptable behaviour'.

13. Suspension and Exclusion

13.1 Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

13.3 For further information on suspension and Exclusion, please see the Suspension and Exclusion Policy.

14. Searching

14.1 Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have an item listed under the items banned from school premises.

14.2 Staff members may use common law to search pupils, WITH their consent, for any item, including their pockets and backpacks.

14.3 Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, WITHOUT consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

14.4 At South Hykeham Community Primary School, it is a condition of pupils having tray and locker, that the pupil and parents consent to have these searched for any item whether or not the pupil is present.

14.5 Under [part 2, section 2 of the Education Act 2011](#), teachers are authorised by the Headteacher/Senior Teacher, to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

14.6 Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats and turn out their pockets.

14.7 A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

14.8 Staff members may use reasonable force, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Any staff member may refuse to conduct a search.

14.9 Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and they should consider if a referral to children's services is required.

14.10 Any search by a member of staff for any prohibited item and all searches conducted by police officers should be recorded on CPOMs, including whether or not an item is found.

15 Confiscation

15.1 A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

15.2 If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

15.3 Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

16 Electronic Devices

16.1 . Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

16.2 . As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

16.3. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

17. Outside school and the wider community

17.1 Pupils at the school must agree to represent the school in a positive manner both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

17.2 Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

17.3 Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school

17.4 Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

17.5 The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

17.6 Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

18. Monitoring and review

18.1 This policy will be reviewed by the headteacher and governing body on a bi-annual basis, who will make any necessary changes and communicate this to all members of staff.

Behaviour Reflections KS1

Our School Rules tick which has been broken

- We are polite and friendly
- We look for the good in other people
- We do our best
- We look after things
- We respect and care for each other

Name

Class

Date

What happened? (Write or draw)

How did you feel?



hurt



upset



scared



angry



sad



puzzled



embarrassed

What could you do next time?

To be shown to your class teacher, then
given to Mr Richardson.

Teacher's Signature.....



Behaviour Reflections KS2

Our School Rules – tick which has been broken

- We are polite and friendly
- We look for the good in other people
- We do our best
- We look after things
- We respect and care for each other

Name

Class

Date

What was the behaviour that resulted in you being kept in?

How did you feel?



hurt



upset



scared



angry



sad



puzzled



embarrassed

How did your behaviour affect other children? What might have happened?

What could you do differently next time if the same situation occurs?
