

SANDFORD PRIMARY SCHOOL



Behaviour Policy

Signed:

Last review: April 2023. September 2024. December 2024.

Date of policy: January 2024

Review of Policy: January 2025

Behaviour Policy

Aims and objectives of this policy

- To provide a safe environment in which all pupils can learn and reach their full potential
- Provide a consistent and supportive approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline expectations for pupil and staff behaviour to encourage positive behaviour choices
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

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

- <https://www.gov.uk/government/publications/behaviour-in-schools--2022> [Searching, screening and confiscation at school 2018 \(July 2023\)](#)
- [The Equality Act 2010 \(June 2018\)](#)
- [Keeping Children Safe in Education \(Sep 2023\)](#)
- [Use of reasonable force in schools \(Jul 2013\)](#)
- [Supporting pupils with medical conditions at school \(Aug 2017\)](#)
- [Section 175 of the Education Act 2022 \(Jun 2021\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice \(Jun 2014\)](#)

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 online (Apr 2023)

This policy complies with our funding agreement and articles of association.

Statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The WLT exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to understand and take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Roles and responsibilities

Wessex Learning Trust

We are part of the Wessex Learning Trust and as such adhere to their policies related to behaviour. Please see them listed below and they are available on the WLT website.

- Exclusions Policy
- Dealing with Aggressive Parents Policy
- Dealing with Allegations of Abuse against Staff policy
- Attendance
- Safeguarding (Child Protection) Policy

The WLT Behaviour and Inclusion Strategy is used as a toolkit to support pupils who may require some support with understanding our school rules. Severe behaviour incidents and Exclusions are recorded on our Provision Map system.

Governing body

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

The governing board also emphasizes that violence or threatening behaviour towards staff will not be tolerated in any circumstances and this is further endorsed by the Wessex Learning Trust Policy, Dealing with Aggressive Parents Policy.

The Executive Headteacher/ Head of School

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages and supports positive behaviour and that all staff are equipped to support pupils on an individual basis effectively. Thus reducing poor behaviour choices and supporting a positive behaviour culture within the school. School leaders will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour at all times, in line with WLT Code of Conduct and Teacher Standards
- Providing a personalised approach to the specific behavioral needs of particular pupils
- Recording behaviour incidents; detailing triggers, incidents, actions and resolutions

The senior leadership team will support staff in responding to behaviour incidents, as well as WLT staff

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, outlined in their Home-School Partnership Agreement
- Inform the school of any changes in circumstances that may affect their child's behavior in a timely manner
- Discuss any behavioural concerns with the class teacher promptly
- Work in collaboration with the school to support their child's behaviour

Pupil Code of Conduct

- ✓ Arrive at school in good time
- ✓ Treat adults and other pupils with respect
- ✓ Work hard in class and allow others to work
- ✓ Respect and follow the agreed class and school rules
- ✓ Look after other people in the school
- ✓ Report bullying or any accident or other incident
- ✓ Remember safety rules and good manners when using email and internet
- ✓ Take messages home
- ✓ Look after the school environment
- ✓ Complete homework tasks and home reading when they are set

Behaviour in our school

In our school we aim to create an atmosphere in which everyone cares and respects each other. It is important that every child in school feels safe and secure, in surroundings that are calm and ordered, so that effective teaching and learning can take place. All our actions have the best interest of every child as our core principle. This is underpinned by our school's vision and aims.

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration

All children need to feel safe before they can learn. It is our responsibility to ensure we provide a safe environment. This includes providing clear routines, structures, safe places and the presence of reliable and trusted adults. Creating a safe, calm and organised environment should reduce disruptive or negative behaviours and support our more vulnerable and neurodiverse pupils in particular.

Equally, all our children are expected to behave in a responsible manner, both to themselves and to others. Thus showing consideration, courtesy and respect for other people at all times. All staff are also expected to model this behaviour at all times and follow a clear code of conduct.

A continuous teaching programme

We recognise behaviour is communication and to understand that we need to view Behaviour as a curriculum; children must be taught how to behave well and time given for this.

[Tom Bennetts principles of the classroom](#) provides a framework to support the teaching of behaviour effectively:

1. Behaviour is a curriculum
2. Children must be taught how to behave
3. Teach, don't tell, behaviour
4. Make it easy to behave and hard not to
5. No one behaviour strategy will work with all students
6. Good relationships are built out of structures and high expectations
7. Pupils are social beings
8. Consistency is the foundation of all good habits
9. Everyone wants to matter
10. My room, my rules

Whole class sessions serve to strengthen the community element, but time needs to be set aside in the classrooms to teach behaviour at an appropriate level for individual groups of children. Continuous re-enforcement is essential - the rules need to be kept 'alive'. Children have a right to know and understand the rules with all their implications, so that they can choose to take control of their actions. Give time to it - the time will be made up later. The policy is not a magic wand; it has to be worked on continuously.

Classroom management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Develop a positive relationship with pupils, which include:
 - Greeting pupils in the morning/at the start of lessons and provide them with early morning work to set the tone for the day
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh where possible
 - Having a strategy for dealing with low-level disruption
 - Using positive reinforcement and unconditional positive regard
 - Adapting approaches where appropriate to meet the needs of all pupils

Reward Systems

At Sandford Primary School, we aim to create a happy, orderly and respectful environment where teachers can teach and children can learn; a calm and purposeful atmosphere which encourages mutual respect, tolerance and care for all members of the community. To achieve this goal, we developed a clear behaviour strategy which encourages and promotes positive behaviour whilst at the same time, provides sanctions for those pupils who behave in an unacceptable way.

The Crew reward system, behaviour flow charts and ladders are displayed across the school and explained carefully to the children

The effective use of rewards, and sanctions, together with the setting of clear expectations are vital to creating a calm and safe school environment. Our positive behaviour strategy aims to reward good attitudes and behaviour, whilst helping children to realise the consequences of their actions. The sanctions exist only for times when the children do not live up to our high expectations and parents will be advised of persistent, unsatisfactory behaviour, including failure to follow instructions. We would hope that all parents would work with us to improve such a situation. We recognise the individual needs of our children and staff are expected to take active consideration around each pupil, please see further below for more details.

The behaviour strategy involves a simple code of conduct at both KS1 and KS2, establishing clear boundaries and generating a feeling of security – a safe place to learn.

Certificates and badges are not easy to attain and are therefore considered very special. They are presented in our Friday whole-school crew meetings and celebrated with parents at subsequent Monday morning assemblies. Details of our Behaviour Strategy are outlined below:

We aim to ensure that we are acknowledging those children who are behaving well and are working hard. As a result, we send Individual postcards home for consistently displayed excellent behaviour and effort.

We also award an Sandford Primary School Ambassador Cup six times per year to a child to exemplifies the values of our school; demonstrating the respect and care we aspire to.

Children are all assigned a Crew, which they will stay in for their time at Sandford School. This will act as a large family and will be populated with all of our children, from Reception to Year 6.

Each week, every child has the opportunity to earn **Conduct Marks** for consistent and/or outstanding behaviour (for them) and **Work Marks** for exceptionally effort with their work (for them). *We would not expect a child to necessarily be awarded a Conduct Mark every week but we would hope that they could earn at least a couple of Work Marks.*

These marks are handed in during a Crew Meeting which occurs every Friday afternoon. Marks are accumulated over the course of the year and the Crew with the most Conduct and Work Marks will receive a trophy. Individually, children also work towards badges and certificates. For every 10 conduct marks they earn, they move onto the next badge which is traded in for a certificate in Friday assemblies; parents are invited to be a part of these celebrations. The badges will range from Bronze, all the way up to Ruby.

Conduct marks are only given out for outstanding behaviour. This might be an extremely high level of behaviour over the course of a week (or longer) or one off acts of extreme kindness or helpfulness. It is perfectly acceptable for a well-behaved child not to receive a conduct mark if they have not been outstanding for them in a particular week.

Work Marks are for children who have either produced a piece/several pieces of work which are of a very high quality or have worked extremely hard on a piece of work. Work Marks, like Conduct Marks will not be easy to come by as we do not want to devalue the system.

Each year, the children and Crews have a fresh start, beginning the process again.

GOOD CONDUCT LADDER	
	
RUBY – CONDUCT AMBASSADOR	
40 Conduct marks earns you a Ruby Badge in Celebration Assembly, with an invite to your parents. You wear this badge for the rest of the year!	
GOLD CONDUCT AWARD	
30 Conduct marks earns you a Gold Badge in Celebration Assembly, with an invite to your parents.	
SILVER CONDUCT AWARD	
20 Conduct marks earns you a Silver Badge in Celebration Assembly, with an invite to your parents.	
BRONZE CONDUCT AWARD	
10 Conduct marks earns you a Bronze Badge in Celebration Assembly, with an invite to your parents.	

Poor behaviour is not acceptable at our school as we expect every child to always try their best and follow our school values. We understand that all behaviour is a form of communication from a child and it is our aim to understand each child . This will involve effectively communicating with parents/carers to ascertain any triggers for the behavior choices demonstrated and any support we can put into place.

Restorative Justice

We have adopted a whole school approach to restorative justice and aim to:

Develop – emotional literacy, truth telling, accountability, responsibility;

Improve – behaviour, attendance, learning environment, teaching;

Increase – empathy, happiness, social and communication skills;

Reduce – bullying, exclusions, conflict, need for sanctions.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

When conflict arises we will use a 'restorative justice' process in order to repair harm done and rebuild relationships.

The following points will be discussed with the children concerned:

What happened?

What were people thinking?

How did this make people feel?

Who has been affected?

How can we make the situation right?

How can we do things differently in future?








The emphasis is on children being able to try again. ***It is the behaviour which is disapproved of, not the child.***

Sanctions

Each child needs to learn the consequences of their own actions and take responsibility for the way in which she/he behaves. If a member of staff is confident that a child has an understanding of the 'School Rules' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The child will be told which rule they have broken and be warned that her/his behaviour is inappropriate. They will be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. This is visually represented on our ladder displayed in each classroom.

Definitions (please see appendix A)

When responding to such behaviour, all adults will endeavour to use a consistent approach in line with the plan below (where a child-friendly version is displayed in every classroom):-

Behaviour Management Ladder		Links to WLT stages
	Level 1 A non-verbal cue will be used to remind the pupil to get back on track	Stage 0
	Level 2 An adult will speak to the child with a clear warning and explanation	
	 Level 3 Poor behaviour is recorded in the Class Behaviour Log. '3 Strikes and you're out' – 3 records in one day results in a sanction (eg. missing break / standing outside the HT office)	Stage 1-2
	If a pupil's behaviour has resulted in a sanction (which may be immediate and pass level 3 entirely), the class teacher will inform parents via a Home Behaviour Log.	
	 Level 4 Positive behaviour plan may be introduced and a meeting with parents. If inappropriate behaviour continues, child sent to head teacher to discuss behaviour. The head may impose a sanction and/or write to parents and/or set individual behaviour plans with the SENCO/teacher	
Level 5 If behaviour is not improving over time, headteacher will involve professional outside agencies. (ie. Family Liaison Officers/Educational Psychologist)		
Level 6 Temporary exclusion. WLT policy followed. Re-integration set up and reviewed.		Stage 2-4
Level 7 Permanent exclusion Absolute last resort.		Stage 5

Every day is a new day for every child

The rules also apply at lunchtime and during Breakfast and After School Clubs, and similar procedures will be followed if children make a poor behaviour choice at this time. This may result, in persistent cases, in parents being informed that their child must go home for dinner for a specific period or asked not to attend extended school services.

Incidents of serious misbehaviour, such as insolence or violent aggression towards other children, will be dealt with immediately by the Executive headteacher or the SLT and may need to bypass Level 1, 2 and 3.

In the case of deliberate destruction of property we would expect an appropriate contribution towards the cost of replacing the property destroyed. Exclusion of a child from school will be considered in extreme cases, but only after all other avenues have been explored.

We hope that our behaviour policy ensures that teachers can teach and children can learn, and that our school is a happy, safe place for everyone.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

A number of staff have been trained as Team Teach practitioners and these approaches are used where appropriate to support and protect pupils when using physical restraint. We aim for all staff to have this training as soon as possible.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

Severe behaviour

Some behaviour may be recognised as so serious that the child cannot be given the opportunity to work through the consequences. Examples:

- Deliberate attack on someone else with intent to harm
- Leaving the school grounds

Such incidents are to be reported immediately to the Executive Headteacher or Head of School. The incident is to be recorded on Provision Map. The parents may be informed by letter or by direct contact. Any repeat of such behaviour will result in a formal meeting being arranged with parents to discuss the situation. A positive behaviour plan will then be set up involving the school and parents. If necessary in particular circumstances, the child could be excluded, especially if this was to protect other children in the school (see sanctions ladder)

Note: Due to the serious consequences which will be put into operation as a result of this behaviour, the teacher involved must be absolutely certain of the guilt of the child and the nature of the incident. It must be behaviour, which endangers the child or others, or could be classed as outright defiance towards the teacher/adult. For example, an attack on another child could be provoked and still be severe behaviour. It is the degree of viciousness and intent to harm, not the reason or result, which is important. With serious fighting both children are to be reported. Any child provoking an attack will be dealt with through the normal procedures.

(Please also see Use of Reasonable Force in WLT Safeguarding Policy on the WLT website)

Bullying and Child on Child Abuse

Please refer to our Schools Anti-Bullying Policy. Please read our statement below:

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Our school vision clearly reflects the ethos we strive for as a school; to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

Specific Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated in a sensitive and supportive manner to cater to the needs of the pupil in any incidents of challenging behaviour; thus ensuring reasonable adjustments and best endeavors have been met to support pupils with who are neurodiverse in these circumstances

The school's special educational needs co-ordinator and SLT will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Please refer to our SEN policy for more detail of our Graduated response to pupil need and the varying ways this presents e.g. personalised timetable, movement breaks, fiddle tools, specific seating place, individual or group programmes of support, support from our ELSA etc

It may be deemed appropriate that a child moves to a personalised reward and sanction structure that meets their additional needs. This would be discussed and agreed with the school and parents for example a personalised reward chart outside of our ladder system with meaningful rewards for each particular pupil.

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

When acute needs are identified in a pupil, we will liaise with the WLT Behaviour and Inclusion lead and SENDCo, external agencies and plan support programmes for that child. These often result in an Individual Positive Behaviour Plan for the child which has been collaboratively written with parents and carers and is shared across the school to ensure a consistency of approach for each individual

This may also include support from our trained ELSA, where appropriate. We will work with parents to create the plan and review it on a regular basis.

Efforts have also been made recently to support pupils at break and lunchtimes with the creation of our Nurture playground; a smaller space for pupils to thrive and feel safe during these times. We have also created a Nurture Room which aims to support particular pupils, when needed, throughout the school day. This is an ongoing development area for the school.

Zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviour

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

Sanctions for sexual harassment and violence would follow the WLT guidance and Child Protection Policy and be determined on a case by case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

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

Off-site behaviour

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

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 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 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, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) in the summer term.

In addition, staff members hold transition meetings with our Reception intake and any particular pupils or families that may need additional support during this period.

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 and is always available on our system Provision Map.

A pupil is offered a re-integration meeting following a suspension to help them re-familiarise themselves with agreed routines and rules.

Staff induction, development and support

Our staff are provided with training on managing behaviour, including proper use of restraint, as appropriate. This is delivered through their induction, staff meetings, INSET days, CPD training opportunities and part of Performance Management cycles. The WLT Inclusion Manager is also a source of support. We have also referred to Tom Bennet's research, as mentioned.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and LGB every year. At each review, the policy will be approved by the headteacher.

In addition to the expectations, rewards, sanctions and systems set out in our school Behaviour Policy the following measures are adopted until further notice.

Background

The pandemic places significant responsibilities on the school for the safety and health of pupils and adults present on the school site. Reduced staffing levels and the requirements for social-distancing also present constraints on the school's normal operation. Pupils' co-operation and positive behaviour are therefore essential for the school to operate in a safe, socially-distanced and positive way during the pandemic.

Procedures and rules to support the safe operation of the school during the pandemic

Pupils will be informed of any new rules and expectations and will have a clear explanation of why these are necessary and how following them will make pupils and adults in school safer and more confident in playing their part at this time.

In particular pupils will be required to promptly and exactly follow:

- altered routines for arrival or departure;
- instructions on hygiene, such as handwashing and sanitising equipment;
- rules about sharing equipment or other items including drinking bottles;
- instructions on who pupils can socialise with at school and at what distance;
- instructions on moving around the school, for example, one-way systems, out of bounds areas and queuing two metres apart;
- amended expectations about breaks or play times, including where pupils may or may not play;
- instructions on the use of toilets, such as not mixing with pupils outside their class group/'bubble'.

Hygiene and personal behaviour

Pupils will also receive clear instructions on hygiene and personal behaviour to reduce the risk of transmitting the virus. These will include expectations about sneezing, coughing, using tissues and their disposal ('catch it, bin it, kill it') and avoiding touching their mouths, nose and eyes with their hands. Pupils will also be asked to tell an adult if they are feeling unwell or experiencing symptoms of coronavirus (COVID-19). Staff will explain to pupils that there are very clear rules about coughing or spitting at or towards any other person and that any action that deliberately endangers the health of another pupil or an adult at the school will be likely to lead to exclusion from the school.

Inclusion and reasonable adjustments

The school remains committed to the inclusion of all pupils and will seek to make reasonable adjustments where possible. These might include use of a time limited part-time timetable, provision through a blended offer of in-school and home learning and additional support (subject to available resource) from adults in school.

Consequences and sanctions

Nevertheless, the health and safety of others is an over-riding priority and if a pupil is unwilling or unable to follow the rules introduced to secure a safe educational environment at this time they will face sanctions described in the Behaviour Policy including exclusion from school. The priority must be to ensure the health and safety of pupils so it may not be possible to offer chances to improve behaviour or compliance and a single incident may necessitate withdrawal from a class/activity or use of a sanction.

Celebrating excellent values and behaviour

The school's values stress everyone's responsibilities to each other and virtues such as kindness. The school will find opportunities to praise and celebrate behaviour that shows pupils developing self-discipline and consideration for others.

Trauma informed schooling approach

As a school, we have trained in Trauma Informed Schooling and recognise how a nurturing and trauma-informed approach can have a positive impact on attainment and social and emotional competences and confidence. At the heart of nurture and being trauma-informed we have a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.

Appendix A

Poor behaviour is defined as:

- Non-compliance with the schools Golden Rules
- Disruption in lessons, break and lunchtimes
- Poor attitude to learning

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
- 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)

Letter to parents about pupil behaviour meeting

Behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____