

Behaviour Policy 2025



BEHAVIOUR POLICY

Policy Statement

The Policy and Procedure is kept under review and updated where necessary by the Headteacher in line with statutory guidance.

Headteacher:	Mrs E. Hindmarsh
Chair of Governors:	Mr T. Woodlock
Approved by Local Governing Board on:	13-10-2025
Review Date:	October 2026

It is the responsibility of the Governing Body and Headteacher to ensure that their school and its staff adhere to this Behaviour Policy and Procedures.

Vision & Values

At St Anne's, we **Walk in love** (Ephesians 5:2), nurturing **Compassion, Curiosity** and **Confidence** in our pupils and adults. We create a **Community** of belonging in which each person can **Shine their Light** (Matthew 5:16).

Rooted in Christ, we celebrate our rich diversity and inspire transformation through inclusive leadership and learning

Vision and Values in Practice

Our values are not just written in this policy – they are lived out every day through the way we promote, model, and uphold high standards of behaviour across our whole school community.

Compassion is shown through our “*Chance, Choice, Consequence*” approach. We recognise that everyone makes mistakes — that is part of learning and growing. By first offering a chance, then a choice, before any consequence, we give every child the opportunity to reflect and make positive changes to their behaviour.

Curiosity inspires us to look beyond the behaviour we see and to understand the reasons behind it. Rather than simply addressing behaviour, we seek to uncover what is driving it, so we can respond with empathy and support.

Confidence is both a behaviour to be celebrated and a quality to be nurtured. Children can only develop true confidence in an environment that feels safe, respectful, and inclusive. We are committed to maintaining the highest standards of behaviour to create a loving, secure, and welcoming community — the foundation for every child to learn, grow, and belong.

Contents

1. Legislation and guidance
2. Behaviour principles & core values
3. Defining behaviour- positive and undesirable
4. School procedures and responses
5. Monitoring and evaluation

1. Legislation and guidance

1a. Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff (DfE, updated 2024)
- Suspension and permanent exclusion from maintained schools ... (DfE, August 2024)
- Searching, screening and confiscation: guidance for schools (DfE, 2022)
- Use of Reasonable Force and other Restrictive Interventions (September 2025)
- Keeping Children Safe in Education (2025)
- Special Educational Needs and Disability (SEND) Code of Practice
- Education and Inspections Act 2006
- The Education (Educational Provision for Improving Behaviour) Regulations 2010
- Equality Act 2010
- Children Act 1989/2004
- Behaviour and discipline in schools: guide for governing bodies (DfE, 2015)

1b. Associated policies and procedures

The following School policies and procedures are directly related to and complement this Policy and Procedure:

- Safeguarding Policy
- Exclusions Policy
- Safe Touch Policy

2. Behaviour principles & core values

St Anne's CE Primary School believe that they have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment. This is achieved by establishing a school wide approach to maintaining high standards of behaviour that reflect our school Vision and Values.

- We are ambitious for high standards of behaviour for all our pupils so that all feel safe and can focus on learning.
- All our children have the right to access disruptive free learning and to feel safe from threat or harm.
- We work to make it easy for children to behave well.
- Our Behaviour Curriculum systematically teaches children how to behave well, recognizing the importance that routines and scripts can have in this.
- A positive approach always comes first, with adults modelling positive behaviour and strong relationships.
- We use rewards but also recognize the importance of pupils developing an intrinsic motivation to behave well.
- Our behaviour work is structured on a Graduated Approach to ensure all children get the support that they need to behave well, moving from universal to targeted provision.
- Children are not defined by their behaviour, and it is important they feel safe, valued and supported through a non-shaming approach based on professional compassion and regard.

- We ensure consequences are clear and transparent, proportionate, fair and consistently applied with appropriate adaptations and adjustments for pupils with additional education needs as approach.
- We work within a clear framework for Suspensions and Permanent Exclusion in line with DfE statutory guidance. These are only used in response to serious or persistent breaches of our policy and as a last resort.
- We engage positively with parents and actively adopt strategies to work in partnership with them.
- We actively seek support from external agencies, and we are always learning how we can support pupils to behave well.
- We have a consistent approach to behaviour that is applied consistently and fairly.

3. Defining behaviour

3a. Positive Behaviour

3ai. School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to: (See Appendix A Class Routines & Expectations)

3aii. Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum.
- Will develop a positive relationship with pupils, including:
 - a. Greeting pupils in the morning/at the start of lessons.
 - b. Establishing clear routines.
 - c. Communicating expectations of behaviour in ways other than verbally.
 - d. Highlighting and promoting good behaviour.
 - e. Following the school procedure for dealing with low-level disruption.
 - f. Using the rewards procedures to encourage positive behaviours.

3b. Undesirable Behaviour

3bi. See Appendix B: Undesirable Behaviour

3bii. Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour 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 the school.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether 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.

3biii. Online misbehaviour

School staff can issue behaviour sanctions and/or involve outside agencies (e.g. police/social car) 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.

4. Procedures and responses

4a. We operate a Graduated Response Approach to Supporting Behaviour at St Anne's (See Appendix C)

4bi. Responding to good behaviour

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

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

4bii. Rewards procedures

Our main reward system is Class Dojo (which transfer to Squadron Airmiles).

We also use Teacher's Special Award, Superstar Award and Headteacher Award.

We hold a weekly Headteacher's Tea Party, use stickers, verbal praise, Star of the Day and squadron treats.

4c. Responding to unacceptable behaviour

See Appendix D: Staged Response

When a pupil's behaviour falls below the standard that can reasonably be expected of them, school staff will respond to restore a calm and safe learning environment, and to prevent

recurrence of unacceptable behaviour. Staff expect classrooms and learning environments to be disruption free.

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

De-escalation techniques will be used to help prevent further behaviour issues escalating. All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified and considered.

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

Suspension or permanent exclusions will only be used in the most serious of circumstances.

Personal circumstances of the pupil will be considered when deciding on consequences and about the impact on perceived fairness.

4d. Reasonable force and Physical Restraint

Reasonable force covers a range of interventions that involve physical contact with pupils including:

- Physical restraint (holding, blocking, guiding)
- Providing First Aid
- Guiding of escorting pupils

All members of school 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.

Reasonable force must:

- 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
- Always be used as a last resort for **'significant incidents'**
- Significant incidents are defined as 'any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff'
- Generally appropriate contact includes giving first aid, guiding or escorting pupils, comforting those in distress, praising them with a pat on the back or a handshake, demonstrating the use of musical instruments or exercises in PE.
- Be recorded on CPOMs capturing all relevant details (who, when, where, reason, duration, de-escalation attempts, injuries, follow-up, etc. plus a Body Map).
- The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.
- Be reported to parents, as soon as is practically possible
- Pupils with SEND may be disproportionately subject to the use of reasonable force and other restrictive interventions. In the first instance we will seek to understand the underlying triggers challenging behaviour to provide pro-active support. Staff should manage trigger points and develop strategies to reduce the need for reasonable force. De-escalation and prevention should be prioritised to minimise the need for restrictive interventions. This is especially key if a pupil has a disability. Behaviour Support plans and/or Risk Assessments will be used to detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This is so changes can be made based on evidence of what has worked and what has not worked in practice for an individual pupil.

Data on use of reasonable force is analysed half-termly by the Headteacher and shared with Governors, to identify trends, patterns and preventative approaches.

Staff are regularly trained in de-escalation, behaviour management, safe physical intervention strategies (using Team Teach methods). The Headteacher ensures that staff understand their recording obligations through regular briefings and reminders.

4e. Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with DfE Guidance on Searching, Screening and Confiscation - Advice for Schools (July 2022).

4f. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

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

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

If police attend the school site and question a pupil(s) as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police action taken. However, school staff may continue to follow their own investigation procedure and enforce sanctions, if it does not conflict with police action.

4g. Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher 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.

In response to any allegations or concerns regarding a child's safety or wellbeing, the school will determine whether to:

- Manage the incident internally.
- Refer to Early Help.
- Refer to children's social care.

- Report to the Police.

Please refer to the School Safeguarding Policy and procedure for more information.

4h. 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 needs 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 the School Safeguarding Policy for more information.

4i. Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the Staged Consequence school procedures.

Pupils who have been removed will continue to receive education under 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 or persistent misbehaviour, including disruption of the learning of others. 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.
- Maintain the learning environment for 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.

The maximum time is usually 1 hour once a pupil is calm.

If SLT support is required to remove a pupil from the classroom, then the Class Teacher should send the Red Card with another pupil to the school office. The Red Card should only be used for the purposes of First Aid or if there is a safety risk to pupils/staff.

Additional support should be called if a change of face is required to help re-regulate a pupil (maximum two adults per child); or if an adult needs an emotional resilience break.

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 the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

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 on CPOMS

4j. Suspension and Permanent Exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

The decision to suspend or permanently exclude will be made by the Headteacher (or Deputy Headteacher in their absence), in accordance with the DfE Guidance (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022).

The process of suspension and permanent exclusion will be carried out in accordance with the Lincolnshire Local Authority Suspension & Exclusions Guidance. See Suspensions & Exclusions Policy for further information

4k. 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, school staff will consider them in relation to a pupil's SEND, although recognising 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, Headteachers 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 cooperate with the local authority and other bodies.
- As a 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. This may include approaches such as:
 - a. Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
 - b. Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
 - c. Adjusting uniform requirements for a pupil with sensory issues (maintaining Health & Safety requirements)
 - d. Training for staff in understanding conditions such as autism.
 - e. Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any preventative measure will consider the specific circumstances and requirements of the pupil concerned.

We need to manage pupil behaviour effectively, whether the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of any support being provided.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

4l. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time because of their SEND?
- If the pupil is likely to behave aggressively due to their 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 Headteacher 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.

4m. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The Special Educational Needs Co-ordinator (SENCO) will 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

4n. Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the Headteacher will cooperate with the local authority and other bodies.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will contact the local authority to discuss the concerns and if any additional support that might be required. If appropriate, the Headteacher may request an emergency review of the EHC plan.

4o. Safeguarding

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

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

4p. Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

4q. Inducting incoming pupils

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

4r. Preparing outgoing pupils for transition

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.

4s. Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental

health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

5. Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body. The School's Leadership Team will interpret this data and identify whether there are patterns. The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Any questions or concerns regarding this policy should be made to

Name:
Role:

Mrs Elizabeth Hindmarsh
Headteacher

APPENDIX A Class Routines & Expectations

ROUTINES	
What we do	Why we do it
Attendance and punctuality: Entering School <ul style="list-style-type: none"> We come to school every day and on time We greet all adults by saying "Good morning" or "Hello" We line up on the playground when the whistle blows We hang up our coats/bags quietly (and line up at our classroom door if no adult is present) We greet our teacher by saying "Good Morning" or "Hello" We complete our Morning task independently 	<ul style="list-style-type: none"> Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back Ensure our pupils start the day with positive interactions. Ensure our pupils feel safe and seen every day.
Walking through school: <ul style="list-style-type: none"> When walking through school as a class, we walk in a straight line in silence, with a teacher at the front We remember to say 'excuse me', 'please' and 'thank you' We greet visitors and adults by looking and saying 'Good morning / Good afternoon' We only visit the toilet if we have verbal permission from an adult 	<ul style="list-style-type: none"> Our school is a calm environment We do not disrupt learning in classrooms Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Sitting in class: <ul style="list-style-type: none"> We use 1,2,3 finger non-verbal signals to indicate standing, walking, sitting. We sit with our chairs tucked under the table with four legs on the floor When we are working, we sit up straight When we are on the carpet, we cross our legs and face the front 	<ul style="list-style-type: none"> It shows us, our peers and our teachers that we are focused and learning We look successful Good posture leads to good handwriting
Handing out resources: <ul style="list-style-type: none"> Allocated child/children hand out the resources 	<ul style="list-style-type: none"> Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back
Presentation in books: <ul style="list-style-type: none"> See presentation sheet 	<ul style="list-style-type: none"> We know exactly what is expected of us so we can quickly fulfil this task when

	<p>instructed and do not waste valuable learning time</p> <ul style="list-style-type: none"> • Our books tell a story about how successful we are • An untidy book sends a message that we do not care about learning
<p>Respect for resources:</p> <ul style="list-style-type: none"> • We tidy up after ourselves • We never vandalise school property or anyone else's property • We keep our pencils sharp, whiteboard pen lids on and our glue lids on 	<ul style="list-style-type: none"> • We are considerate to other children and our cleaners • We need to be able to start learning as soon as we enter the classroom
<p>At the end of a lesson:</p> <ul style="list-style-type: none"> • We leave the classroom tidy by putting away our resources • We tuck our chairs under our desks 	<ul style="list-style-type: none"> • When we return to class, we need to be ready to learn immediately
<p>Outside school:</p> <ul style="list-style-type: none"> • We behave responsibly outside of school. 	<ul style="list-style-type: none"> • We are creating an image of ourselves that we want to be positive • We are representing the school

LEARNING BEHAVIOURS	
What we do	Why we do it
<p>Learning at our school:</p> <ul style="list-style-type: none"> • We work hard • We listen to the person who is talking. • We use Talking Thumbs to ask or answer questions. 	<ul style="list-style-type: none"> • We can see what we do not know and focus on what we need to learn. • Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners
<p>Reading:</p> <ul style="list-style-type: none"> • At home • At school 	<ul style="list-style-type: none"> • With practice we will improve our decoding and fluency • Reading a variety of books improves our writing, vocabulary and general knowledge
<p>Homework:</p> <p>Weekly homework is Reading Daily & Times Table Practice (TTRockstars)</p> <ul style="list-style-type: none"> • We complete it fully and to a high standard. • If we struggled on a piece of homework, we can speak to our teacher 	<ul style="list-style-type: none"> • Homework allows us to consolidate what we have learnt and commit it to long-term memory • We work hard and complete the task fully to make it purposeful

UNIFORM	
What we do	Why we do it
Uniform: <ul style="list-style-type: none"> • Grey skirt trousers or shorts • Navy and white checked dress • Navy or white Polo shirt • Navy School Sweatshirt or cardigan with or without logo • Footwear - black school shoes (no trainers) • Smartness and high standards of appearance are always expected • No jewellery except one small pair of stud earrings • Earrings must be removed for P.E. • Long hair tied back • No nail varnish • No make up • No head scarves unless for religious reasons • One watch can be worn (not Smartwatch) 	<ul style="list-style-type: none"> • We look smart • We have the correct mindset to learn
PE uniform (to be worn on PE days): <ul style="list-style-type: none"> • Plimsolls or trainers • Navy coloured shorts or tracksuit bottoms • Navy or White T-shirt • Navy tracksuit top 	<ul style="list-style-type: none"> • We look smart • We have the correct mindset to learn
PE	
What we do	Why we do it
Outdoor PE: <ul style="list-style-type: none"> • When we get to the playground, we stand in a circle in silence 	<ul style="list-style-type: none"> • We can track the speaker • We do not miss any learning time
Indoor PE: <ul style="list-style-type: none"> • When we get to the hall, we take our shoes and socks off, line them up against the wall in the order of our line • We sit in a space in silence 	<ul style="list-style-type: none"> • We can track the speaker • We do not miss any learning time • If we stay in a line, it is easier to find our shoes at the end of the lesson
Learning in PE: <ul style="list-style-type: none"> • We work hard • We listen to the person who is talking. • We use Talking Thumbs to ask / answer questions. 	<ul style="list-style-type: none"> • We can see what we don't know and focus on what we need to learn. • Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners

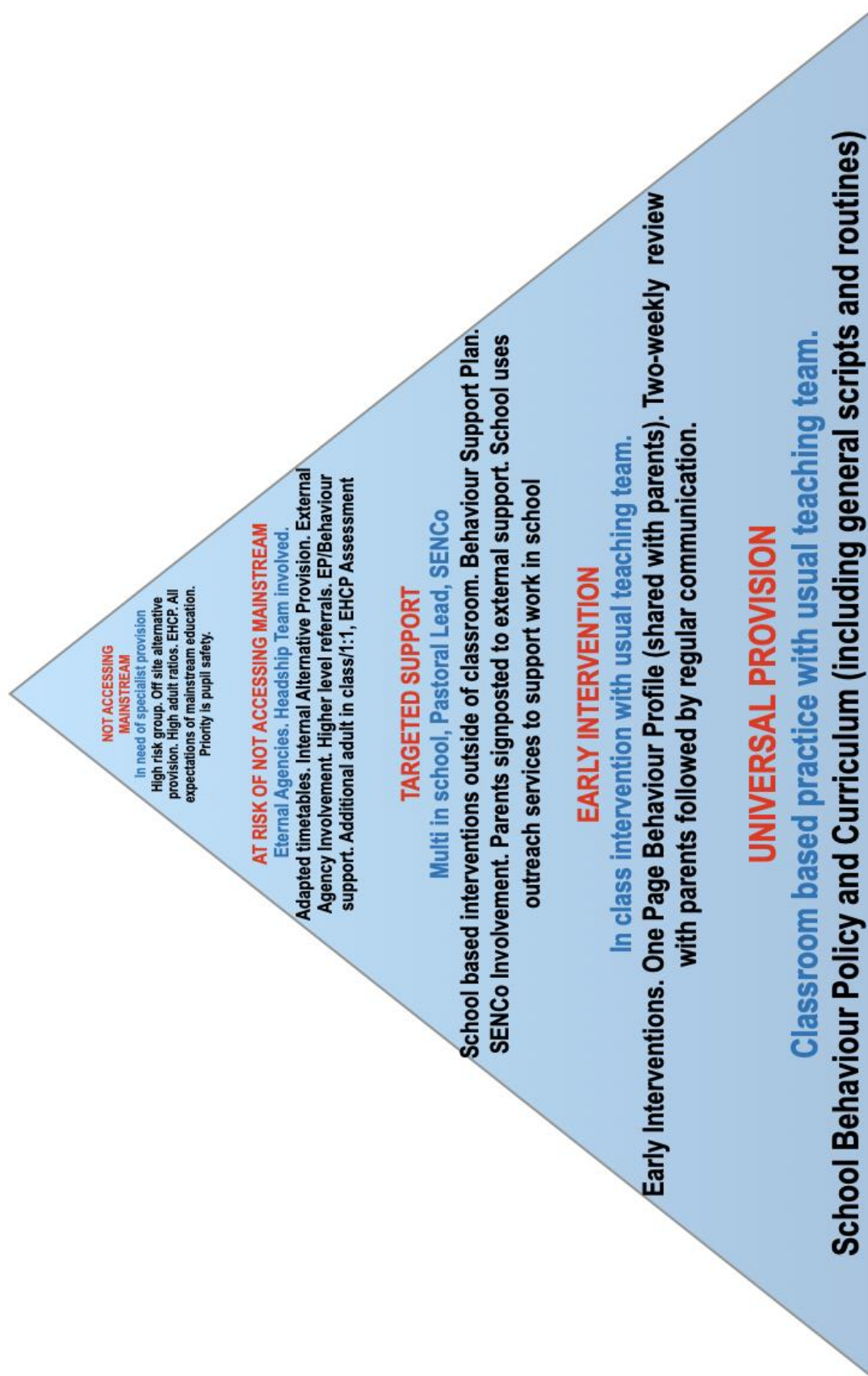
<p>Responding to the whistle:</p> <ul style="list-style-type: none"> When the whistle is blown once, we stop what we are doing, put our equipment on the floor and wait for adult instruction 	<ul style="list-style-type: none"> Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
<p>Resources:</p> <ul style="list-style-type: none"> We take care of equipment We are responsible for our own belongings (e.g. water-bottles) 	<ul style="list-style-type: none"> The equipment belongs to the school and is expensive to replace We need to look after things so that future year groups get the pleasure of using them
PLAYGROUND	
What we do	Why we do it
<p>Playing:</p> <ul style="list-style-type: none"> We follow the Playground Agreement. We do not kick, push, or grab other people when we are playing We walk away or alert an adult if an argument arises Adults on playground duty will teach us games We only use kind words when we are playing We stop and respond to the Team Stop (Hand raised) signal as soon as we see it We only go indoors after we have permission from an adult to use the toilet. We are responsible for our own belongings (e.g. water-bottles) and take them out ourselves at break/lunchtimes (KS2) 	<ul style="list-style-type: none"> We do not want to hurt anyone else
<p>Lining up:</p> <ul style="list-style-type: none"> When the whistle is blown, we stand still. We finish our games immediately. When the next whistle is blown, we walk to line up, ready to go in. We line up quietly in Register Order. The Senior member of staff will direct which line will go in first. When we arrive in the classroom we follow our classroom routines. 	<ul style="list-style-type: none"> We go back to our classrooms sensibly, so we do not miss any learning time.
LUNCHTIME	
What we do	Why we do it

<ul style="list-style-type: none"> • We line up quietly for our lunch • We say Thank You • We walk to a table, hang our coats on the back of our chair, sit down, tuck our chair. • We eat our Main Meal first and then our dessert. • We use cutlery 	<ul style="list-style-type: none"> • We are considerate to other children and make sure the lunch hall is a calm, safe place for everyone • We show respect to other children and adults • We learn basic table manners.
END OF THE DAY	
What we do	Why we do it
<ul style="list-style-type: none"> • We collect our belongings in silence from our pegs • We line up and stay with our teacher. We only walk to our adult when we are told to do so by our teacher. • The Reception class leave through the EYFS garden • Y1/3/4/5 Classes are dismissed through their external Classroom doors • Y2 are dismissed through the Spare Classroom Door • Year 5/6 Leave through their external Classroom Doors and are dismissed on the Playground • Year 5 & 6 pupils who have permission to walk home alone will be dismissed first by their teacher 	<ul style="list-style-type: none"> • We make sure the shared areas are calm, quiet, safe places for everyone • We keep ourselves and other children safe

APPENDIX B: UNDESIRABLE BEHAVIOURS

FOLLOWING CONDUCT CURRICULUM		
INAPPROPRIATE BEHAVIOURS		
Chance, Choice, Consequence will be reminded first for all minor behaviours e.g. Refusal to complete tasks, Breaking school dress code including jewellery, not sitting properly on a chair, talking when others are talking, invading personal space, pushing or running in line, shouting indoors, not sharing.		
MINOR MISBEHAVIOUR (5 minutes loss Playtime)		
Persistent inappropriate behaviour	1	
Refusal to comply	1	
Name calling or teasing	1	Make the child aware of the impact and apologise
Lying	1	
Throwing small items	1	Escalate quickly depending on situation and severity
Encouraging misbehaviour in others	1	
MISBEHAVIOUR (Lose Break/15 minutes time-out with SLT)		
Being deliberately rude, disrespectful or disruptive	2	E.g. huffing, shrugging, rolling eyes inappropriate voice, answering back
In possession of mobile phone or device	2	Confiscate and require adult to collect
Damaging equipment with intent	2	e.g. Rulers, equipment, graffiti. Pupil put right & parents meet replacement cost
Swearing or offensive gestures	2	
Deliberate, rough or dangerous play	2	Escalate quickly depending on situation and severity
SERIOUS MISBEHAVIOUR (Internal Seclusion 1 hour, Suspension or Permanent Exclusion)		
Physical assault against a pupil or adult	3	
Verbal abuse or threatening behaviour against a pupil or adult		
Use of, or threat of use, of an offensive weapon or prohibited item		E.g. weapon, knife, alcohol, stolen items, cigarettes, vapes, drugs. Confiscate & return to parents; Inform Police if necessary
Bullying		Anti-Bullying policy
Abuse relating to race, disability or sexual orientation	3	
Defiant behaviour which puts themselves or others in imminent danger	3	
Extreme or persistent anti-social behaviour	3	
Theft	3	
Sexual Violence or Harassment	3	Including online

APPENDIX C: GRADUATED RESPONSE APPROACH



APPENDIX D:
Staged Behaviour Response Policy:
CHANCE, CHOICE, CONSEQUENCE
2024-25

Following Conduct Curriculum	0
Lose 5 minutes Break/Lunchtime (KS2 Area)	1
Lose Break or 15 minutes Time-out with SLT (with work/reflection task) Parents informed by Class Teacher. CPOMS Log If Stage 2 has been reached x 3 over half a term, meeting with parents and Phase Leader.	2
Internal Seclusion (1 hour) (Parents informed by Phase Leader) Suspension (Parents informed by Headteacher or SLT; Parents contacted immediately to remove child from school; Meeting with parents to plan for safe re-integration) Permanent Exclusion (Parents informed by Headteacher) CPOMS Log	3