



Behaviour Policy

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Contents

- Introduction.....3
 - Rationale3
 - School Values and UNICEF Rights Respecting School3
 - Aims.....4
 - Unacceptable behaviour4
 - Bullying.....4
 - Preventing and Identifying Bullying.....5
 - Responding to bullying6
 - Leadership and management6
- Key practice for staff6
 - Use of Silent Signals7
 - Gaining Class Attention.....7
 - Transition Signals7
- Restorative Approaches.....7
- Recognition and Sanctions8
 - Recognition8
 - Types of Recognition.....8
 - Sanctions9
 - Types of sanction that may be applied by all staff9
 - Types of sanction that may be applied by the senior leadership team10
 - Communication with parents12
- Reasonable Adjustments.....13
 - Individual support13
 - Wellbeing plans.....13
- Other13
 - Malicious Accusations.....13
 - Child-on-child abuse.....13
 - Restrictive Interventions.....14
 - Searching.....14
 - Searches for any item with consent14
 - Searches without consent14
 - Confiscation15
 - Children’s behaviour outside the school gates16
 - Use of the Police and Police Community Support Officers (PCSOs)16
 - Parenting Contracts and Orders.....17

Intentional damage to school property or another child's property.....	17
Monitoring and data collection.....	17
Guidance and Legislation	18
Appendix A – Behaviour Response Levels	19

Introduction

Rationale

Milton Mount is committed to creating a culture where exemplary behaviour is at the heart of productive learning. Everyone in our school community will maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We are a growth mind-set community; we build resilience so that children are not afraid to make mistakes and learn from them. We understand that positive behaviour, like other skills and abilities, is something that can be learned. Our staff are trained in trauma awareness and the effect it can have on behaviour and learning to help us all develop strong, healthy relationships. We believe in giving children opportunities to be kind to everyone, achieve their potential, trust and be trusted, be independent and resilient, and to grow their emotional wellbeing. We understand that all children's behaviour is a form of communication - communicating an emotional need or a need for support, which we will provide whilst maintaining our high expectations of everyone's behaviour and our need to ensure everyone feels safe. We know that not all behaviour is a matter of choice, that being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity). We believe in a non-judgemental, curious and empathetic attitude to behaviour at our school. We believe that behaviour can change for the better with the right support including resolution and restorative conversations applied consistently and fairly.

School Values and UNICEF Rights Respecting School

At Milton Mount, we STRIVE to learn, grow, and support one another. Our school values provide a strong foundation for our children to develop confidence, resilience, and a love of learning. By embracing these values, we create an inclusive and inspiring environment where every child is encouraged to reach their full potential. Our values not only guide daily life at school but also prepare our pupils to navigate the world with positivity, adaptability, and a strong sense of community.

- **Strength:** Being brave, confident, and able to face challenges, both big and small.
- **Tenacity:** Never giving up, even when things get tough, and keeping going until you succeed.
- **Reflection:** Taking time to think about what you've learned, what went well, and what you can improve.
- **Inclusion:** Welcoming and accepting everyone, no matter their differences, and making sure no one is left out.
- **Versatility:** Being flexible and open to trying new things, adapting to different situations, and learning in different ways.
- **Enthusiasm:** Approaching everything with excitement, energy, and a positive attitude, even when things get challenging.

We are also proud to be a UNICEF Gold Rights Respecting School. This means that we work hard to ensure that the Rights of the Child are understood and respected by all children. We believe that by understanding their rights, children learn to respect and value the rights of others and have the confidence to stand up for those whose rights are not respected. Teaching children how to treat others with respect, courtesy and compassion is also an important part of our commitment ensuring that all children feel safe and valued at our school.

Aims

The ultimate aim of this policy is for all children to choose to behave positively.

Additional aims of the behaviour policy are that:

- there is a caring, positive and encouraging atmosphere within the school which promotes a sense of community where everybody feels valued and can learn
- the school provides a welcoming and supportive environment in which all members of the school community are safe and feel safe
- there are high levels of mutual respect between all members of the school community
- staff consistently model high standards of respectful behaviour
- positive behaviour choices are regularly recognised in a way that builds self-esteem amongst children
- unacceptable behaviour is addressed fairly and consistently
- restorative approaches to unacceptable behaviour are taken where appropriate and likely to be effective, alongside using appropriate sanctions
- children at Milton Mount become increasingly independent and self-disciplined over time, learning to understand the consequences of their actions and accept responsibility for their own behaviour choices
- all staff work in partnership with both parents and children for the benefit of all children

Unacceptable behaviour

We consider unacceptable behaviour to be any behaviour which is contrary to our community values or does not respect another member of our school community's right to:

- be treated with respect (Article 29)
- follow their own religion and culture (Article 14)
- have a say and be listened to in matters concerning them (Article 12)
- feel safe at school (Articles 19 and 36)
- the best education possible (Articles 28 and 29)

Bullying

Bullying is behaviour that is **deliberate, repeated and harmful**. It happens when someone uses their power to hurt, upset or frighten another person. Bullying can take different forms, including:

- **Physical:** hurting someone's body (hitting, kicking, pushing).
- **Verbal:** hurting someone with words (name-calling, threats, teasing).
- **Social:** hurting someone's friendships or feelings (leaving people out on purpose, spreading rumours).
- **Online (cyberbullying):** using phones, games, or the internet to send unkind messages or share hurtful content.

Bullying is different from falling out or having an occasional disagreement. While friends may sometimes argue or say things they don't mean, bullying is **intentional, happens more than once, and makes someone feel powerless or unsafe**.

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various types of bullying experienced by vulnerable groups of children, often linked to protected characteristics. These can include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances

Preventing and Identifying Bullying

To prevent bullying occurring, we will:

- teach the Rights of the Child as part of our UNICEF Rights Respecting Schools award
- discuss bullying in PSHE lessons, assemblies and through anti-bullying week
- utilise the NSPCC's speak out, stay safe resources
- provide staff training through INSET, briefings and safeguarding messaging
- ensure that all children know who their trusted adults are
- have zero tolerance of bullying
- be aware of times and places where students may be more vulnerable to bullying and ensure there is adequate supervision to reduce the risk of bullying incidents.
- challenge stereotypical views and encourage students to appreciate and view positively the differences in others whether arising from race, culture, gender, sexuality, ability or disability.
- consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, Playground helpers and through the School Council.
- ensure that vulnerable children are supported and protected from bullying or becoming a bully through the work of the pastoral team, THRIVE practitioner and Nurture TA.
- regularly remind children what to do if they are worried at school
- analyse data that is collected through our annual pupil's questionnaires

Responding to bullying

The Senior Leadership Team will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff.

When a member of staff receives information, either directly or indirectly, that a student may have been the victim of a bullying incident, this report will be taken seriously and investigated, following the school's bullying response plan. The school will offer a proactive, sympathetic and supportive response to students who are the victims of bullying. The school will also provide a supportive, pragmatic and problem-solving approach to enable the bully to behave in a more acceptable way. Where sanctions are needed, they will be applied consistently and fairly. Appropriate support will be provided to both the victim and the perpetrator. This will be followed up regularly to ensure that bullying has not resumed.

Leadership and management

The Headteacher, with the support of the Senior Leadership Team takes responsibility for the implementation of the behaviour policy. The SLT will:

- Provide induction for new staff
- Deliver regular training and updates on implementation of the behaviour policy
- Support teachers and the wider staff team in responding to unacceptable behaviour
- Monitor patterns of behaviour and intervene as appropriate
- Report to and update the Local School Committee on issues relating to the behaviour policy

Key practice for staff

Whilst everyone within Milton Mount should play their part in maintaining high standards of behaviour, we recognise that the practice of school staff is a key factor. Below are seven key principles for staff that evidence shows are conducive to a positive, safe, respectful learning environment within schools. In promoting positive behaviour, maintaining a highly respectful culture, and addressing behaviour choices at school, staff should be mindful of these principles.

- The strong, positive relationship between children and their class teacher(s) is critical to supporting children in making positive behaviour choices.
- To further support high quality behaviour choices, our lessons should be engaging; well-planned, resourced and paced; and take into consideration learners' individual needs
- Positive language, body language and gestures should dominate our interaction with children. Children's positive behaviours should be frequently recognised and clearly link to choices
- The whole school community should be regularly active in modelling, promoting, protecting and celebrating our values
- All adults relentlessly recognise children's effort, progress and positive behaviour choices

- Sanctions should be consistently and fairly applied and clearly linked to children's choices and expected standards.
- The Personal, Social and Health Education (PSHE) curriculum provides proactive opportunities to specifically address issues around behaviour and children's social and emotional development.

Use of Silent Signals

At Milton Mount, we value calm, clear and respectful communication between adults and children. To support this, staff are expected to consistently use silent signals as a universal method for gaining attention and managing transitions. These signals are used to foster an environment of calm, ensure consistency across the school, and reduce unnecessary noise or stress.

Gaining Class Attention

To gain the attention of the whole class, adults will use a silent signal called "Team Stop". This signal involves a raised hand (or another agreed silent gesture), which pupils are taught to recognise. When they see the "Team Stop" signal, they are expected to immediately stop what they are doing, turn to face the adult, and listen in silence. This quiet, consistent routine reinforces self-regulation and mutual respect across the school.

Exceptions may be made during outdoor play, Physical Education lessons, and Forest School sessions, where the environment may require a more audible or context-specific strategy to gain attention effectively.

Transition Signals

To ensure smooth transitions during daily routines (e.g., moving from the carpet to tables, lining up for playtime, or transitioning to and from assembly), staff will use the following non-verbal 3-step signal:

1. **Finger 1** – Stand up
2. **Finger 2** – Move to location E.g. behind chair, lining up
3. **Finger 3** – Sit down or begin the transition

These signals should be used consistently and modelled regularly so that all children understand and respond automatically. Reinforcement and practice should be part of classroom routine and expectations, ensuring all children, including those with additional needs, are supported to engage with these non-verbal cues.

Restorative Approaches

As part of our development of the whole child, we aim to support children to become empathetic, understand the impact of their actions, resolve conflict, and make positive choices about their behaviour rather than learn to behave through fear of punishment. This is called a 'restorative' approach to resolving differences where things have gone wrong. Staff at Milton Mount invest time in helping children fully resolve any unacceptable behaviour, disagreements and disputes by bringing

them together and helping them to understand what has happened, why, what impact it has had, how it can be resolved and how things might be done differently in the future. Restorative conversations may refer to 'Zones of Regulation' – a framework that helps children to build awareness of their feelings/internal state and utilise a variety of tools and strategies to regulate their behaviour and choices. We believe a 'restorative' approach to be more effective in the long term than a 'punitive' one - simply stating a child has 'broken a rule' and that therefore a sanction will be applied. Using a restorative approach supports the development of our children into responsible members of our school community with the intent that there is less need to resort to sanctions to try to 'manage' behaviour. Using a restorative approach does not, however, eliminate the need for sanctions, and sanctions will be used, where appropriate, at Milton Mount.

Recognition and Sanctions

In supporting children to take responsibility for their own actions, their own choices, and their own behaviour, it is necessary to have clear and consistent consequences – both positive and negative. At Milton Mount, we refer to these as 'recognition' and 'sanctions'.

Recognition

We believe that Milton Mount is a place of learning for all members of the school community and that success and achievement should be recognised. This philosophy forms an important part of our whole school aims and ethos and a range of recognition, including praise, rewards and celebration should be apparent throughout our daily practice.

Types of Recognition

Our primary form of recognition is recognising children's efforts in relation to our school STRIVE values. This list not definitive, and staff are encouraged to be creative in how they recognise behaviour through an inclusive range of praise, rewards and celebration.

- Verbal praise and encouragement
- Use of ClassDojo
- STRIVE stickers, written praise, displaying work
- Being sent to another member of staff for praise, including the Head Teacher
- STRIVE certificates of achievement
- Class based celebrations
- Letters, postcards, conversations or phone calls to parents
- Lunchtime stickers
- Celebration of achievement within Celebration Assembly

Celebration Assemblies

Each week we have a Celebration Assembly in which we celebrate children's achievements, such as 'Star of the Week' and 'Writer of the Week'. 'Star of the week' may refer to, amongst other things, positive learning behaviour.

Sanctions

Although recognition of positive behaviour is central to the encouragement of good behaviour, there is a need for sanctions to be applied consistently and fairly, to:

- deter unacceptable behaviour
- give children clear feedback to support improved behaviour, and
- ensure that children and staff have a safe, productive and respectful learning environment.

To support this, the school will utilise the behaviour response levels as set out in Appendix A to guide its response and use of sanctions. Alongside sanctions, supportive strategies are considered to help children to understand how to improve their behaviour choices.

Sanctions should always be proportionate to the nature of the unacceptable behaviour, but their application should also take into consideration the context of the behaviour, including whether the behaviour is repeated and any Special Educational Needs and/or Disabilities (SEND). For further information, see section on Reasonable Adjustments.

All sanctions used at Milton Mount are in line with the government guidance document – *Behaviour in Schools 2024*.

Types of sanction that may be applied by all staff

- Verbal warnings
- Moved seat within class
- Missed minutes of break or lunch with teacher
- Time out within the class
- Time out in another classroom
- Setting of work to complete
- School based community service or imposition of a task – such as picking up litter; tidying a classroom
- Parental involvement, e.g. phone call, note in Home Learning Journal, informal meeting, formal meeting
- The establishment of a Home/School Contact Book
- Withdrawal of a privilege, e.g. school disco, celebration trip, role/responsibility, playing football
- Teacher Report (see below)

Types of sanction that may be applied by the senior leadership team

- Internal Exclusion (as decided by a Senior Leader, being withdrawn from their year group for a fixed period of time, including missing of break and lunchtime as appropriate)
- Senior report (see below)
- Transfer to another class (where necessary, fair and proportionate to do so)
- Suspension
- Exclusion (see below)

Teacher and Senior Report

At Milton Mount, we use Teacher Report as a supportive tool to help children learn to improve the quality of their behaviour choices. Teacher Report aims to achieve this by:

- giving children clear targets to work towards in their learning time and/or break times
- ensuring that appropriate progress is made towards those targets
- creating a clear structure for behaviour choices to be recognised and praised/addressed by teachers and school leadership
- providing opportunities for parents and teachers to communicate in the best interests of the child

While Teacher Report has been triggered by unacceptable behaviour in school, Teacher Report is not a punitive tool or 'punishment' and is also not about 'labelling' a child as 'naughty'. We recognise that learning to behave in a way that respects others rights is as important as any other part of our curriculum. Teacher report will usually be implemented for a minimum of 2 weeks. At the end of the initial period, options include

1. Finishing teacher report as great progress has been made
2. Extend the period of Teacher Report to continue to make progress against targets
3. Move on to Senior Report and/or referral for alternative support

Senior Report follows a similar structure to Teacher Report, although with some key differences. With Senior Report there is likely to be a loss of entitlement to break and lunch time freedoms for the duration of the report. Any child on Senior Report with this loss of entitlement will need to report to a member of the senior leadership in order to 'earn back' their break or lunch time by meeting their targets.

Generally this combined, progressive and supportive approach is enough. As a final measure, after all other reasonable and appropriate avenues have been exhausted, the Head Teacher (or in their absence, the Deputy Head Teacher) reserves the right to arrange a managed move, with the support of parents, to another school or to exclude a child/children for short periods, or for certain periods of the day, or permanently, in line with Local Authority and DfE guidance.

Suspension and Permanent Exclusion

- Only the Head Teacher (or Deputy Head Teacher in their absence, or Assistant Head Teacher in

both of their absence), will suspend or exclude a child

- All suspensions or exclusions will be based on disciplinary grounds
- A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- A child's behaviour outside school can be considered grounds for a suspension or permanent exclusion.
- In exceptional cases, usually where further evidence has come to light, a further suspension or permanent exclusion may be issued to begin immediately after the end of the first suspension.
- In reaching a decision, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate
- Any decision to exclude, will be made in line with the principles of administrative law, i.e. that it is lawful, rational, reasonable, fair, and proportionate
- Duties bound by the Equality Act will be taken into account when deciding whether to exclude a child
- The school will take account of its statutory duties in relation to special educational needs when administering the exclusion process. This includes having regard to the SEND Code of Practice
- A decision to exclude a child permanently will only be taken as a last resort and be in response to serious or persistent breaches of the school's behaviour policy, and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school
- When excluding, the standard of proof is the civil standard – 'on the balance of probabilities. The more serious the offence the more convincing the evidence should be
- Whilst an exclusion may still be deemed appropriate, the Head Teacher will take account of any contributing factors that are identified following an incident of poor behaviour – for example, when it comes to light that a child has suffered bereavement, has mental health issues or has been subject to bullying
- A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, including multi agency involvement, have been tried without success
- The school will follow Local Authority and DfE guidance in all matters regarding exclusion, including how and when to communicate with parents, the appeal process and the role of the School Committee

Parental Expectations

Parents are expected to model high standards of behaviour in and around the school - and at all school events be that at Milton Mount or elsewhere. Their example has an important influence on all children. Everyone has the right to be safe, feel safe and be respected. Parents should never knowingly make anyone feel vulnerable or intimidated. Failure to adhere to this may result in a ban from the school premises for a fixed period of time.

On admission to the school all parents are required to sign the school's Home School Agreement.

Communication with parents

At Milton Mount, we know that it is important to work in partnership with parents when supporting children to make positive behaviour choices. Staff may consider contacting parents both to praise positive choices and their consequences, as well as notify them of unacceptable behaviour and sanctions that have been used. Parents should always be contacted where their child has been involved in a behaviour incident that has necessitated a significant sanction. Parents of children who have been directly affected by another child's seriously unacceptable behaviour should also be informed as soon as practicable.

Staff will not, generally, discuss in depth with a parent the behaviour of another child. However, there may be circumstances in which a teacher or senior leader may deem it necessary to do so, for example to set out the facts of a behaviour incident, or satisfactorily address an investigation into bullying.

Reasonable Adjustments

Individual support

We recognise that all children are individuals, and one particular strategy may not be suitable for all children. Staff use their knowledge of and relationships with children to understand how best to support them to make the right choices, and to help them to learn from their mistakes and repair their relationships with their peers. Staff will take the time to listen and talk to the child and their parent/carer, so that there is an agreed understanding of how children's needs are best met in the classroom environment.

Where appropriate, staff will work with the SENCo to explore strategies to support children in class as part of the 'Assess, Plan, Do, Review' cycle. In some cases, this may be supported by the completion of Individual Learning Plans (ILP) Paperwork by the child's teacher, with the support of the SENCo. Arrangements are reviewed termly, and where appropriate more regularly, to ensure there is a shared understanding of children's needs and their response to intervention.

Occasionally, it may become clear that additional support is required for a child and their family. At Milton Mount, we make referrals to a variety of teams at West Sussex County Council for the provision of external expert assessment and support.

Wellbeing plans

We recognise that some children may need enhanced support and protective factors implemented so that they are able to regulate their emotions and behaviour. Where this is identified, a wellbeing plan will be created by a team of supportive adults, which may include SENDCos, SLT, Class Teacher, or LSA. A wellbeing plan details support for the child and an individual plan for de-escalation and regulation. Wellbeing plans will be shared with parents, and pupils where appropriate.

Other

Malicious Accusations

If a child is deemed to have made a malicious accusation or a series of malicious accusations, against a member of staff, a Senior Leader will make a decision re appropriate sanction, given the particular context. An exclusion may be considered. While not a sanction, a child could be permanently moved to another class.

Child-on-child abuse

We expect our children to respect each other's fundamental rights. This is underpinned in our Rights Respecting Schools assemblies and teaching of PSHE where children learning about consent, respectful behaviour, healthy relationships, self-confidence and self-esteem.

Any form of abuse is not acceptable, including child-on-child abuse (as defined in Keeping Children Safe 2024). This includes, but is not limited to, sexual harassment. Sexual harassment includes

unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sending nude or semi-nude images.

We take reports of child-on-child abuse seriously and will listen and respond to all reports made. Staff take all children's safety and wellbeing seriously - children will be listened to and their concerns acted on. We make it clear to all children that we will not tolerate or accept abuse.

In response to reports of child-on-child abuse, staff will work with the DSL and SLT teams to ensure that our response is proportionate, considered, and supportive of all parties. Our response to child-on-child abuse will be decided on a case-by-case basis, and outcomes will be shared with parents as promptly as possible.

Restrictive Interventions

For further guidance around our policy and practice regarding Restrictive Intervention please refer to our Restrictive Intervention Policy. [Restrictive Interventions Policy](#)

Searching

It may be necessary that a member of staff has cause to search a child or their possessions (such as a bag or coat) for an item.

All searches should be recorded on the school's safeguarding reporting system (CPOMs)

Searches for any item with consent

School staff can search a child for any item if the child agrees. Child consent may be verbal. Staff should ensure that searches conducted with consent are done so in the presence of two adults. A member of the senior leadership team should be informed that the search has been conducted. A parent/carer of the child should also be informed that the search has taken place.

Searches without consent

The Head Teacher and members of the Senior Leadership Team can use such force as is reasonable to conduct a search, without consent, where they have reasonable grounds for suspecting that the child may have one or more of the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- any article that the member of staff 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 child)

The designated safeguarding lead (or deputy) must be informed of any incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

The Head Teacher and members of the Senior Leadership Team can also search, without consent, for the following items which are banned by the school rules (unless permission has been given to carry one)

- mobile telephones
- devices capable of taking photographic images

The Head Teacher and/or senior leader responsible for the search without consent should ensure that it is done so in accordance with the guidelines set out in *Searching, Screening and Confiscation – DfE, July 2022*. This includes explaining to the pupil why they are being searched and how and where the search will take place, including giving an opportunity to ask questions. The search must be conducted by a member of staff of the same sex as the pupil being searched, and must take place in the presence of two adults, unless there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where is not reasonably practicable to summon another member of staff. Searches must be limited to a pupil's outer clothing, pockets, possessions, desks or lockers. A parent/carer of the child must be informed that the search has taken place.

Confiscation

Staff are permitted to confiscate, retain or dispose of a child's property, where reasonable to do so during the course of their duties. This may be during the course of their teaching, in the playground or any other circumstances that have not involved a child being searched.

Staff can also use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it should be passed to the police. Where other prohibited items are found and confiscated, staff should refer to the DfE document - *Searching, Screening and Confiscation – DfE, July 2022* for guidance on appropriate disposal of the items.

If there are any concerns that confiscation might inflame a situation, degrade or humiliate a child, or give rise to child abuse allegations, then the Head, Deputy or Assistant Head Teacher should be called for.

Mobile Phones

Children are not allowed to bring mobile phones to school. However, parents/carers may request permission to be granted from the Head Teacher, Deputy or Assistant Head Teacher. Permission may be granted for children where it is deemed necessary for their safety travelling to and/or from school and/or in other exceptional circumstances.

Mobile phones should be named and handed in to the class teacher (year 6) or school office at the beginning of the school day. The school may withdraw permission for a mobile phone to be brought to school at any point.

Any child granted permission should hand their phone in to the Office before the start of school and collect it after the end of the day. The phone should be named. They are not allowed to use it during school time or on schools grounds without specific permission.

Breaching these rules is likely to result in:

- temporary confiscation of the phone, and/or
- permission to bring a phone to school again declined

Although the school will try to ensure the phone's safety while kept in the main office, we cannot guarantee its safety and will not be liable for any loss or damage.

Children's behaviour outside the school gates

The behaviour expectations as set out in this Policy also apply to children:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform, or in some other way identifiable as a child at the school, or

Behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat (including any form of bullying) to another child or member of the public, or
- could adversely affect the reputation of the school

In these cases, sanctions in this policy are applicable and enforceable for behaviour when off-site.

Use of the Police and Police Community Support Officers (PCSOs)

Working in partnership with outside agencies is extremely important and the use of the Police/PCSOs are a valuable support mechanism. There are occasions when the Police/PCSOs provide the school with advice/support in dealing with difficult incidents and may discuss issues of concern with groups of children. At other times, the Police/PCSOs and other support agencies are invited to discuss issues and concerns with the children.

Parenting Contracts and Orders

If the school or local authority considers that parental action will likely lead to a significant improvement in the behaviour or attendance of a child, a parenting contract may be offered. It may be used to address emerging unacceptable behaviour or after a suspension or exclusion of any duration. Parenting contracts are intended to support parents in taking responsibility for their children and developing their relationship with the school. A parenting contract is a written voluntary agreement between the school governing body or the local authority and the parent under which the parent agrees to comply with certain requirements and the school or local authority agrees to provide, or help the parent access, the support that they need. Parenting contracts are appropriate where the parent is willing to engage with the school or local authority but is in need of (and will accept) support in order to help improve their child's behaviour. The school cannot insist upon a parent signing a parenting contract as a condition of their or her child being reinstated, being admitted to a school or not being excluded from it.

If the parent refuses or fails to engage with the school or local authority in attempting to improve their or their child's behaviour, and their behaviour continues to be unacceptable, the school or Local Authority may consider applying to the magistrates' court for a parenting order to compel the parent to comply with certain requirements including attendance at parenting classes. Applications for parenting orders are likely to be made as a result of unacceptable behaviour that has or could have resulted in exclusion.

Intentional damage to school property or another child's property

A letter will be written to the parent(s)/carer(s) of a child if a piece of property belonging to the school or another child is intentionally damaged. A request for reimbursement/replacement will be made and sanctions issued as detailed in this policy.

Monitoring and data collection

The school collects a range of behaviour data which is analysed and used to inform referrals, individual plans and school improvement. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme. Data is reviewed by Senior Leadership Team and Governors to support evaluation of the impact of this policy.

Guidance and Legislation

The Behaviour Policy was informed by the following guidance and legislation:

Behaviour in Schools, DfE, February 2024

Keeping children safe in education, DfE, September 2024

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, DfE, August 2024

Use of reasonable force – Advice for Head Teachers, staff and governing bodies, DfE, July 2013

Searching, screening and confiscation – Advice for Head Teachers, school staff and governing bodies, DfE, July 2022

Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, DfE and DoH, January 2015

Education and Inspections Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

The Children Act 1989

Equality Act 2010

Education Act 2011

UN Convention on the Rights of the Child 1989

Human Rights Act 1998

The Data Protection Act 1984

Disability Discrimination Act 2006

Special Educational Needs and Disability Act 2001

Special Educational Needs Act 2008

Appendix A – Behaviour Response Levels

The behaviour response levels are designed to be used in the context of the school behaviour policy.

Unacceptable behaviour type	Examples might include...	Responses are not limited to, but might include...	Parental Involvement
Prevention & Warning			
Behaviour disrupts own or others' learning or is disrespectful.	- Calling out - Not following instructions - Distracting others - Verbal unkindness - Rudeness	- Re-direction - Rule reminder - Peer or adult support - Verbal warning(s) - Move seat in class	Usually not required or expected at this stage
Level 1 – Behaviour Incidents			
Despite intervention and/or support within “Prevention & Warning”, behaviour: - continues to disrupt own or other's learning, - continues to be disrespectful or - is unsafe A single incident of disruption or disrespect that justifies a response beyond a warning.	- Continual calling out or disrespect - Refusal to engage in learning - Verbal unkindness - Rudeness - Swearing - Careless rough play	- Missed minutes of break or lunch with teacher - Time out in another class - Work to be completed at home - Restorative conversation	Class Teacher will inform parents by telephone or in person
Level 2 - Serious Behaviour Incidents (to be recorded on CPOMs)			
Despite Teacher Response, behaviour does not improve or too frequently: - disrupts own or other's learning, - disrespectful or - unsafe A single incident of seriously disruptive, disrespectful or unsafe behaviour.	- Persistent yellow behaviours - Deliberate physical aggression - Theft - Low level vandalism	- Missed break or lunch with class teacher or a member of SLT - Teacher Report - Restorative conversation - School based community service or imposition - Withdrawal of a privilege, e.g. role/responsibility, representing school in sport	Wherever possible - in person meeting(s) with Class Teacher to discuss persistent behaviours, or behaviour incident.
Level 3 – Serious Behaviour Incidents (to be recorded on CPOMs)			
Despite school response above, behaviour does not improve or is frequently: - disruptive to own or other's learning - disrespectful - unsafe A single incident of seriously disruptive, disrespectful or unsafe behaviour that justifies a significant response.	- Persistent amber behaviours - Violent physical aggression - Threatening behaviour - Racism - Homophobia - Other prejudicial behaviour (inc language) - Bullying	- Missed break or lunch with a member of SLT - Restorative conversation - Internal exclusion - Senior Report - Suspension from school - Permanent class move - Permanent exclusion from school	In person meeting(s) with a member of SLT, and the Class Teacher to discuss incident(s), sanctions, expectations moving forward and support. Follow-up meeting should be considered.