



Thomas Whitehead Behaviour for Learning Policy

‘Let your light shine’ (*Matthew 5:16*)

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Approved by	
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Our mission, vision and values

Our Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

Our community

Our Trust is dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

Statement of Intent

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Behaviour policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team.

This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

For the remainder of this document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school and trust approach to maintaining high standards of behaviour that reflect the values of the school and trust
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

- Define what we consider to be undesirable, difficult or detrimental behaviour, including bullying and discrimination

Our policy is based on our Christian Values and the belief that:

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This policy sets out the expectations of behaviour at Thomas Whitehead Academy. The staff and pupils seek to maintain an environment which encourages and reinforces valued behaviour and positive attitudes. It also explains the actions should undesirable, difficult or detrimental behaviour arise

Promoting “Positive Behaviour” provides the springboard for children to maximise their learning potential and to find purpose and enjoyment at school, by creating a community where we love and care for each other before ourselves, expressing in our relationships the Christian command to ‘Grow together in knowledge, love and faith’

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Procedure

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Procedure
- Physical Intervention Procedure
- Child Protection and Safeguarding Policy

3. Definitions

Discrimination	Not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
Harassment	Behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
Vexatious behaviour	Deliberately acting in a manner so as to cause annoyance or irritation
Bullying	A type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

	What might this look like
Valued Behaviour	behaviour might include: ✓ Active listening

	✓ Following instructions ✓ Polite and kind to others ✓ Responsible ✓ Positive learning environment ✓ Lining up sensibly ✓ Moving around the school calmly and quietly
Undesirable Behaviour	behaviour might include: • Calling out • Off task behaviours • Disturbance and disruption to others • Moving around the classroom without consent • Rudeness
Difficult Behaviour	behaviour might include: • Persistence of undesirable behaviour despite attempted interventions • Being unkind to others • Disruptive to others in class or playground • Taking things that don't belong to them • Refusal to follow staff instructions
Detrimental Behaviour	behaviour might include: • Persistence of difficult behaviour despite attempted interventions • Hurting others • Significant disruption to others • Swearing or inappropriate language to others • Throwing equipment or furniture • Violence or aggression towards children or adults • Leaving the classroom without permission • Bullying

4. Roles and responsibilities

At Thomas Whitehead Academy, all staff are responsible for implementing the Behaviour Curriculum through a Therapeutic Thinking Approach.

Our SLT behaviour team consist of the Headteacher, Deputy Head Teacher and the SENCO.

The board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and, through the CEO, holding each headteacher to account for its implementation.

The Headteacher

The headteacher responsible for:

- Reviewing and approving the localised content of this behaviour policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour
- Overseeing and monitoring how staff implement this policy, including to ensure actions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its expectations and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils consequences and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Adults in our school have an important responsibility to model high standards of behaviours and build relationships.

Staff are responsible for:

- Ensuring all children in their care fully understand the school values
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, liaising with the SEND Coordinator and outside agencies as appropriate.
- Considering the impact of their own behaviour on the school culture and how they can uphold school expectations and expectations
- Recording behaviour incidents promptly and accurately on CPOMs
- Challenging pupils to meet the school's expectations

- Ensuring that SLT are aware of any pupil that is frequently displaying undesirable, difficult or detrimental behaviour or who displays a sudden change in the pattern of their behaviour

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

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any behaviour issues disrupting the running of the school.

Parents and carers

Parents and carers are expected to:

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

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

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. School behaviour curriculum (See Appendix 5)

6. Managing and responding to behaviour

Instances of undesirable, difficult or detrimental behaviour will be taken seriously and responded immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider how to prevent such behaviour from recurring afterwards. It is also the duty of class teachers put support in place for any child where support may be required. A 'proactive' rather than reactive approach will be taken to provide every child with the same opportunities of following the school's behavioural culture. **Regulation over compliance is key.**

Measures to prevent bullying

At Thomas Whitehead Academy, we strive to promote cultural diversity and equality through our judiciously selected PSHE programme Jigsaw. The age and stage spiral approach covers PSHE, RSHE, BV and SMSC from EYFS to Upper KS2 building on previously taught knowledge with strands taught collectively as a school. This supports personal development, understanding and tolerance, wider views and welfare and behaviour.

All staff have received training to identify and report any serious incidents defined below:

- Racism
- SEND
- Discrimination against LGBTQIA2+ community
- Prejudiced- based bullying
- Child on Child Abuse
- Sexual Harassment/abuse
- Bullying/Cyberbullying

Serious incidents are reported directly to a member of SLT and dealt with immediately. The victim and perpetrator are separated whilst a full investigation of the incident is undertaken and recorded on our Serious Incident Record Form. The child's voice is captured and parent/carers are informed. Depending on the

severity and nature of the incident if found guilty the perpetrator could receive a suspension. External agencies may be contacted to support both perpetrator and victim and an action plan generated.

In line with the KCSIE statutory requirements on Child on Child Abuse and Ofsted Review on Sexual Harassment and Abuse we have selected an RSHE curriculum that shows clear progression of knowledge year on year. The RSHE curriculum coverage is aligned to key subjects of the national curriculum and staff have received full training to effectively deliver lessons.

Any incident of Child on Child Abuse identified needs to be reported to the DSL

Classroom management, expectations and routines

It is recognised that each class at Thomas Whitehead is unique and that each teacher is an individual with their own teaching style. Together, each teacher and class devise their own set of classroom expectations that ensure the most effective and smooth operation of the class. These expectations will be revisited daily.

Staff will

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the agreed school behaviour curriculum or expectations
- Support pupils to understand and follow classroom expectations and routines.
- Develop a positive relationship with pupils, which may include greeting pupils in the morning
- Establish clear routines
- Gain the attention of the pupils before beginning lessons
- Explain tasks clearly
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promoting good behaviour
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Conclude the day positively and starting the next day afresh
- Follow the policy when dealing with behaviour
- Use positive reinforcement and positive language reiterating what is expected rather than what not to do.

- Model expectations and routines.
- Position themselves strategically, including moving around the classroom, and employ strategic seating arrangements to prevent undesirable, difficult or detrimental behaviour and enable it to be noticed early
- Avoid spotlighting.

Failure of staff members to follow these expectations will be logged

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school behavioural expectations which require pupils to:

- Conduct themselves around the school premises in a safe and respectful manner.
- Arrive for lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report undesirable, difficult or detrimental behaviour.
- Show respect for the school environment.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise given is always sincere and is not followed with immediate criticism

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling valued behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Fair** – making sure all pupils are fairly rewarded
- **Immediate** – immediately rewarded following valued behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.

Rewards for valued behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Stickers, Dojo points
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. Ambassadors, Play leaders
- Whole class activities

Responding to undesirable, difficult or detrimental behaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases (see appendix), can be used to help prevent further behaviour issues arising.

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

When responding to undesirable, difficult or detrimental behaviour, staff will also consider what support could be offered to a pupil to help them to achieve valued behaviours in the future.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided as appropriate.

Staff will use their professional judgement and experience to determine what is appropriate and reasonable.

De-escalation strategies

Where detrimental behaviour occurs, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Use of our de-escalation script
- Appearing calm and using a modulated, low tone of voice using simple, direct language.

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation.
- The use of positive language.
- Avoiding confrontation.
- Support for the pupil to retain their dignity and to avoid embarrassment in front of peers and others, for example by responding quietly and subtly or removing other from the vicinity.

Restorative Practice

Thomas Whitehead uses Restorative Practice to promote outstanding conduct and resolve behaviour in a fair and consistent way.. Alongside the scripted, restorative questions, it is important to discuss and reinforce the action of forgiving, so that children begin to understand that anyone can make mistakes and being able to forgive supports the development of strong relationships and friendship.

Every effort will be made to maintain safety maintain safety and retain all children's access to education. Efforts will be made to establish the truth of a situation and issues addressed appropriately and promptly.

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

Therapeutic intervention

Use of therapeutic intervention may be used with an individual who requires assistance and support with behaviour. This can be taken within the form of therapeutic assessment and identifying undesirable, difficult or detrimental behaviours and the roots behind them and looking towards what valued behaviours we would like to see and how we are going to achieve these. The use of anxiety analysis may be used to identify triggers across our school day and life with the use of a assess, plan, do, review cycle used to identify successful steps to support with this.

Reflective learning.

Children will be given the opportunity to:

- Think and create tools to support them to make a different decision the next time
- Consider the impact they have had on themselves
- Consider the impact they have had on other people involved whether that be peers or members of staff

- Consider the impact they have had on their own rights and also others' rights as a child

Possible behaviours and possible action grid

	What might this look like	Actions could include
Valued Behaviour	Green behaviour might include: ✓ Active listening ✓ Following instructions ✓ Polite and kind to others ✓ Responsible ✓ Positive learning environment ✓ Lining up sensibly ✓ Moving around the school calmly and quietly	✓ Dojos ✓ Positive Praise ✓ Positive messages to parents ✓ Class Rewards ✓ Wow letter ✓ Stickers ✓ Acknowledged valued behaviour from staff ✓ Award Certificate/Values certificate
Undesirable Behaviour	behaviour might include: • Calling out • Off task behaviours • Disturbance and disruption to others • Moving around the classroom without consent • Rudeness	• Reminder of positive and expected behaviour • Model expected behaviour • Notice valued behaviour • Change seating arrangement • Time out from an activity or group in class • Educational consequence (Reflection sheet or Stop opt go sheet) • Restorative conversation with class teacher
Difficult Behaviour	behaviour might include: • Persistence of undesirable behaviour despite attempted interventions • Being unkind to others • Disruptive to others in class or playground • Taking things that don't belong to them • Refusal to follow staff instructions	• Small group / 1-1 interventions • Educational consequence (Reflection sheet or Stop opt go sheet) • Restorative conversation with class teacher • Use of therapeutic analysis tools used to support with effective steps moving forward and identification of trigger • CPOMs to be recorded • Behaviour contract • Change of Face • Contact with parents • SEND related assessment
Detrimental Behaviour	Level behaviour might include: • Persistence of difficult behaviour despite attempted interventions • Hurting others • Significant disruption to others • Swearing or inappropriate language to others • Throwing equipment or furniture • Violence or aggression towards children or adults • Leaving the classroom without permission	• Change of Face • Loss of privileges • Loss of breaktime or lunchtime • Time out of class spent in a safe, supervised space conducive to calming / learning. When work can be continued this must be provided by the class teacher • Behaviour contract • Contact with parents • CPOMs to be recorded

	• Bullying	• SEND related assessment • SLT involvement • A member of staff who is Team Teach trained will be contacted by the member of SLT - NB peers may be removed from an environment before physical intervention is used Following repeated Detrimental behaviours • Suspension/exclusion (internally or externally) • Targeted support (Reduced timetable, risk assessment, PSP with clear targets, external support)
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Exclusion / Suspension / Internal Exclusion

The headteacher will consider whether the pupil should be suspended or excluded, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. And the school's Suspension and Exclusion procedure and will determine the length of the suspension.

Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension, in line with the Suspension and Exclusion Policy.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

Work will be provided for the pupil by the Class Teacher

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required. A reintegration form will be completed and shared with parents.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of undesirable, difficult or detrimental behaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated where they can see the teacher. Consideration should be given to lighting / shadow / reflection.
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding SEND and the needs of individual children.

Enabling all to flourish: Rooted in God's love

Considering whether a pupil displaying undesirable, difficult or detrimental behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits undesirable, difficult or detrimental behaviour to help 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.

Where needs are identified a support plan will be co-produced for the child and it will be regularly reviewed.

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

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

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

Physical Intervention (Awaiting new guidance)

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a bound, page numbered book and reported to parents/carers

When considering physical intervention staff should be appropriately trained in the use of positive handling of pupils. Staff should also consider the risks and carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which

physical intervention may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's parent will be contacted.

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

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

Searching a pupil

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- When an authorised member of staff conducts a search without a witness, they should immediately report this to a senior member of staff, and make sure a written record of the search is kept.

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"

- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

Prohibited items

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- 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 any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Off-site Detrimental behaviour

Consequences may be applied in response to a pupil's behaviour off-site when representing the school. This means detrimental 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 a DSAMAT school

Consequences may also be applied off-site, in response to a pupil's behaviour at any time, whether or not the conditions above apply, if the detrimental behaviour:

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

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

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with this policy. The school will impose the same consequences for bullying incidents and non-criminal Detrimental behaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of detrimental behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy

Online Detrimental behaviour

The school can issue behaviour consequences to pupils for online detrimental behaviour 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

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

- Report to the police

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

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 the consequences for 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 the consequences for 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 child protection and safeguarding policy our trust Allegations Against Staff 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 needs help or protection.

We will consider whether a pupil's undesirable, difficult or detrimental behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the school's child protection and safeguarding policy for more information.

7. Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). Information relating to pupil behaviour will be transferred to relevant staff.

8. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents and responses.
- Attendance, suspensions, internal exclusions and permanent exclusions.
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, Cluster Education Leads, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Head Teacher and members of the SLT from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

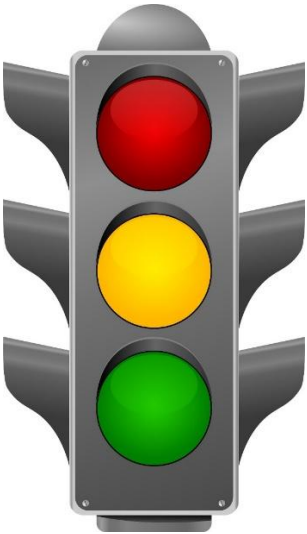
Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Reviewing this policy

This policy will be reviewed by the headteacher and senior leaders on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request. The next scheduled review date for this policy is Spring 2027

Thomas Whitehead Academy

'Let your light shine

Stop, Opt and Go – Reflection sheet					
Name		Date		Year Group	
Incident					
		Stop!			
		What were all your options and how would they work out (Consider each option. – RED marker and cross off each option that would cause you to go into red zones. Take a green marker and circle the best option(s) to go with.			
		Green – Which was your best option? My best is			

How are you feeling? Is there anything that needs to happen following this?

Signed_-----

Thomas Whitehead C of E Academy
'Let your light shine'

Possible behaviours and possible action grid

	What might this look like	Actions could include
Valued Behaviour	Green behaviour might include: ✓ Active listening ✓ Following instructions ✓ Polite and kind to others ✓ Responsible ✓ Positive learning environment ✓ Lining up sensibly ✓ Moving around the school calmly and quietly	✓ Dojos ✓ Positive Praise ✓ Positive messages to parents ✓ Class Rewards ✓ Wow letter ✓ Stickers ✓ Acknowledged valued behaviour from staff ✓ Award Certificate/Values certificate
Undesirable Behaviour	behaviour might include: • Calling out • Off task behaviours • Disturbance and disruption to others • Moving around the classroom without consent • Rudeness	• Reminder of positive and expected behaviour • Model expected behaviour • Notice valued behaviour • Change seating arrangement • Time out from an activity or group in class • Educational consequence (Reflection sheet or Stop opt go sheet) • Restorative conversation with class teacher
Difficult Behaviour	behaviour might include: • Persistence of undesirable behaviour despite attempted interventions • Being unkind to others • Disruptive to others in class or playground • Taking things that don't belong to them • Refusal to follow staff instructions	• Small group / 1-1 interventions • Educational consequence (Reflection sheet or Stop opt go sheet) • Restorative conversation with class teacher • Use of therapeutic analysis tools used to support with effective steps moving forward and identification of trigger • CPOMs to be recorded • Behaviour contract • Change of Face • Contact with parents • SEND related assessment
Detrimental Behaviour	Level behaviour might include: • Persistence of difficult behaviour despite attempted interventions • Hurting others • Significant disruption to others • Swearing or inappropriate language to others • Throwing equipment or furniture • Violence or aggression towards children or adults • Leaving the classroom without permission • Bullying	• Change of Face • Loss of privileges • Loss of breaktime or lunchtime • Time out of class spent in a safe, supervised space conducive to calming / learning. When work can be continued this must be provided by the class teacher • Behaviour contract • Contact with parents • CPOMs to be recorded • SEND related assessment • SLT involvement • A member of staff who is Team Teach trained will be contacted by the member of SLT - NB peers may be removed from an environment before physical intervention is used Following repeated Detrimental behaviours • Suspension/exclusion (internally or externally) • Targeted support (Reduced timetable, risk assessment, PSP with clear targets, external support)

Positive language

At Thomas Whitehead Academy, we consider the relationships between staff and children paramount and use positive language when addressing behaviour to minimise escalation, ensure there is a shared language across the school and to engage children with desired outcomes. The positive language script below is based on the principles of collaboration, support and reflection. The names are used as examples.

Behaviour	Desired Outcome	Possible Language Script and Strategies
Running in class/around the school	To walk around the school	Show me good walking (collaborative) Let's try walking together (supportive) Show me the good walking you did yesterday (reflective)
Not listening in class	To listen	Look towards me please (collaborative) I can see Joe and Lucy are looking this way, good job (showcase) Grace, please face this way so that you do not miss out on the learning (directional) Please put your pen on the table (instructional) Hands in your lap ready for the learning (instructional)
Not sitting appropriately	To sit appropriately on the carpet/on a chair	Show me good sitting (collaborative) I can see Joe and Lucy are sitting beautifully can Grace do the same (showcase) Grace show me the good sitting you did yesterday (reflective) Come and sit next to me please (directional)
Refusal to complete a task (NB distinguish refusal from inability to)	To complete given task	Let me help you get started (supportive) Are you finding this tricky? (supportive) Let's do this together (supportive) <u>Limit Choices</u> You either show me.....or you will practice.... during break time... <u>your choice</u> ...what do you choose.... good job (opportunity/ownership) <u>Consequence</u> You either show me.... or you will practice.... during break time... <u>your choice</u> ...what do you choose.... you are choosing to practice during break okay that is your choice (opportunity/ownership)

		<u>Restoration</u> Is everything okay today? (questioning/ opportunity for emotional response) You have chosen not to follow the school expectations today byas a result (consequence) Next time I want to see (desired outcome)
De-escalation		Grace I can see something has happened. I am here to help. Talk and I will listen. (supportive/emotional response) <u>Regulation</u> Come with me and we can have a little chat (supportive move) Let's take a walk to the library (supportive move) Come help me to do a job (shared responsibility)
Physical Violence/anger	Kind hands	We use kind hands at Thomas Whitehead (shared values) Remember to treat each other with respect (shared values) You must have been feeling very angry to do ...let me help you with managing your feelings (empathetic) That was not a kind thing to do and you are a kind boy/girl. (ownership) You have not followed the school expectations today byas a result (broken rule) Next time I want to see (desired outcome)

Dysregulation	Regulation	<u>Assess situation</u> • Provide a safe distance between child and staff member • Remove children from area/room if necessary • Ensure one adult is communicating whilst another adult supports from a far • Try misdirection/distraction tactics to focus
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		child's anger onto something else <u>Distraction</u> Come and look at this awesome dinosaur Draw me that wonderful cat you drew in art class <u>Addressing behaviour</u> Only once the child is calm and has self-regulated do you address the behaviour You must have been feeling very angry to do ... (empathetic) That was not a kind / safe thing to do and you are a kind boy/girl. You have not followed the school expectations not to follow the school expectations today byas a result you..... (broken rule) Next time I want to see (desired outcome) Only if child is a danger to him/herself or others should any physical handling be used. (guided)
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Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my difficult or detrimental behaviour, I can:

1. _____
2. _____
3. _____



When I demonstrate difficult or detrimental behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____



Thomas Whitehead Academy

'Let your light shine' Matthew 5:16

Restorative Conversations

As a school, we adopt a restorative approach to dealing with incidents of poor behaviour or choice.

All staff have the following questions on their lanyards, which support them in conversations with pupils, following an incident of poor behaviour:

- Can you tell me what happened?
- What were you thinking/ feeling at the time?
- What have you thought/ felt since it happened?
- Who has been affected by your actions? How were they affected?
- What could we do now to help make things right?
- How can we prevent this happening again in the future?
- What can I do to help you?

These questions aim to encourage children to reflect on their behaviours and develop their own strategies for correcting problems or mending relationships that may have been damaged as a result. The adult may make notes during the discussions on a structured template, so that they can use them to support the conversation. This also ensures that adults get a detailed picture of what has happened, agreed by all parties.

For younger children or children with SEND, we use visual prompts to support these conversations.

THOMAS WHITEHEAD CE ACADEMY

Serious Incident Form

Academic Year		Date of Record		Racist Incident		Bullying Incident		Safeguarding - Child On Child Abuse - Sexual Harassment or Abuse	
Type of Incident <i>(Select one option only)</i>	Related to race, religion or culture	Related to SEND	Related to appearance or health conditions	Related to sexual orientation	Related to home circumstances	Related to gender or gender identity	Other		
Method <i>(Select all options which apply)</i>	Verbal		Physical		Cyber bullying		Indirect		
	Written derogatory comments		Racist comments in the course of discussion		Refused to co-operate with other because of religion, ethnicity, language		Incitement of others to behave in a racist manner		
	Use of weapon		Abuse of personal property / of family		Racist graffiti, material, insignia		Attempts to recruit others to racist organisations		
Location of incident									
Date of Incident					Time of incident				
Summary of Incident	Background Information								
	Nature of Incident								

To whom the incident was reported			Position			
Pupil Name		Pupil Involvement (Aggressor, Target, Witness, Participant, Bystander)	Gender	Year Group	Ethnicity	Has pupil provided a description of incident? (If yes please attach)

Action Agreed (specify actions agreed by each individual)				
Name (Pupil, Parent, Staff)	Action including support for pupil (Pupil, Parent, Staff)	Parent / Carer informed (yes / no)	Review Date	Outcome of review (resolved / Specify if further intervention required)

BEHAVIOUR CURRICULUM

	Academy Values	Hope	Nurture	Equality	Respect	Collaboration
	The TRUST aims of the behaviour curriculum Our Trust is dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish. Underpinning all of the Trust’s work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values. It is our belief that our school should be a happy, calm and secure place for all and that in order to ensure a positive learning experience, acceptable behaviour must be demonstrated in all aspects of school life. We pursue a positive approach to good behaviour, teaching our children the behaviours we wish to see, encouraging children to conduct themselves in a responsible manner and to care about the needs and rights of others. A key element of our approach is fostering and developing positive relationships with our parents, and working collaboratively to support children and families to thrive.					
	Teaching the Curriculum	Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. At Thomas Whitehead, learning behaviours and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects The therapeutic thinking approach is embedded into our curriculum and Positive Behaviour policy to ensure that children are supported to identify and manage detrimental behaviours and whole school language scripts are used to ensure a ‘shared language’ and consistent approach. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the Thomas Whitehead learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten ‘Principles of Instruction’ set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these. It is expected that all pupils will know this content. We have implemented Zones of Regulation throughout the school to establish emotional wellbeing of the children periodically in order to provide early help support. The process for teaching behaviour explicitly is as follows • IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.				

SEND: While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils’ ages and may be applied differently depending on individual pupils’ SEND needs. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.			
Therapeutic Thinking Approach	Team Teach	Trauma Informed	Communication Provision
The therapeutic thinking approach is used to support all children including those that display detrimental behaviours. The approach identifies the root cause of the behaviours thinking about the ‘whole child’ including protective factors in order to support and manage detrimental behaviour. We use a Graduated Response.	The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.	Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Interagency referrals including Community Centre, CHUMS, CAHMs our Mental Health support team and in house 1:1 interventions with specialist appointed staff who deliver lego therapy and drawing and talking therapy.	A communication provision has been established to support children with high SEND needs who require a specialised curriculum that is facilitated based on the children’s interests and supports and manages behaviour. A small class with specialist staff teach an EYFS curriculum, provide sensory stimulus with bespoke intervention to meet the needs of the children.
These approaches are linked to the Personal Development Curriculum with regards to pupil wellbeing and mental health			

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning.	Personal Development	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences.	Extra-curricular clubs	British Values	Class Assemblies	Assemblies
	PSHCE	RSE	Computing	The Arts	Citizenship Community Work, including charity awareness.	Physical Education	Expressive Arts and Design

BEHAVIOUR CURRICULUM

All children will follow expectations by:

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
- Know that you should always say ‘please’ when you are asking for something. - Know that you should always say ‘thank you’ when you receive something or someone does something nice for you. - Know that you should let any waiting adults through a doorway before walking through yourself. - Know that it is important to show gratitude to others by thanking people for what they have done for you - Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. - Know that you should show good listening and to not talk over adults or children	- Know that we wear full uniform and it is worn correctly - Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up - Know that we can wear a watch and no other jewellery - Know to bring correct PE kit as appropriate	- Know that we enter/exit in silence and we walk into/out of the hall - Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit - Know the expectations for sitting - Know that we face the assembly leader and face forwards with eyes on the speaker - Know that we use silent hands-up to contribute - Know that we use manners when speaking - Know that we participate actively – singing etc.	- Know that we walk around school quietly - Know that we walk in a straight line - Know that we line up in our agreed line order - Know that we are polite and courteous to adults and others - Know that we open doors for others - Know that we pick up litter, coats and resources if on the floor or untidy - Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) - Know that we follow corridor rules by walking quietly not to disturb others	- Know that we clean hands before eating - Know that we use a quiet voice and talk to the children opposite or adjacent to them only - Know that we line up – one behind the other, quietly. - Know that when eating, we stay in our seats facing our food - Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) - Know that we chew with our mouths closed - Know that we say please and thank you - Know that we put our hand up for adult attention - Know that we walk in the dining room - Know that if we have eaten a school dinner, we collect own rubbish and put in bin - Know that if we have eaten a packed lunch, we take wrappers home. - Know that we clear away our table space, cutlery, plate, cup and leave tidy. - Know that we ask an adult to leave the dining room - In Early Years, we wait for an adult to line us up and lead us into the playground
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
- Know that you must try to attend school every day. - Know that you must try to arrive at school on time every day. - Know that attending school on time every day is important so that you don’t miss important learning	- Know how to follow the stopping strategy: ‘3’ stop what you are doing ‘2’ everything out of your hands ‘1’ eyes on the front/eye contact with adult, With no noise. - Know that we have good sitting posture: Ensure 6 feet on the floor - Tummy Near Table (TNT) - Bottoms in the Back of their Chair (BBC) - Know that we keep our workspaces /resources tidy (before/during/after work) - Know to be punctual - Know how to be ready for the lesson e.g., had a drink, toilet break etc. - Know that we walk to the line sensibly - Know that we line up in the order displayed	- Know that we walk to the line sensibly - know that we line up in the order displayed in the classroom - Know that we place chair under the table when leaving seat - Know that we walk in a quiet, calm manner	- Know that we are respectful of the learning environment - Know to take care of displays when lining up - Know to place all litter in a dustbin, do not walk past - Know that we pick up coats and place back on pegs / report to the class teacher	We know how to set out our work in our books: - Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce Date underlined with ruler and sharpened pencil - Learning objective – miss a line after date Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books - Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square - Sketch books – use of words and labels following

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BEHAVIOUR CURRICULUM

	in the classroom • Know that we place chair under the table when leaving seat • Know that we walk in a quiet, calm manner around the classroom • Know that we treat equipment appropriately and with respect			handwriting expectations. Use of rulers, pens and sharpened pencils. We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc
Playtime Behaviour		Lining Up	Behaviour outside of school	
• Know that you must walk from your classroom to the playground • Know that you must play safely without hurting anyone. • Know that we do not ‘play fight’ because we may hurt someone by accident. • Know that you must be kind, by including people in your games and sharing equipment. • Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. • Know that, when called, you must line up quickly and sensibly		• Know that we face forward • Know that we stand with straight backs / good posture • Know that we line up quietly • Know that we walk in single file • Know that we keep our hands to ourselves	• Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. • Know that we should be considerate of other people arriving and leaving school. • Know that being considerate means thinking about other people’s needs, wishes and feelings. • Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. • We know how to stay safe online and use technology sensibly and safely. • We know who to go to for help and support	

BEHAVIOUR CURRICULUM

All adults in school will model expected behaviours by:

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
- Know that you should always say ‘please’ when you are asking for something. - Know that you should always say ‘thank you’ when you receive something or someone does something nice for you. - Know that you should let any waiting adults through a doorway before walking through yourself. - Know that you should say ‘Good morning/afternoon’ to adults if spoken to. - Know that it is polite to give eye contact to the person you are talking to. - Know that it is important to show gratitude to others by thanking people for what they have done for you - Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.	- Ensure uniform is correct at all times Provide ‘spare’ correct uniform as appropriate. Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Be understanding and fair - yet uphold the standards expected - Check uniform regularly, in line with the routines part of this document - Present themselves in appropriate dress, in line with staff policy	- Verbally remind children of expectations and praise children for meeting them - Organise class into their lines - Ensure uniform is checked - Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) - Praise/remind children for following expectations of sitting and participation - Remind children to gain attention if necessary - Lead children into assembly modelling expectations - Actively engage with assembly - Ensure orderly exit from hall and return to class - Praise and reward as appropriate	- Regularly remind class of expectations when moving through school - Line the class up and check the smartness of pupils before and after moving - In instances of detrimental behaviour – stop the class and recap expectations - Be polite and courteous to adults / other children with a greeting and hold/open doors for one another - Take pride in appearance - Praise and reward children - Model manners and showing courtesy to others- e.g., holding doors open - Do not set off with a class/group until all expectations are met- including uniform and volume	- Check uniform on entry and exit of dining hall - Use the school 'attention' signal – Right hand up. Support and model to pupils to use knife and fork - Remind pupils of expectations - Monitor the cleaning of plates and cutlery - Check and remind children to use good manners - Praise and reward the correct behaviour
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
- Know that you must try to attend school every day. - Know that you must try to arrive at school on time every day. - Know that attending school on time every day is important so that you don’t miss important learning	- Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise Establish, teach and model routines and expectations Greet children and adults on entry to the room - Use clear instructional language Be on time to each lesson To be consistent in routines/behaviour/expectations Ensure allocated places for pupils – table/carpet Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, water bottles etc. Ensure workspaces/classroom is tidy, including their own desk	- Use agreed stopping strategies - Ensure children line up in order- in line with school decision on how that order is decided - Praise or stop and reinforce expectations as required	- Ensure tidy work spaces including their desk area - Ensure all space outside their classroom is clutter free - Pick up any rubbish and place in the dustbin - Ensure all displays are kept in good order - Pick up coats and place back on pegs / report to the class teacher - Praise/reward/prompt children as required	- Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used - Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. - Follow the marking and feedback policy - Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime Behaviour		Lining Up	Behaviour outside of school	
- Know that you must walk from your classroom to the playground using Fantastic Walking. - Know that you must play safely without hurting anyone. - Know that we do not ‘play fight’ because we may hurt someone by accident. - Know that you must be kind, by including people in your games and sharing equipment. - Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. - Know that, when called, you must line up in		- Use agreed stopping strategies - Ensure children line up in order- in line with school decision on how that order is decided - Praise or stop and reinforce expectations as required	- Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. - Know that we should be considerate of other people arriving and leaving school. - Know that being considerate means thinking about other people’s needs, wishes and feelings. - Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. - We know how to stay safe online and use technology sensibly and safely.	

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your lining up order quickly

BEHAVIOUR CURRICULUM

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Reintroduce Class Dojo points Weekly House Point winners	Revisit learning behaviours and expectations Weekly House Point winners	Revisit learning behaviours and expectations Weekly House Point winners	Revisit learning behaviours and expectations Weekly House Point winners	Revisit learning behaviours and expectations Weekly House Point winners	Revisit learning behaviours and expectations Weekly House Point winners Expectations as part of transition activities
Assembly Themes	Democracy and Mutual Respect (International Day of Democracy), Peace (International Day of Peace), Black History Month, World Mental Health Day, European day of languages	Remembrance, Individual liberty, Guy Fawkes, UK Parliament week, Diwali, International day of disabled persons, Human Rights Day, St Nicholas, Christmas	World Religion Day, Children’s mental health week	Holi, Woman’s History month, International Women’s Day, Neurodiversity week, World Book Day, Ramadan, Easter	Ramadan & Eid-al-fitr, World Environment Day, VE Day	Happiness World Refugee Day, International Day of Friendship, LGBTQ+ month,
SMSC	British Value – Democracy and Mutual Respect	British Value – Individual Liberty	British Value – Equality	British Value – Mutual Respect	British Value – Tolerance of religions and cultures	British Value – Rule of Law
Safeguarding Curriculum	Mental Health Training Fire Safety y 2-6 Road Safety Y4	Anti – bullying week whole school. Safe touch Y1	Safer Internet Day	First Aid Training Road Safety Day – whole school Y6 Crucial Crew	Staying Safe in the Community: Playing out Staying Safe Conception and birth with school nursing team – Y6	Transition PANTS (NSPCC) KS1 Puberty- body changes Y5 FGM and sensitive issues – Y6
PHSE Curriculum	Being me in my world Votes For Schools - Leaders	Celebrating difference How do we treat others with respect? Anti-Bullying Week	Dreams and goals Identifying mental health worries and sources of support	Healthy Me Taking personal responsibility Exploitation, including ‘county lines’ and gang culture	Relationships How can we look after each other and the world?	Changing Me Coping with change Preparing for transition
PE Curriculum	Playground Leaders established After school clubs start Lunch time sport clubs Active playtimes	Lunch time sport clubs Active playtimes	Lunch time sport clubs Active playtimes	Lunch time sport clubs Active playtimes	Show Racism the red card Lunch time sport clubs Active playtimes	Swimming & Water Safety KS2 Lunch time sport clubs Active playtimes Sports Day
Computing Curriculum	E-Safety rules - Purple Mash NOS guidance	Cyberbullying NOS guidance	Staying Safe Online: How to report a concern Safer Internet Day NOS guidance	Saying Safe Staying Safe: Making Friends - CEOP NOS guidance	How to use technology safely, respectfully and responsibly;	Recognise acceptable/unacceptable behaviour;
Wider Community	Personal development curriculum	Police Visit – Talk gangs / Knife Crime (Anti bullying Week) Road Safety Week	Children’s mental Health Week	International Week World Book day Personal development	Swimming and Water Safety Personal development	Being Responsible – Looking after the environment Personal development curriculum

Enabling all to flourish: Rooted in God’s love

BEHAVIOUR CURRICULUM

		Personal development curriculum	NSPCC Visit – Speak out stay safe	curriculum	curriculum	
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