



Elson Junior School

Behaviour Policy

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Introduction

Elson Junior School's Behaviour Policy has been developed with consideration of the views of staff, students, parents and Governors and policies of cluster schools. It reflects the requirements of the Teacher Standards, DfE guidance and our school values.

Safeguarding Statement

At Elson Junior School we value the development of all children. We recognise that children have a right to an education and are committed to providing a safe, caring and friendly learning environment for all our pupils. We believe that every pupil should be able to participate in all school activities in a safe and enjoyable environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Elson Junior School.

We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Safeguarding at Elson Junior School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education. Therefore, this policy should be read in conjunction with the following school policies and guidance:

- Anti-Bullying
- Safeguarding
- Child Protection
- Code of Conduct
- Physical intervention
- E-safety

1. Introduction

Our core values of Aspiration, Integrity, Compassion, Adaptability and Creativity drive the actions that we take at Elson Junior School to prepare everyone in our community for the future. We want all children that attend our school to be equipped with the skills, knowledge and understanding to participate as successful members of our community both today and in the future.

At Elson Junior School, we believe that all children have the right to learn and adults have the right to teach. Our Behaviour Policy aims to be fair, consistent and clear in order to support learning in our classrooms. It is also underpinned by the principles of British Values as outlined in the National Curriculum.

2. Aims of the Behaviour Policy

At Elson Junior School we aim to:

- Ensure our school values of Aspiration, Integrity, Compassion, Adaptability and Creativity are underpinned by high standards of behaviour from all stakeholders
- Develop learners' understanding of personal responsibility
- Have a clear and shared understanding of what good behaviour for learning looks like
- Have a clear and shared understanding of what unacceptable behaviour is and that there are consequences for this
- Fully involve parents and carers in developing children's behaviour

- Ensure that rewards and sanctions are clear, understood and applied consistently and fairly by all stakeholders
- Regularly monitor, review and act upon patterns and trends in the school to support individuals and improve outcomes for all

3. Principles

We believe in the power of education to broaden all learners' horizons and raise expectations. At Elson Junior School, we work with all pupils to develop positive learning behaviours that will enable them to have the skills, knowledge and understanding to plot a safe and hopeful map to the future.

Pupils are encouraged to be responsible for their learning and choices in and out of school, by recognition of their good behaviour and attitude, through positive acknowledgement, praise and a system of rewards. Pupil voice and responsibility is encouraged through initiatives such as the School Council and Team Leaders.

We recognise the importance of positive partnership with parents and caregivers. Parents and carers are encouraged to take an interest in their child's progress. Children will be recognised for their hard work, effort and positive attitude in a variety of ways such as Team points and Head Teacher certificates.

Teachers and parents will work together from an early stage to support the child when behaviour is not in line with our school expectations. Our Home School Link Worker is also available to offer support to families in our school community.

Adults in school will model good behaviour themselves and remind children of the behaviour that is expected from them. They will investigate and evaluate any incidents in line with this policy.

In the first instance, the class teacher will manage behaviour effectively to ensure a good and safe learning environment in line with this policy. Therefore, any questions parents have regarding their child's behaviour should be directed to the class teacher in the first instance.

We have high expectations at Elson Junior School, including the behaviour of all our stakeholders. Our policy and expected learning behaviours are developed around the Elson Junior School values of Aspiration, Integrity, Compassion, Adaptability and Creativity. These values provide a framework and guide for desired learning behaviours and characteristics such as resilience, focus, independence, self-regulation, respect and boundaries.

4. Expected Outcomes of our Behaviour Policy

- A purposeful and calm atmosphere in school, focused on learning
- Clarity of purpose and understanding from everyone to uphold our school values
- Clear boundaries and expectations for acceptable behaviour to ensure physical and emotional safety for all
- Increasing evidence of the development of aspirational 'growth mindsets' amongst staff and pupils
- Children who are growing in personal responsibility and independence.
- Caring, positive attitudes towards each other where achievements at all levels are valued and celebrated.
- A collectively shared responsibility amongst the school community for addressing barriers to pupils positively engaging with school and their learning.

5. Parental and Carer Engagement

We believe that outcomes for our pupils are most successful when we can work in partnership with parents and carers. We will listen to the views of parents and carers and respect their views. In turn, parents and carers should support the aims of the school and seek to support the key elements of this policy.

Staff will keep parents informed about expectations and procedures surrounding behaviour and will inform parents of any further support required to guide behaviour.

If a child's behaviour has been unsafe, violent or disruptive to learning, parents or carers may be asked to come in to school and support their child in the classroom or as part of an inclusion.

Our expectations of all members of our community are detailed within our Home School Agreement. This can be found in Appendix 1.

6. High Quality Teaching

It is vital that teaching and planning for learning is of the highest quality. When the learning opportunities and teaching are strong, then pupil engagement is highest. It is the class teacher's responsibility to ensure that lessons are well planned and resourced. At Elson we provide continuing professional development for our staff to ensure they are able to reflect on their practice and pursue improvement.

7. Learning Environment

We recognise the importance of a well organised and calm learning environment to support productive learning behaviours and aim to provide a safe, well-organised space for children to learn in. It is the responsibility of school staff to ensure that the school is well organised, tidy and safe to enable children to learn and access resources. Pupils are also expected to contribute to this by keeping their learning areas tidy.

8. Special Educational Needs

We recognise the importance of acknowledging the causes of poor behaviour, especially where these are linked to special educational needs and/or emotional difficulties. In these cases, strong home/school links and partnership with other agencies are vital. Our aim is to ensure that pupils in difficulty are enabled to control their behaviour through appropriate support and education. For some of our pupils this will be reflected in their individual behaviour management plan (IBMP).

However, where the health and safety of pupils and/or staff is compromised, or wider school discipline undermined, these pupils are not considered exempt from internal exclusion or fixed term suspension due to their special needs or emotional difficulties.

More information about how this policy relates to children with IBMPs can be found in Appendix 3.

9. Bullying

Bullying is not tolerated in our school. All staff will deal with bullying incidents in line with this policy and the school's Anti-bullying policy.

10. Expectations and Responsibilities – Routines and Procedures that Support Positive Engagement with School and Learning

The following procedures outline expected standard procedures in our school.

Staff will:

- Have high expectations about behaviour, which encompass the school rules 'Ready to Learn, Respectful to all, Safe at all times', and these will be consistently enforced
- Follow the behaviour policy at all times. Ad hoc consequences will not be given
- Apply consequences and follow up actions (including those providing support) consistently and fairly, ensuring parents are informed of these at each relevant stage
- Greet their children at the start of the day (in classrooms or on the playground)
- Engage positively with all children making them feel wanted and valued
- Insist that children walk quietly, calmly and safely around school
- Regularly check classrooms, conservatories and shared areas to ensure that they are tidy and safe
- Not talk about children's behaviour in front of them, especially when they are heightened. Nor will they talk about this in front of other children.
- Discuss and reflect on behaviour with a child at a time when the child's behaviour has de-escalated and they are ready to participate in a restorative conversation
- Follow up both unacceptable and good behaviour, contacting parents when appropriate to ensure a professional and trust-based communication flow between home and school.

Pupils will:

- Have high expectations about their own behaviour, which encompass the school rules 'Ready to Learn, Respectful to all, Safe at all times'
- Walk quietly, calmly and safely around school
- Return from break and lunchtime ready to learn
- Report issues to a trusted adult as soon as an incident occurs
- Not be a bystander and report issues involving other children immediately
- Be encouraged to use the toilet during break and lunchtimes so as to minimise the disruption to their learning during lesson times. Children who need to use the toilet during lesson time will be given a hall pass on a green lanyard which permits them to leave the class. Children not wearing a hall pass out of learning times will be taken back to their class.
- Not leave their class or learning space without the express permission of the teacher or adult responsible for their learning

11. Elson's School Rules

We expect that all children will aspire to demonstrate the following responsibilities and meet our school expectation that they are **Ready to learn, Respectful to all** and **Safe at all times**.

Examples of these behaviours and expectations are as follows:

Read to learn

- Try my best
- Work hard
- Complete my homework and hand it in on time
- Come to school each day, arrive on time and keep to the school dress code
- Keep trying even if the learning is a challenge
- Follow instructions and complete my work by following these

Respectful to all

- Be kind and helpful

- Share
- Look after my own and other's belongings
- Be honest
- Listen carefully to others when they are talking
- Speak to others using kind, polite words and voices
- Use my manners to show appreciation and request things politely

Safe

- Talk to a trusted adult about any worries or concerns I may have
- Listen to and carry out instructions
- Be gentle and kind in my actions
- Play safely with others
- Follow hygiene rules
- Not hurt others with words or actions
- Remember how to stay safe online

12. Children leaving the class without permission

It must be made clear to pupils that leaving the class is unacceptable unless planned provision is in place and the pupil has the express permission of the class teacher. If a pupil leaves the classroom without permission, the child should be observed by a member of staff at all times. It is the responsibility of the class teacher to record each of these incidents using the behaviour reporting and monitoring system.

13. Children leaving the school grounds

If a child leaves the school property without permission, then an adult must, having made all reasonable efforts to prevent it, keep the child in sight. A member of the Senior Leadership Team should be notified and **the police must be informed immediately.**

14. Break and lunchtimes

During playtimes, the behaviour policy will be applied accordingly. Lunchtime staff will inform class teachers of positive behaviour observed as well as any negative behaviour incidents.

Children are expected to interact with all adults and fellow pupils at break/lunch times in the same respectful and kind manner as during time in class.

Midday supervisors will:

- In the first instance, ensure pupils are all safe
- Follow the agreed procedures with regards to circulating the playground and promoting positive play. This will help support pupils' positive engagement and productive behaviour
- In the case of friendship issues or unacceptable behaviour reported or observed, allow children to calm before establishing what has happened
- Ascertain facts fully before issuing sanctions, in line with the levels and consequences outlined in this policy
- Use the school rules 'Ready to learn, Respectful to all, Safe at all times' as a framework to talk to children and state expectations
- Not give sanctions that cannot be carried out but will work with the child's class teacher to ensure consequences are fair, consistent and in line with this policy
- Keep calm, not shout or threaten
- Speak to a child away from others when resolving a situation

- Praise the child for telling the truth, even if they have made poor choices
- Give children the opportunity to follow the instruction without a confrontation (e.g. 'Come off the grass please) and then allow children the time to do so.
- Repeat instructions if they have not been carried out first time and then follow up with the behaviour policy if needed
- Ensure that children stay off the 'out-of-bounds' areas and away from the perimeter fencing
- Follow the additional guidance provided to staff when resolving issues and incidents on the playground

15. Recognition and Celebration

Individual rewards and achievements

Adults are expected to consistently and positively acknowledge pupils for demonstrating good learning behaviours and personal responsibility by, for example:

- Giving verbal and written praise
- Nominating children for EJS Headteacher awards
- Sharing work with others
- Displaying work in school and with permission of parents via the school website or social media platforms
- Giving EJS team points (dojos)
- Sending positive communication home
- Giving positions of responsibility (eg School Council)
- Allowing children to represent the school in sporting competitions and learning events

Class rewards – guidance for teachers

This is a whole class reward system. For example, each class will have an empty glass jar at the start of term, along with a bag of marbles. The class chooses a "treat" and displays this choice next to the marble jar. The "treat" is gained by collecting a set number of marbles in the jar (the exact number is to be decided by class teacher). To gain a marble, the teacher chooses to reward the whole class for the group behaviour they want to reinforce, for example: good listening, completing work, lining up, being kind, etc.

The aim is to reinforce the behaviour the teacher wants to see (academic, social, learning to learn etc) at any particular time in the day/week/term. This focus can change from marble to marble, depending on the needs of the class.

When the whole class is displaying this behaviour, they are rewarded with one marble. When the jar is full, the class gets their reward and the jar is reset.

Different classes will reach their total at different times based on the behaviours they are targeting for improvement in their particular class. Classes may need lots of marbles to reinforce expected group behaviour at the beginning of the year or if the children are younger, for example.

In order to avoid 'reward inflation' and 'reward fatigue', and to avoid loss of learning time if lots of rewards are needed, the following ideas are fun and easy to administer:

- extra play time
- golden time at the end of the day/week
- extra device time
- hot chocolate
- cartoon time

- lunch in the classroom with a staff VIP guest

However, classes might work towards larger, whole class rewards at the end of the year once expectations have been established.

To do this, teachers may wish to combine the number of marbles (eg 30 marbles x 2) and work towards bigger rewards in the summer term, for example:

- pyjama day
- movie and popcorn
- class dance party
- special lunch

16. Modifying negative behaviour choices

On those occasions where a pupil's behaviour contradicts Elson Junior School's values and behaviour expectations, staff at will employ positive interventions, restorative practices and age-appropriate consequences. These will provide the child with an opportunity to reflect on their behaviour and to support them in recognising how they can modify and improve their behaviour and future actions.

The school believes that this approach is the most successful way to resolve conflict and improve future behaviour. Restorative practice aims to transform behaviour by restoring and improving relationships.

Restorative conversations allow those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. It also allows pupils to take responsibility for their own behaviour.

In addition, the school believes that clear and consistent consequences are also an important aspect in helping children to understand that negative behaviour choices are not acceptable in school and do not contribute positively to providing a safe, caring and friendly learning environment for all our pupils. More details of these consequences and the linked support and interventions can be found in Appendix 2.

Elson Junior School has zero tolerance for the following behaviours:

- Tobacco, alcohol and illegal substances

Substance abuse in any form is treated very seriously at Elson Junior School: possession, purchase, sale, or being under the influence of drugs/alcohol during school hours or any school-related activity is strictly prohibited. These items are not allowed on school grounds. Items will be immediately confiscated. Any such incidents will be dealt with by the Headteacher, in line with the levels and consequences as laid out in Appendix 2 and police and parents will be informed.

- Dangerous objects

Sharp or dangerous objects, weapons, and replica weapons are not allowed on school grounds. The school will not tolerate these objects being brought on to school premises or on any form of educational visit. Unless parents are thought to have condoned the child bringing the weapon into school, they will be immediately informed. The weapon will be immediately confiscated and the police informed. In all circumstances, the first priority will be to ensure the safety and well-being of the children. Any such incident will be dealt with directly by the Headteacher, in line with the levels and consequences as laid out in Appendix 2.

- Fighting/assault/threat of violence

The school will not tolerate physical fighting (including play fighting), assault, threats of violence, intimidation of any kind or acts of retaliation. The school will follow the levels and consequences as laid out in Appendix 2 to sanction such behaviour.

- Bullying and/or gang mentality

The school will not tolerate bullying in any of its forms including, but not limited to, online, physical, verbal, emotional or psychological. The school will follow the levels and consequences as laid out in Appendix 2 to sanction such behaviour.

- Public displays of affection/inappropriate sexual exposure or activity

Inappropriate displays of affection, including kissing and/or intimate contact are not acceptable behaviours in school. Any sexual activity or exposure will be treated very seriously and fully investigated. The school will follow the levels and consequences as laid out in Appendix 2 to sanction such behaviour.

- Online safety and cyberbullying

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of online bullying or other online safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school.

The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. The school will deal with such incidents within this policy and associated behaviour, anti-bullying, e-safety and safeguarding policies and will inform parents/carers of incidents of inappropriate online safety behaviour that take place in or out of school. If deemed appropriate, the police will be informed and the school will follow the levels and consequences as laid out in Appendix 2 to sanction such behaviour

Consequences

When a child does not meet the expectations regarding their personal conduct and responsibility in school, there is a clear sequence of consequences which are intended to support the child to modify their behaviour (see Appendix 2.)

In instances of persistent disruption to the learning of other children, violence or aggression towards staff or pupils, or extended periods of refusal to engage with learning, a senior member of staff will contact parents to come into school to support with supervising their child.

It will always be our intention that this would enable the child to continue with their learning. If the child is unable to return to their class, parents may be asked to supervise their child during an inclusion in school if they are behaving unsafely.

Suspension

The DfE guidance published in August 2024 states that it:

‘supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.’

Suspension is used in rare circumstances. These could include incidents when a pupil is either:

- not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others

or

- if the pupil has behaved in a way deemed as particularly extreme (such as being violent towards another pupil or member of staff), unsafe or has used foul or abusive language towards any member of staff.

The school follows the Hampshire County Council policy for exclusions and guidance can be found at <https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>.

Behaviour trends and suspension information are regularly reviewed by the school's governing body.

Use of physical intervention and/or restraint

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use physical intervention and/or restraint to keep a child or children safe. In such cases, we would always act within the principle of 'reasonable force' as outlined by the DfE. Our 'Physical Intervention Guidance and Policy' gives more details on this. This policy is available to parents on request.

17. Behaviour Support Systems

The school pastoral system provides graduated levels of help and advice both to individuals and to groups to regulate behaviour. The appropriate class teacher would usually be the first point of contact should a parent or staff wish to raise any issue or concern. The following staff may also be involved in providing behavioural support depending on the level of need:

- Learning support assistants
- Subject/specialist teachers
- Year group leaders
- Home-school link worker
- SENDCo
- Senior leadership team
- Headteacher

Examples of how graduated support is provided is outlined in Appendix 2.

Appendix 1

Home/School Agreement

As a school, we will:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Promote high standards of behaviour so we can maintain a safe environment for all children
- Provide a broad and balanced curriculum that caters for all children
- Help and encourage your child to reach their full potential
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Monitor and communicate with parents and carers regularly on your child's progress
- Set regular homework that supports the retrieval practice of core aspects of the curriculum
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through notices, email and the school website
- Respond to communications from parents and carers in a timely manner, following school policies
- Encourage good attendance and address any concerns with parents or carers where necessary

As a parent/carer, I will:

- Enable my child to attend school regularly, be at school on time and be present in appropriate school uniform
- Notify the school every day if my child will be absent in line with the attendance policy
- Not take my child out of school for term-time holidays
- Ensure that my child will not bring any unnecessary additional items into school with them. The only items to be brought to school are:
 - packed lunch
 - a water bottle (which will be sent home daily for washing)
 - sun hat
 - sun screen
 - any hand gel for children who may be allergic to the school's soap or hand gelThese items can be brought to school in a modestly sized bag. Children should not bring toys or pencil cases from home. Pupils in Year 6 are permitted to bring their own pencil case into school if they wish.
- Ensure all personal belongings and uniform are labelled with my child's name
- Support my child's learning through positively engaging with the school's home learning activities by, for example:
 - enabling my child to read regularly at home
 - practising times table facts and spellings
 - completing any other home learning activities set by the class teacher
- Contact my child's class teacher in the first instance should I have concerns, for example:
 - concerns expressed by their child about their learning in class
 - friendship/behaviour concerns
 - a parent away from home for a while,
 - family bereavement or family break up
- Report any safeguarding concerns to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads
- Make sure communication with the school staff is respectful, and make every reasonable effort to address my communications to the appropriate member of staff
- Read all letters/messages/emails that are sent home and respond where necessary
- Keep emergency contact details up to date on the school's MIS system

- Recognise the need to work in partnership with the adults in school with their efforts to create a calm, safe and positive learning environment
- Understand that I should communicate with staff during core school hours and, although staff may at times respond outside of those hours, this is not the expectation
- Follow and support the school’s policies
- Engage in parent meetings and work together with the school to achieve the best outcomes for my child
- Treat all members of the school community with care and respect

As a child, I will:

- Behave appropriately on the way to and from the school site, arriving on time every day so that I can be ready to learn
- Not bring things into school from home, or take things home from school
- Not use my phone anywhere in school or on the school site
- Hand my phone into my teacher every day as soon as I get to school
- If in Y6, bring my own pencil case to school
- Look after my own and other’s belongings
- Show integrity and follow the school rules to be “Ready to learn, Respectful to All, Safe at all times” even if someone isn’t watching me
- Report any incidents or concerns to a trusted adult
- Not retaliate in a disagreement
- Know I will receive a consequence or sanction for not following the rules
- Engage in restorative conversations and actions if I do not follow the school rules
- Listen to and carry out instructions as asked
- Try my best to do my work and ask for help if I need it
- Complete my home learning and bring it to school on time
- Move around school safely, following instructions from adults in school
- Use learning resources with respect and be respectful of the school environment.

Attendance: Attendance at school is mandatory. If you do know that your child won’t be at school due to being unwell, please let us know by contacting the school office before 9am. If your child is absent and we have not received a message, we will follow our safeguarding procedures and phone you to establish the whereabouts of your child.

Emergency Contact: Your contact details are vital in case of emergency; please keep us informed of any changes as soon as possible. We require three emergency contact details of close family and friends to contact in the unlikely event of an emergency.

Signed:

Parent: _____

Date: _____

Child: _____

Date: _____

Headteacher: _____

Date: _____

Appendix 2

Behaviour Levels – these are examples only and not an exhaustive list

Behaviour category	Level 1 examples	Level 2 examples 3rd Level 1 over half a term or	Level 3 examples 3rd Level 2 over half a term or	Level 4 examples 3rd Level 3 over a term or	Level 5 examples 3rd Level 4 over a term or
Disruption Disruptive behaviours are those which a reasonable person would consider as being likely to substantially or repeatedly interfere with the conduct of the class	<ul style="list-style-type: none"> continuous calling out sustained loud talking yelling or screaming making a noise with materials regularly getting out of seat arriving late to lessons chewing gum stopping other children learning talking while teacher/adult/another child is talking copying another child's work Using a mobile phone in school, anywhere on-site 	<ul style="list-style-type: none"> deliberate interruption of own or other's learning 	<ul style="list-style-type: none"> Inappropriate behaviour during an emergency situation (eg lock down or evacuation) Inappropriate use of technology or other educational equipment, including mobile phones cheating in a test 	<ul style="list-style-type: none"> misbehaviour whilst representing the school on a trip or activity, which may damage the reputation of the school and/or put others in danger serious inappropriate use of technology or other educational equipment, including mobile phones stealing cheating in external assessment (eg MTC in Y4 or End of KS2 tests in Y6) truancy 	<ul style="list-style-type: none"> Persistent truancy from lessons
Destruction Any completed or blocked (stopped) response that could cause damage to materials or any other objects or surfaces within the immediate environment	<ul style="list-style-type: none"> littering throwing water/food in any area around school damage caused by careless inappropriate use of materials/school property (not deliberate) 	<ul style="list-style-type: none"> deliberate damage to own work 	<ul style="list-style-type: none"> deliberate damage to other's work or property 	<ul style="list-style-type: none"> deliberate damage to school property, including graffiti 	<ul style="list-style-type: none"> arson flooding
Aggression Any instance of making physical contact with another person using body or an object with enough force to cause an audible sound and/or leave a visible mark on the skin.	<ul style="list-style-type: none"> reckless/thoughtless play poor values of fair play (e.g. not shaking hands at the end of a competition, booing, making fun of a team or person that has lost or is losing) In a competition, not listening to the adult in charge about a decision that has been made speaking rudely to children or staff silliness that offends another child 	<ul style="list-style-type: none"> lying spitting rude hand gestures refusing to follow instructions play fighting teasing name calling excluding/isolating others 	<ul style="list-style-type: none"> swearing deliberate use of rude hand gestures to offend arguing with teachers/other adults in school fighting which has occurred as a result of an argument or provocation prejudicial language (racist/ religion/ belief/ LGBTQ+/ sexist/ misogynistic/ ableist) maturity-related inappropriate public displays of affection (e.g. kiss chase in Year 3) 	<ul style="list-style-type: none"> use of intimidation, coercion or force theft or extortion physical assault - including biting – which is unprovoked bullying of another pupil, including online incidents spreading rumours malicious false accusations against other children and members of staff sharing inappropriate images or messages online inappropriate public displays of affection (e.g. kissing in Year 6) 	<ul style="list-style-type: none"> possession of and/or use of dangerous objects or weapons possession or use of alcohol/ tobacco/ drugs/ other toxic substances physical assault - including biting – which is unprovoked continued bullying of another pupil, including online incidents sexual assault sexual harassment – including child-on-child/ towards adults - verbal or physical

Appendix 2

Consequences and actions	Level 1	Level 2	Level 3	Level 4	Level 5
<p>All incidents that are Level 2 or above must be recorded on Arbor once all of the consequences and actions are completed</p>	<p>The teacher/adult that witnesses the unwanted behaviour will use a range of behaviour management techniques to distract and re-focus the child. For example:</p> <p>Disruption:</p> <ul style="list-style-type: none"> - a verbal reminder/warning - reminder of the EJS values - redirection - move to another seat - apology <p>Destruction</p> <ul style="list-style-type: none"> - conversation during the lesson or at break time about showing respect - reminder of the EJS values - apology <p>Aggression</p> <ul style="list-style-type: none"> - remove from the situation (eg stop the child playing the game, remove from line) - immediate conversation during the lesson or break time about unkindness and how it affects others - reminder of EJS values - apology to the person they have hurt 	<p>First incident</p> <ul style="list-style-type: none"> - 5 minutes of break time spent having a restorative conversation with teacher and child - Inform parents via email <p>Second incident</p> <ul style="list-style-type: none"> - 5 minutes of break time spent having a restorative conversation with teacher and child - Inform parents: face-to-face or phone call 	<p>First incident</p> <ul style="list-style-type: none"> - 10 minutes of break time spent with class teacher completing reflection sheet and discussing answers - Class teacher to inform parents (face-to-face or phone call) - If prejudicial language involved, record as prejudicial behaviour incident on CPOMs <p>Second incident</p> <ul style="list-style-type: none"> - 10 minutes of break time spent with class teacher/YGL completing reflection sheet and discussing answers - Privileges revoked if needed (eg no golden time, not attending club that week, not representing the school at a competition, no football the next day, etc) - Meeting with held with parents and class teacher to discuss consequences and agree intervention/support - If prejudicial language involved, record as prejudicial behaviour incident on CPOMs 	<p>First incident:</p> <ul style="list-style-type: none"> - Entire day of break times spent with YGL/AHT - Restorative conversation and reflection sheet completed with YGL/AHT - YGL/AHT to inform parents (telephone or face-to-face) - Privileges revoked - Recorded on CPOMs for DSL involvement - internal exclusion (optional - decided by SLT) <p>Second incident:</p> <ul style="list-style-type: none"> - Entire day of break times spent with SLT - Restorative conversation and reflection sheet completed with SLT - Privileges revoked for extended period of time - internal exclusion (optional - decided by SLT) - Meeting with AHT and/or SENDCo and parents to discuss consequences and agree interventions/support - Recorded on CPOMs for DSL involvement 	<p>Consequences available:</p> <ul style="list-style-type: none"> - Suspension (in line with DfE and Hampshire guidance) - HT to meet with parents <p>NB: Repetition of any Level 4 or 5 behaviours, or a single act of extreme misconduct may lead to direct permanent exclusion, at the discretion of the HT (and in line with DfE and Hampshire guidance)</p> <ul style="list-style-type: none"> - Recorded on CPOMs for DSL involvement
Intervention/support	<ul style="list-style-type: none"> - Class teacher to adapt curriculum and learning to meet the needs of the pupil - Class teacher to use SCARF PSHE/RSE curriculum and other resources to teach skills gaps 	As per Level 1 and parental support to reinforce behaviour expectations	<ul style="list-style-type: none"> - As per Level 2 and - Additional behaviour support (e.g. behaviour diary/sticker chart/behaviour log/timers) with feedback to parents to discuss progress 	<p>Support might include:</p> <ul style="list-style-type: none"> - Referral to ELSA for targeted interventions/support - IBMP designed by SENDCo if needed and - External agency referrals and advice where appropriate 	<p>Support might include:</p> <ul style="list-style-type: none"> - Referral to SENDCo and ELSA and - External Agency assessment and recommendations
Arbor – Assigned to	Teacher	Teacher	Teacher	YGL and AHT	HT
Arbor – Notifies	Teacher	Teacher and YGL	Teacher, YGL, SENDCo, ELSA	Teacher, YGL, ELSA, SENDCo, AHT and HT	Teacher, YGL, ELSA, SENDCo, AHT, Admin Officer, HT
<p><i>In all cases, if SLT believes that the behaviour of the pupil warrants it, consequences can be skipped or escalated. SLT may also decide to alter consequences based on safeguarding concerns and/or SEND/EHCP needs.</i></p>					

Appendix 3

Children with Individual Behaviour Management Plans

Individual Behaviour Management Plans (IBMP) are a positive approach in recognition that some children may have specific needs or circumstances which mean that the school behaviour policy is not always appropriate to support their specific requirements.

We recognise that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of needs and circumstances. We believe that we achieve fairness by meeting each child's individual needs rather than by treating each child the same.

We seek to understand the reason for the behaviour and plan to support the pupil accordingly and improve the behaviour. An IBMP sets out agreed strategies for children who have continuing needs. These plans are based on a wide range of evidence including observations of the pupil in class and analysis based on behaviour records. Such plans are usually prepared by the class teacher and the child in consultation with the SENDCo and the pupil's parents.

The plans set clear targets for the child and are reviewed regularly to monitor the progress being made. On occasion, some children may need a risk assessment for challenging behaviour. These risk assessments are dynamic and are reviewed as needed. It is expected that safety measures put in place by the school, in line with the risk assessment, will be adhered to.

However, where the health and safety of pupils and/or staff is compromised, or wider school discipline undermined, pupils with an IBMP are not considered exempt from internal exclusion, fixed term suspension or permanent exclusion due to their special needs or emotional difficulties.