

*“Nurturing Life-Long Learning”*

# Behaviour Policy and Statement of Behaviour Principles

Ratified by Governors: January 2026



Date for Review: January 2027

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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 approach to maintaining high standards of behaviour that reflect the values of the school
  - 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 unacceptable behaviour, including bullying and discrimination

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was reviewed and updated in January 2025

Next review date: January 2026

Following the introduction of The Behaviour Curriculum we have reviewed and revised our Policy for Positive Behaviour.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

At Morgans Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Morgans Primary School in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

At Morgans Primary School, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, staff and pupils.

At Morgans, all teachers and LSAs working with our children receive training in behaviour support. This training is called "Hertfordshire Therapeutic Thinking" and is adapted from the original work by Angela Wadham of Norfolk Therapeutic Thinking. The term "Therapeutic Thinking" is drawn from the Norfolk County Council statement on inclusion: "The process of taking necessary Therapeutic Thinking to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Therapeutic Thinking is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one 'Therapeutic Thinking' training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Hertfordshire Therapeutic Thinking tutors and have delivered the initial training to our staff. Refresher training is provided for all staff annually.

## Rationale

At Morgans it is recognised that appropriate behaviour and good order is a necessary prerequisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

- To be welcoming and inclusive.
  - To create a firm and consistent approach throughout the school.
  - To maintain, encourage and promote positive behaviour, self-discipline and respect.
  - To encourage independence and personal confidence.
  - To uphold our school values.
  - To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
  - To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
  - To develop pride in the school, in work, in effort as well as achievement.

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2024](#)
- [Mental health and behaviour in schools - GOV.UK](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

The following school policies are cross-referenced with the Behaviour Policy: Equality Policy, Exclusions Policy

## 3. Definitions

At Morgans, all staff use a consistent graduated approach for managing inappropriate behaviour, which is in line with the pupil's age and understanding. All staff are Therapeutic Thinking trained in line with the Hertfordshire Therapeutic Thinking programme.

Our expectations as to how pupils should behave is outlined in our Behaviour Curriculum (see Appendix

1). **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Child on child abuse (sexual violence and harrassment)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>● Racial</li><li>● Faith-based</li><li>● Sexist</li><li>● Disability-based</li></ul>	Hitting, kicking, pushing, taking another's belongings, any use of violence  Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. sex, race, faith, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal Cyber-bullying	Name-calling, sarcasm, spreading rumours, teasing  Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of the behaviour principles
- Reviewing and approving this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with 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 rules 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 both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- 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
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using the school's recording system
- Challenging pupils to meet the school's expectations

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

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- 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 following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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.

## 5.5 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 rules and routines
  - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
  - The pastoral support that is available to them to help them meet the behavioural 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 the 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-year arrivals.

## 5.6 Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour. Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.

At Morgans our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the dignity of each person; their individuality, their feelings and their role in the school.
- Showing respect for each person, and empathy for their feelings.
- Building confidence and self-esteem by valuing each person's successes and achievements.
- Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- Communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Building a sense of enjoyment and fun into the daily working life of everyone in the school, so

that they want to go on learning here.

- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

## 6. School behaviour curriculum and principles

At Morgans School, we follow 3 basic principles: be **safe**, be **respectful** and be **ready** to learn. Our Behaviour policy outlines the key routines and behaviours that we expect children to. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- Pupils understand the behaviour policy
- All pupils, staff and visitors are free from any form of discrimination
- Know that staff and volunteers set an excellent example to pupils at all times
- Pupils show respect to members of staff and each other
- Exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils behave in an orderly and self-controlled way, in and around the school
- In class, make it possible for all pupils to learn and be ready to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

### 6.1 Mobile phones

Pupils in Year 6 are permitted to bring their mobile (non-smart phones) phones to school if they are walking to and from school by themselves. Parents must request permission.

Pupils in Year 5 may also bring their mobile phones to school in exceptional circumstances. Parents must request permission. Permission will be granted when considering the individual's circumstances.

- All mobile phones must be handed to the class teacher at the beginning the school day
- Pupils must switch their phones off before entering the school site
- Pupils must wait until they have left the school site at the end of the day before switching their phones on
- All phones will be stored in the school office

- There will be exceptions to the rules for medical or personal reasons

## 7. Responding to behaviour

### 7.1 Safeguarding

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

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

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

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

### 7.2 The Curriculum and Learning

We teach a Behaviour Curriculum, as we teach other areas of the curriculum through modelling of and praise for good practice.

Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying activities. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

Praise, Reward and Celebration (before a crisis)

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by...

- Praise from adults and peers, specifically demonstrating the learning power. House points (1 at a time) are given based on positive behaviours that represent one of the 7C's.
- Rewarding of house points. House points are collected from each class and celebrated during the Head Teacher's Celebratory assembly.
- Recognising learning behaviours with Learning Power certificates in the Celebratory Assembly.
  - Showing good work to other classes, teachers, Deputy Head or Head Teacher.
  - Good work and achievements being displayed around the school.
  - Class rewards for whole class good conduct where pupils work together to earn a reward at the end of the week or half term.
  - Attending 'Star Table' celebration with the Head Teacher.
  - Celebrating positive behaviour with parents.

### 7.3 A Therapeutic Approach

At Morgans we recognise that negative experiences create negative feelings and that negative feelings

create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs. Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Hertfordshire Therapeutic Thinking 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

#### **7.4 Consequences and Sanctions (see Appendix 1)**

At Morgans adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

When a child is not demonstrating positive behaviour, staff will:

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in place and differentiate to lesson this pupil's anxiety or anger.
3. Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
4. Give a positive reminder of the class rules which need to be adhered to.
5. Give a verbal warning that includes a reminder of consequences.
6. If behaviour persists, the child is moved within the classroom, to a different table to complete the task.
7. If behaviour persists, the child is sent to a different class to complete a given task. The teacher will set a time limit for the child to be out of class.
8. If behaviour persists when the child has returned to the class, the child will be sent to a Phase Leader to complete the given task. The teacher will set a time limit for the child to be out of class.
9. If behaviour continues, the child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.
10. If behaviour persists over time, parents will be contacted and informed.
11. Incidents will be recorded on CPOMS.

#### **7.5 When faced with Challenging Behaviour**

Some behaviours exhibited can be more challenging. We use the Hertfordshire Therapeutic Thinking response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - "Talk to me here or in the courtyard"
- Disempowering the behaviour e.g "You can listen from there" - "Come and find me when you come back" - "Come down in your own time"
- Use of a De-Escalation Script e.g - Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and....."

## 7.6 Physical intervention

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Therapeutic Thinking trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

## 7.7 Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Head Teacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.
- Reflect, repair and restore (after a crisis)
- Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;
- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

## 7.8 Exclusion

Serious incidents may result in a fixed term suspension or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

The school does not tolerate bullying behaviour. Please see our separate Anti-Bullying Policy.

Please see The Behaviour Curriculum which outlines how we teach and model good behaviour in school.

## Appendix 1

### 'Nurturing Life-Long Learning'

## Morgans Primary School Behaviour Curriculum



### Introduction

At Morgans Primary School we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves.

We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

### Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. 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 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 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention as defined in the Morgans Teaching Toolkit. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). For example, a lining up should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows - 1.

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

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 unimpeded.

### Adaptations

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. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum.

### Behaviour

Know that there are three behaviour principles. These are to

- be safe,
- be respectful,
- be ready to learn.

Know the following examples of these three principles –

Be <b>Safe</b>	Be <b>Respectful</b> Be <b>Ready</b> to Learn
Follow the rules in the classroom and playground Accepting responsibility if you make a mistake and saying sorry	Say please and thank you Listening carefully to the teacher, Hold doors open for adults giving 100% attention Talk kindly to other pupils Sitting still Say good morning/ afternoon to adults Working hard on tasks given

Know that you are safe if you follow the rules.

Know that to respect someone, you have a good opinion of their character or ideas.

Know that being ready is a good learner and you will learn.

Know that we **walk** around school:

- Facing forwards,
- walking at a steady pace,
- in a straight line,
- without talking.

Know that we use this to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Know that we use **Listen** in class. This means that we -

- Face forwards, hands together
- Always sit up straight
- Never interrupt
- Track the speaker

Know that we all listen to ensure everybody is able to learn without distractions.

Know that pupils who do not follow school rules will have a consequence for this.

### **Manners**

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.

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.

### **Playtime Behaviour**

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 quietly.

Know that you must ask for a band to go to the toilet, and sit out with a band if not showing safe and / or sensible behaviours.

### **Classroom routines**

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons (including 'carpet places')

Know the routine for handing out exercise books in the classroom.

Know where to hang up your coat in the cloakroom area.

Know that you should only go to the toilet at playtime or lunchtime or if you are ill during

lessons. Know to get equipment out ready for the lesson and to look after it.

Know that any deliberate damage to school equipment will incur a consequence.

Know how to put your hand up quietly to answer a question or participate in discussion. Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear. Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise. Know that answers should usually be given politely in full sentences.

### **Lunchtime**

Know to line up in register order when called.

Know where you sit in the dining room during lunchtime.

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1 by staff in dining hall)

Know that you should finish what you are eating before leaving your seat.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that you must ask for a band to go to the toilet, and sit out with a band if not showing safe and / or sensible behaviours.

Know that you can play across either of the KS2 playgrounds.

### **Completing work in books**

Know how to set out work in books.

Know that each piece of work needs a date and title.

Know that you must use 'one square, one digit' when writing in maths books.

Know how to underline titles using a ruler.

Know how to correct mistakes by drawing a straight line through your work.

### **School Uniform**

Know that school uniform consists of –

- Grey school-style pinafore or skirt or grey school-style trousers
- Navy blue jumper/cardigan
- Light blue polo shirt
- Light blue/white checked dress or grey shorts for summer

### **Jewellery**

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school. Earrings (studs) must be covered with tape if they cannot be removed and watches removed. Long hair needs to be tied back for safety.

### **PE**

Know that, for PE, pupils must wear navy blue shorts or navy blue tracksuit bottoms, light blue T-shirt, trainers for outside. A sweatshirt can also be worn in colder months (no brands)

Know that indoor PE is done in bare feet.

Children must take part in PE; it is part of the curriculum.

### **End of the day routine**

Know that pupils must walk across the playground until they reach their adult.

In EYFS and Key Stage 1, know that they must not go home until the teacher has checked that the correct adult is picking them up.

Know that these procedures are put in place to keep all children safe at home time.

### **Attendance and Punctuality**

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.

**Behaviour outside school**

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you 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.

Know that the behaviour curriculum must be followed at all times.

Know that all pupils follow this to become better learners and to build positive habits which will help everyone to be successful throughout life.

## Appendix 2

### Consequences and Sanctions

The following provides examples of low, medium and high levels of misbehaviour. The school's approach to managing the behaviour and examples of action taken by school staff are as follows

Low level behaviour examples	Strategy	Staff Action examples
<p>Running/moving away when asked to remain by adult</p> <p>Talking/making noises /calling out at inappropriate times</p> <p>Use of inappropriate language</p> <p>Touching/poking/pulling others</p> <p>Creating/involving themselves in arguments</p> <p>Not responding to adult direction</p> <p>Not completing tasks</p> <p>Sulking/not cooperating with an adult- short term, then complies</p> <p>Not completing work task</p> <p>Hiding other people's possessions</p> <p>Running in corridor</p> <p>breaking playground rules</p>	<p>Child is removed from situation to sit with an adult</p> <p>Child sits away from others</p> <p>Child may have to miss out on an activity</p> <p>Time out within the class</p> <p>Appropriate &amp; agreed class sanction</p> <p>Child is removed from situation to sit or work alone</p> <p>Miss part or all of playtime/lunchtime - teachers will take responsibility to supervise children who are required to miss break/lunchtimes</p>	<p>Staff may choose to:</p> <ol style="list-style-type: none"> <li>1. ignore behaviour</li> <li>2. give eye contact as a warning</li> <li>3. give verbal warning</li> <li>4. remove child from situation</li> </ol> <p>Child may be spoken to in a firm way and given an explanation</p> <p>De-escalation techniques may be used such as pre-empting and avoiding, or offering choices to the child</p> <p>Class Teacher to discuss concerns with parents</p> <p>Give opportunities to complete work tasks at break/lunch time or at home</p> <p>If behaviour occurs at break times, member of staff on duty informs Class Teacher</p>
Medium level behaviour examples	Strategy	Staff Action examples
<p>Level Behaviour becomes persistent</p> <p>Kicking furniture, deliberately damaging property of school or others, e.g. writing on desk/item</p> <p>Consistent use of inappropriate language</p> <p>Fighting with other children</p>	<p>As above, and in addition: -</p> <p>Child given the opportunity to calm down and to discuss the incident and reason for the consequences</p> <p>Child given the opportunity to reflect and repair</p> <p>Child may be moved to another class for a short period of time</p> <p>Child supported to apologise</p> <p>Child's activities during lunchtime may be managed - teachers will take responsibility to supervise children who are required to miss break/lunchtimes</p> <p>Time out given</p> <p>Children may be kept apart</p> <p>Child attends targeted therapeutic intervention</p> <p>Pastoral support programmes – including safety and support plans</p> <p>Parent/pupil books for home school communication to ensure home school communication is effective in managing and reducing incidents</p>	<p>As above, and in addition:</p> <p>Parents informed on day of inappropriate behaviour</p> <p>Child may be sent to Senior Leader to work in isolation in another class/room</p> <p>Anxiety maps completed</p> <p>If several incidents occur a meeting is set up with parents and class teacher</p> <p>If incidents continue, another meeting set up to include Class Teacher and Senior Leader/SENDCo</p> <p>Decision may be made to monitor behaviour and behaviour targets may also be required; SENDCo to support</p> <p>Behaviour may be assessed using a variety of assessment tools</p> <p>Risk Management Reduction Plan may be completed</p> <p>Referral to therapeutic intervention might occur - child referred for additional support at lunchtimes by accessing Lunch club nurture support if it is being held on that day.</p> <p>Teacher will inform Senior Leader or Headteacher (CPOMS)</p>

High level behaviour examples	Strategy	Staff Action examples
Persistent poor behaviour Physical or serious verbal aggression towards adult Serious physical aggression towards another pupil Persistent intimidation of other pupils (bullying) Racial aggression (verbal or physical) Other forms of serious anti- social behaviour	As above, and in addition: -  Temporary withdrawal from class or playground, sending to Senior Leader/Deputy Headteacher or Headteacher Internal exclusion Fixed term suspension Permanent exclusion in the most serious situations	As above, and in addition: -  Staff member to inform Senior Leader/Deputy Headteacher Parents informed on day Full details of negative behaviour recorded by adults involved and forwarded to Headteacher on day of serious behaviour or as soon as possible thereafter also recorded on CPOMS Outside Agencies may be contacted; e.g. Rivers ESC/ISL Educational Psychology Service/ 0-25 Specialist Support Service

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

During lessons, teachers will alert members of the Senior Leadership Team where pupils are demonstrating unsafe behaviours and where further support is required. They will send a yellow card to the nearest member of staff available to request 'Adult Help'. Where immediate support is required, a red 'Crisis' card will be sent to the office. (See Appendix 3).

During break and lunchtimes, all duty staff will assign a coloured band to any pupil who requires the following: A **yellow** band will be given to any pupil who requests to use the toilet

A **red** band will be given to any pupil who requires additional First Aid. All duty staff will provide immediate First aid for minor injuries e.g. grazes and cuts. Pupils who have more serious injuries, will be accompanied by a member of staff to the medical room for further treatment.

A **green** band will be issued to any pupil who has demonstrated a breach of the school's behaviour policy and will be sent to the respective staff room to a member of the Senior Leadership Team.

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### **Yellow Safety Card Step System**

#### **Adult Help Required**

If a child is ill, has been sick and only one adult is in the classroom send a yellow card.

1. Send yellow safety card to nearest teacher or TA
2. Send to your Phase Leader
3. Send to a member of SLT
4. Send to the Headteacher

State that it is a yellow card situation and adult help is required. Also, where the member of staff is needed.

### **Red Safety Card Step System**

#### **Adult Help Required**

If a child is highly escalated, not self-regulating and a risk to themselves and others, send a red card

1. Send a red safety card to the nearest teacher or TA
2. Send to your Phase Leader
3. Send to a member of SLT
4. Send to the Headteacher

# CPOMS User Guide for All Staff

## How to Enter and Explain an Incident

### 1. What CPOMS Is For

CPOMS is the school's secure system for recording safeguarding, wellbeing, behaviour, and pastoral incidents. All staff must use CPOMS to ensure concerns are documented accurately and passed promptly to the safeguarding team.

### 2. When to Make a CPOMS Entry

- Safeguarding concerns
- Behaviour incidents
- Wellbeing or mental-health concerns
- Attendance or punctuality concerns
- Significant changes in behaviour or presentation
- Conversations that raise red flags
- Injuries, accidents, or medical concerns

When in doubt, record it.

### 3. How to Create a CPOMS Entry

1. Log in using your school credentials.
2. Click 'Add Incident'.
3. Select the student(s) involved.
4. Choose the category from "behaviour, attendance, communication to and from parents,

home, medical, send”.

5. Select a sub-category.

6. Enter the date and time of the incident (not the time you record).

7. Write a clear and factual description – fact not opinion. Use full names of children, staff and parents – no initials.

8. Add a body map if needed eg scratch or bite mark.

9. Attach relevant files eg parent meeting form

10. Tag staff who need to be alerted – only the class teachers (both job shares)

11. Remember to link all children to incident including siblings if appropriate.

11. Submit.

#### 4. How to Write a Clear Incident Explanation

A. Stick to facts — avoid assumptions.

B. Use Who, What, When, Where.

C. Record verbatim speech using quotes.

D. Describe observed behaviour and physical indicators.

E. Be professional and objective.

F. Upload supporting evidence when appropriate.

## 5. Tagging and Alerting Staff

DSL and DDSLs are tagged automatically.

## 6. Confidentiality Expectations

Do not discuss entries with pupils or unauthorised staff.

Do not save CPOMS information to personal devices.

Keep entries factual and appropriate.

## 7. Emergencies and Immediate Concerns

If a child is at risk, injured, or discloses serious abuse, contact the DSL immediately, then record it on CPOMS afterwards.

## 8. Good Practice Checklist

- ✓ Facts only
- ✓ Clear structure
- ✓ Verbatim quotes
- ✓ Professional language
- ✓ Evidence attached
- ✓ Correct category
- ✓ DSL tagged

## 9. Need Help?

Contact your DSL, Deputy DSL, or CPOMS administrator.