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Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes must be made to the text where indicated

Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying

Jennett's Park CE Primary

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1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.
Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear

boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working 'with' people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils' behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community 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. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of "community" and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim 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 ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all pupils while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our pupils to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child's sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a 'zero tolerance' or 'one size fits all' approach to behaviour that may be coming from

distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support pupils to make sense of their experiences
- Find ways to manage emotions and feelings
- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

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 in England, including pupil movement
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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes, vapes and lighters
- 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

4.1 Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4.2 Our approach to equality is based on the following 7 key principles

1. All learners are of equal value. They have an identity. This identity is equal value whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging under our distinctly Christian make up. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life whatever their faith or belief.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential academically, socially and physical- this is part of our approach to being well .
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy Jennetts-Anti_Bullying_Leaflet_4.pdf(bonitas.org.uk)

4.3 Bullying Definition

At Jennett's Park CE Primary School, we teach all pupils about bullying through assemblies, PSHE lessons and everyday school life. We also help children to understand the difference between bullying and other types of conflict or unkind behaviour.

We agree that bullying:

- Can include physical harm, name-calling, unkind comments, exclusion or intimidating behaviour.
- Involves an imbalance of power within a relationship.
- Is repeated and ongoing over time.
- Happens Several Times On Purpose (STOP).

We are a TELLING school. Any pupil, member of staff or adult who knows that bullying may be taking place is expected to report it to a member of staff so that appropriate support and action can be taken.

4.4 Reporting Bullying

Pupils, parents/carers and staff are encouraged to report any concerns about bullying as soon as possible. Reports can be made verbally to a trusted member of staff, class teacher or school leader, or through the school's agreed reporting channels. All reports will be taken seriously, treated sensitively and acted upon promptly.

4.5 Investigating Allegations of Bullying

When an allegation of bullying is received, the school will investigate promptly and fairly. This may include speaking separately with those involved, gathering information from witnesses and reviewing any relevant evidence. Parents/carers will be informed where appropriate, and outcomes and actions will be recorded. The school will take proportionate steps to stop bullying behaviour, support those affected and monitor the situation to prevent recurrence.

It is really important to report bullying. It won't make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. There are a number of ways in which pupils, parents, carers or members of the school community can report concerns about bullying, including:

- Speaking to a trusted member of staff, such as a class teacher, teaching assistant, phase leader or the Family Support Worker.

- Reporting concerns through designated pupil support systems, including trained Year 6 pupils where appropriate.
- Seeking additional support from external organisations, such as Childline, which offers free and confidential support on 0800 1111.

All reports of bullying will be taken seriously. School staff will ensure that concerns are recorded, investigated and followed up appropriately. Support will be provided for pupils affected by bullying, and actions will be taken to address the behaviour, restore relationships where possible, and prevent further incidents. Appropriate measures will also be implemented for any pupils involved to promote positive behaviour and ensure the safety and wellbeing of all members of the school community.

4.6 Responding to Bullying

Stage	Description	Consequence for a child
1	First evidence of unkind choices bullying (physical, verbal, indirect).	1. Firm warning by class teacher. 2. Miss whole 15 mins break time. 3. Phase leader informed and completes bullying log: green, amber, red. 4. Meeting with and follow up letter to parents of both/all children involved.
2	Second evidence of bullying	1. Strong warning by class teacher. 2. Off the playground for x3 15 mins morning breaks 3. Phase leader informed and completes bullying log: green, amber, red. 4. Meeting with and follow up letter. 5. Parents meet with a school leader. 6. Child on 'Be a Buddy Change Programme'.
3	Third evidence of bullying	1. Very strong warning by class teacher. 2. Off the playground for x3 lunchtimes 3. Phase leader informed and completes bullying log: green, amber, red. 4. Letter to parents of both/all children involved. 5. Parents meet with a senior school leader and sign an agreement. 6. Child on 'Prevent Exclusion Programme'.
Any further instances could lead to an exclusion:		1. An internal school exclusion for a period of time to be decided by the Headteacher. 2. An internal isolation exclusion for a period of time to be decided by the Headteacher. 3. An external exclusion by the Headteacher which remains on a child's record.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded in writing and given to the head
- The head teacher / Phase leader will interview all concerned and will record the incident in writing
- Teachers will be kept informed
- Parents will be kept informed of repeated incidences of bullying and they will be expected to play a key role in supporting their child
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- All racist incidences will be reported in line with BBC policy and parents informed.

For any of the more serious behaviours listed below, an incident form should be completed and given to the Head Teacher who, in consultation with the class teacher, will decide on the appropriate sanction and will inform the parents /carers. The forms will be filed in the serious Incident File in the School Business Managers office.

4.7 Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Uphold the elements within our wellbeing policy to prevent as much as possible.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and behaviour.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Send out information Jennetts-Anti_Bullying_Leaflet_4.pdf(bonitas.org.uk)



4.8 Dealing with Incidents

- The following steps may be taken when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the Headteacher and/or designated lead
- The Headteacher/ designated lead will interview all concerned and will record the incident
- Teachers/Phase Leaders will be kept informed

4.9 Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people
forward on content.

4.10 Racism and Prejudice based incidents

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

4.11 Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, or bisexual people. We are taught to 'Value all Gods Children'

4.12 Vulnerable &Protected Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, or bisexual
- Those that identify as transgender or no gender

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and can have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded, and monitored in school.

We follow the Guidance for Church of England schools on challenging homophobic, bi-phobic and transphobic bullying 'Valuing All God's Children' Autumn 2017 document

4.13 Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

4.14 Supporting Pupils

Pupils who have been bullied/ Victims will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers

4.15 Pupils who have bullied / Perpetrators will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy.table 4.6 This may include official warnings, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

4.18 Training

Prevention pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. The Code of Conduct is regularly promoted in assemblies and displayed throughout the school. At Jennett's Park we train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).

4.19Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to, and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular mean that it can impact on students' well-being beyond the school day. Students, staff, parents and carers must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

5. Roles and responsibilities

5.1 The local governing body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions 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 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 is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- 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, 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.

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 (see section 6)
- 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 that is 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 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 new to the school.

6. School behaviour ethos

6.1 We aim to as a School

- Educate children in a positive and stimulating environment
- Ensure every member of the school community feels valued and respected and that everyone is treated well and fairly
- Help children become confident and self-disciplined
- Ensure that children have a clear understanding of the place of our Christian values of community, kindness, respect, hope, independence, success and trust and the need for law, rules and order in their lives within the context of a democratic, multicultural society
- Provide a safe environment free from disruption, violence, bullying and any form of harassment

We focus on fostering positive, constructive, and supportive attitudes rather than emphasising negative and destructive behaviours. When the overall environment is friendly yet firm when needed, and when expectations are clear and routines are well-established, alongside engaging learning tasks that suit the children's abilities, disruptive behaviour is considerably less likely to arise.

6.2 High Expectations

At Jennett's Park, we maintain consistently high expectations for all pupils because every child deserves the highest quality education and support. High expectations reflect our belief that all pupils can achieve, demonstrate positive behaviour, and contribute constructively to the school community. Conversely, low expectations can limit pupils' confidence and potential. Achievement, conduct, and attitudes are strongly influenced by the expectations placed upon pupils; therefore, we are committed to promoting a culture of ambition, respect, and success so that all may flourish and achieve under God's love.

We recognise that pupils are most successful when their academic, emotional and physical needs are met. By promoting positive wellbeing, we create an environment in which pupils feel safe, valued and ready to learn, reducing barriers to learning and personal development.
All staff are committed to providing high-quality teaching, learning opportunities and enriching experiences that maximise progress and enable every pupil to achieve their full potential. We believe that all children can succeed when given appropriate support, challenge and encouragement.
Jennett's Park CE Primary School acknowledges its responsibilities under the Equality Act 2010 and its duties towards pupils with Special Educational Needs and Disabilities (SEND). High expectations apply to all pupils, while recognising that some children may require reasonable adjustments, additional support or adapted provision to enable them to access learning, participate fully in school life and achieve success.

6.3 Our Vision and Ethos

We aim here at Jennett's Park are to ensure we live out our vision:

Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10)

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we must seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as the heart of the local community.

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs

At Jennett's Park we are:	Our Promises:
Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Staff at Jennett's Park recognise that the three core principles of excellent behaviour and high standards are:

1) To ensure clarity in both academic and behavioural success
2) To maintain momentum through pace and challenge
3) To exemplify excellence through their presence.

We treat all children fairly and implement this policy consistently.

A successful behaviour policy is one that guides children towards developing high self-esteem and self-discipline. Thus, effective behaviour stems from fostering strong relationships and establishing clear expectations. We believe that self-esteem influences all aspects of thinking and behaviour, subsequently affecting learning and performance. Our aim is to provide positive everyday experiences that empower our children to achieve their full potential and self-worth.

At Jennett's Park we expect all children to behave appropriately and all adults are required to respond to children and fellow adults in a suitable manner. Adults must embody and model these expectations for all children.

6.4 Promoting Excellent Work and Behaviour

Outstanding Owl and Rainbow Promise Learners

Our Rainbow Values are: Love, Honesty Respect, Peace, Forgiveness, Joy, Patience, Support and Kindness

Our Owl Learning behaviours are:

C - Collaboration
O - Optimism
P - Perseverance
P - Pride
I - Independence
C - Challenge
MD - Managing Distractions



These lead us to our Code of Conduct (which are displayed around the school) are:

1. We are quiet when others are talking
2. We follow directions right away
3. We let others get on with their work
4. We respect and show empathy to each other

From the outset, we strive to cultivate a moral code of conduct and foster a sense of conscience within every child. We promote positive relationships throughout the school by nurturing an atmosphere of harmony and cooperation, where each child's perspective is appreciated and valued. Our goal is to establish a supportive environment that prioritises praise and internal rewards, while placing less emphasis on sanctions.

6.5 Routines:

An effective routine is a behaviour that has been standardised by the teacher and is consistently followed by students, making it habitual and efficient. Anything that students do regularly should be incorporated into a routine (see Appendix). At Jennett's Park, we invest considerable time in establishing routines to minimise low-level disruption in the classroom.

6.6 Pupils

See the child friendly version written by our School council and shared to classes in the Appendices
. Pupils are polite to all members of our school community.
-Pupils listen to everyone.
-Pupils will carry out an instruction, first time, every time.
-Pupil show kindness to others above everything else.
-Pupils are honest and know that everyone makes mistakes.
-Pupils are forgiving of others' mistakes.
-Pupils mutually respect staff.

-Pupils will travel safely within the school grounds and speak quietly in the school building.
-Pupils will try their upmost not to leave anyone out.
-Pupils show empathy, remembering that everyone's journey is different.
-Pupils will learn when to ignore and not react when they know it is wrong.
-Pupils will strive to 'be the good kid' and to become a pot of gold at the end of our rainbow.
-Pupils will persevere to become the best version of yourself.

Pupils will be made aware of the following during their induction into the behaviour culture in an age-related manner:

- 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-phase arrivals.

6.7Promoting Excellent Behaviour at Playtime

It is our primary objective to foster a culture of inclusivity and mutual respect during playtime, ensuring that every child feels valued and accepted. To achieve this, we have implemented various measures:

- Provision of Playground Resources: Children are provided with a range of playground resources, including a trolley of activities for Key Stage 2 and a specific set of activities for Key Stage 1, distributed by the PE coordinator.
- Timetabled Football Sessions: Scheduled football sessions are conducted in the Multi-Use Games Area (MUGA), allowing children to engage in small-sided games (maximum of 5v5) across 3 pitches.
- Football Skills Sessions: Additional football skills sessions can be held in other areas of the playground. These are not to include tackling games due to space limitations.
- Year 5 and 6 Playleaders: Older students are assigned as Playleaders to guide their peers in playing kindly and demonstrating our school's Rainbow values.
- Adult Supervision: Adults are stationed within designated zones of the playground to oversee activities and provide guidance.
- Teaching Initiatives: Adults or older children engage younger years in group games to encourage collaborative play.
- Quiet Inside Provision: For children who may find the playground overwhelming, arrangements are made for quieter indoor activities(arrangements for staffing will be made in communications with SLT).
- First-Aid Station: A designated first-aid station is available outside for the treatment of minor injuries.
- End of Playtime Routine: Playtime concludes with a whistle alerting children to calmly return to their classrooms, tidying up equipment along the way and then lining up outside their classroom door.
  In cases where a child displays behaviour choices contrary to our code of conduct or Rainbow values, the following consequences will be applied:

- Reflection Time: Children are given an opportunity to reflect on their actions. This maybe done either outdoors with a supervising adult or indoors if additional time to compose themselves is required. The child's perspective will always be heard.
- Subsequent Reflection: For instances where a child's behaviour requires further reflection, they will miss a playtime the following day to review their choices.
- Repeated Behavioural Concerns: In cases of recurrent poor choices (3 or more times), the child will miss playtime or lunchtime on three separate occasions.
- Fresh Air Time: Whenever a child misses a playtime, separate arrangements are made to ensure they receive fresh air, either by spending time with a different year group or under the supervision of an adult.

  These measures are integral to maintaining a supportive and respectful environment, fostering positive behaviour among our students during playtime

6.8 School Trips

Please note that if a child's behaviour is considered a Health and Safety risk then they could be excluded from being taken on school trips/journeys. Under some circumstances, participation on a school trip can only be dependent upon a parent accompanying the pupil (at their own expense) and they will then be responsible for their behaviour.

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

6.9 Behaviour Management – Recording and reporting

Be calm – children must be dealt with respect at all times and staff must remain calm, and be specific regarding the behaviour which has caused concern.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that a fresh start is possible. Forgiveness is a core value in our school.

To establish that a child understands unacceptable behaviour, it is important that in discussion we try to:

- Check that the child understands why they are in trouble
- Establish that they know why the behaviour was unacceptable
- Explore the effect that the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Ensure the child accepts the sanction and moves on.

Teachers can send contact to parents via Parent comms using appendices These provide an overview of template letters and standard words to contact the parents in the event of incidents at school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Teachers will be kept informed
- Parents will be kept informed of repeated incidences of bullying and they will be expected to play a key role in supporting their child
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- All racist incidences will be reported in line with BBC policy and parents informed.

For any of the more serious behaviours listed below, an incident form should be completed and given to the Head Teacher who, in consultation with the class teacher, will decide on the appropriate sanction and will inform the parents /carers. A clear account of the incident will be recorded in writing and given to the head teacher. The head teacher or member of the senior team will interview all concerned and will record the incident in writing.

The forms will be filed in an Incident File electronically

6.10 Mobile phones

Our approach to pupils using their mobile phones during the school day here, in line with DfE's the mobile phone and behaviour guidance.

Pupils in years 5 and 6 bring mobile phones to school at their own risk and the school accepts no responsibility for items brought on to the school site. Other smart devices, such as smart watches and tablets are prohibited to be brought to school, unless there are extenuating circumstances for which a reasonable adjustment is required to be made with the agreement of the headteacher.

Following completion of a 'mobile phone permission form', pupils in years 5 and 6 may bring a mobile phone to school only if they walk to and from school and are unaccompanied by an adult at this time. The phone must be turned off upon arrival on the school site and put away out of sight, handed to the class teacher at the start of the day and collected at the end of the day. This is each pupil's responsibility.

Any mobile phone found without a pupil permission form completed, or not handed into the class teacher at the start of the day, will be confiscated and the pupil's parent will be expected to collect it from the school office.

Pupils are not permitted to bring mobile phones or other smart devices on any educational or residential visit. The use of a phone or other smart device during the school day will be regarded as a breach of the school's behaviour policy and appropriate sanctions will be enforced.

Through the school's computing curriculum, e-safety is taught to our pupils, as appropriate to their age. Should pupils demonstrate that their online behaviour falls outside what is expected, the school expects parents to support our policy to educate their children to rectify their behaviour.

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

Such conduct includes, but is not limited to:

- Bullying or harassment
- Sexting or sharing sexual images
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts

Additional actions that will be considered by the school for inappropriate online behaviour may include, but are not limited to:

- Prohibiting a pupil from bringing a mobile phone into school for a period of time
- Reporting a pupil as being underage to the appropriate social media platforms in order to secure a ban from them using their software

- Taking advice from appropriate agencies, such as Children's Social Care or the police, should the online behaviour be considered a safeguarding issue or a potential criminal offence
-

Our exception is for children with medical need such as diabetes or epilepsy to medically track. They will not be allowed any other use of the deice other than the app

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Staff at Jennett's Park CE School are positive, enthusiastic, and maintain high expectations for both learning and behaviour. They cultivate a sense of self-esteem in all children while fostering an understanding of the needs of others. They promote a calm and responsive atmosphere, avoiding the need for shouting. The staff recognise that effective classroom organisation and the establishment of routines are vital for encouraging good behaviour, and that a high-quality curriculum enriched with interesting and challenging activities has a significant impact on students' conduct.

All staff members share the responsibility of upholding the behaviour policy. They are expected to engage actively in lessons and to pre-emptively address potential issues through strategic interventions. A successful approach incorporates both authoritative presence and cooperative engagement, characterised by a clear sense of purpose, strong guidance, high expectations, and genuine concern for others. Teaching should be inclusive and accessible to all pupils.

To achieve this, staff should:

- Create a calm and safe environment for pupils
- Implement the behaviour policy consistently
- Model expected behaviours and foster positive relationships
- Address situations promptly by anticipating issues
- Differentiate activities to cater for a wide range of needs
- Communicate the school's expectations, routines, values, and standards through behaviour teaching and in every interaction with pupils
- Establish clear and consistent routines to minimise disruption
- Stay informed about child development
- Provide a personalised approach to address the specific behavioural needs of individual pupils
- Challenge pupils to meet the school's expectations
- Reflect on their own behaviour and its impact on school culture, ensuring they uphold the school's rules and expectations
- Record behavioural incidents promptly

The senior leadership team (SLT) will assist staff in managing behaviour incidents effectively.

7.2 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 from the school's website.

7.3 Responding to positive conduct and good behaviour

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Whole class rewards
- Special responsibilities/privileges such as prefect status or being entrusted with a particular decision or project
- Recognition within Rainbow moment or Owl Learner
- Earning STAR Ambassadors

7.4 Responding to misbehaviour

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 misbehaviour.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated fairly under this policy, with any contributing factors to the behavioural incident assessed and considered

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

De-escalation techniques may be employed to avert the escalation of behavioural issues, which can include the use of pre-arranged scripts and phrases..

In administering behavioural sanctions, staff will also evaluate what support can be provided to help pupils meet behaviour standards in the future. The sanctions imposed will correspond to the severity of the behaviour and may follow the following sequence however due to the severity or repetitiveness of the misbehaviour the consequence may move through the list (see appendix flow chart of behaviour):

- Reminder of expected behaviour
- Quiet warning
- Separation from peers or time-out for up to 15 minutes
- Referral to the Phase Leader or Partner class
- Completion of work at home or during break or lunchtime
- School-based community service, such as tidying a classroom
- Establishment of a behaviour contract
- Suspension from school
- Enhanced monitoring and supervision during lunchtimes and playtimes
- Exclusion from school events, off-site activities, or extra-curricular activities (e.g. football or netball tournaments)

The Headteacher may be involved at any stage of this process. Parents may also be contacted at the discretion of the teacher or Headteacher. If a child consistently displays inappropriate behaviour, the following measures may be implemented:

- Placement on the Special Needs Register and development of an Individual Behaviour Plan or Behaviour Change Plan
- Initiation of a home-school diary
- Regular communication with parents
- Support from designated staff
- Temporary internal or external suspension from the classroom or playground
- Removal of the pupil from the classroom

Internal suspensions are where children work away from classes, possibly in isolation with an adult for a set period of time. External suspensions are outside of school grounds. Both are decided only at discretion of Headteacher or in their absence the person stepping in to fill their role

Parents will definitely be involved if any of the above take place

In extreme circumstances the child may be:

- Referred to Bracknell Forest Behaviour Support Team.
- Have a Personal Support Plan in place.
- Be suspended for a fixed term , such as a lunchtime suspension or for a fixed number of days
- Be excluded permanently - in the most serious of circumstances

The Chair of Governors will be informed if a child is subject to a suspensions and it will be recorded in the Headteacher's report to Governors. Suspensions follow the Bracknell agreed policy.

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.

7.5 Reasonable force

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 and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Positive handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily

as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

All incidents of positive handling should be thoroughly recorded using the school's online system.

7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive weapons
An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:

- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

Confiscation
Any prohibited items (listed in section 3) 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.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- 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; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another 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) or pastoral member of 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 rules 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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions
Possessions means any items that the pupil has or appears to have control of, including in:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Searching pupils
In the event of a school requiring to search a child, headteachers will follow the advice and guidance issued in Searching, Screening and Confiscation (July 2022, or in the most recent updated guidance).

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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), 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 section 3). 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

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour 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 our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions 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).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

7.9 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 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 sanctions, 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.

7.10 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 our child protection and safeguarding policy for more information.

7.11 Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy and with reference to the allegations against staff and volunteers policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy and with reference to the child protection and safeguarding 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 is in need of 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 our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information available on the school's website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Our approach to anticipating and removing triggers of misbehaviour include but are not exclusive to:
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions or ways to support nerodiviersity such as autism and ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- The pupil has an unidentified SEND that may have impacted their behaviour

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Please see the school's SEN policy and information report available on the school's website.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This includes measures like:

- Reintegration meetings
- Daily contact with the class teacher lead
- A report card with personalised behaviour goals
- Team around family meetings

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on our school's behaviour approach.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- 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, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reported to the LGB and ODST safeguarding.

The data will be analysed 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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved at school level by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies :

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy

Appendix 1 Message to parents about pupil behaviour (Parent Comms)

Contact to parents sent via Bromcom		
Name of child	**Class**	**Date and time of Incident**

A. Location (Tick)	
Classroom	
Dining Hall	
Outside School Grounds (Trips)	
Playground	
Sports Hall	
To/From School	
Toilets	
Other describe	

B. Activity (Tick)	
Afterschool & Breakfast Clubs	
In class - lessons	
Playtime/Lunchtime	
School Trips	
Other- describe	

C. Exact message to be sent by text (Please be mindful of the wording)

D. Category (Tick)	
Assault adult	
Assault pupil	
Bullying	
Damage to Property	
Defiance	
Disruptive behaviour	
Fighting	
Inappropriate behaviour	
Inappropriate language	
Inadequate work	
Insolence	
Lying	
Misuse of school property	
Physical behaviour	
Racist Incident	
Swearing / Bad language	
Theft	
Verbal abuse – adult	
Verbal abuse - pupil	

E. Further action required (Tick)	
Parent to meet teacher	
Parent to meet phase leader	
Parents to meet Mrs Savage	
Parents to meet SENDCO	
Parent to meet Deputy Headteacher	
Parent to meet Family Support	

F. Further comments regarding this incident if required	
Teacher's Name - sending (block letters)	
SLT authorised	
sQuid sent - initials, date & time	

Appendix 2 First behaviour letter

Dear INSERT NAMES,
Recently, your child, _____, has not been behaving as well in school as they could. It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.
If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.
Yours sincerely,
Class teacher name: _____
Class teacher signature: _____
Date: _____

Behaviour letter – return slip
Please return this slip to school to confirm you have received this letter. Thank you.
Name of child: _____
Parent name: _____
Parent signature: _____Date: _____

Second behaviour letter
Dear INSERT NAMES,
Following my previous letter dated XXXX regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

1. We are quiet when the teacher is talking
2. We follow directions right away
3. We let others get on with their work
4. We respect each other

I would appreciate it if you could arrange to meet me so we can discuss a way forward. Please make an appointment to meet with me via the school office as soon as is mutually convenient to avoid the possibility of an internal exclusion from Jennett's Park. .
Yours sincerely,
Class teacher name: _____
Class teacher signature: _____Date: _____

Third behaviour letter
Dear INSERT NAMES ,
I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave. _____ would now benefit from a structured approach to help improve their behaviour in school.
I would be grateful if you could attend a meeting with the Phase leader /Deputy Head/the special educational needs co-ordinator (AGREE WITH Phase leader level of support) and myself, to discuss how we can best support your child in improving their behaviour.
Please make an appointment to meet with via the school office as soon as is mutually convenient to avoid the possibility of an internal exclusion from Jennett's Park. .
Yours sincerely,
Class teacher name: _____
Class teacher signature: _____Date: _____

Appendix 3 Child Friendly flow chart

You should strive to 'be the good kid' and to become a pot of gold at the end of our rainbow.
You should persevere to become the best version of yourself.

Rights of the Pupil
-Right to feel respected and listened to.
-Right to request and explain why you want to change tables or spaces as part of a discussion.
-Success and positive behaviour will be recognised.
Extreme Behaviour

Some behaviour is very serious so the Head teacher or Deputy will get involved immediately and will contact the pupil's parents. These behaviours include; bullying, hurting another child or adult very badly, prejudicial abuse to children or staff or carrying a weapon or drugs into the school grounds. Pupils know the Jennett's Park behavioural expectations, so will have one chance to be honest, apologise and consider ways that they can improve or 'make right' the situation.

Behaviour Steps

1. One chance to stop the behaviour-reminded to calm down and what will happen next if do not stop behaviour.
2. Move places for a few minutes, come back when ready (in class).

Talk to an adult, explain, apologise and start afresh. If not –

3. If behaviour hasn't improved or not showing that you are truly sorry for your behaviour, send to other class in year group. Following calm down time,

Talk to an adult, whether in own or parallel class, explain, apologise and start afresh. If not –

4. Pupil to be offered a calming space and given paper if feel they cannot talk to an adult.

(Pupil will take home letter if behavioural escalation has been used to this level.)

5. If the pupil is not responding appropriately, send to Phase Leader. For a chance to talk to an adult, explain, apologies and start afresh after an appropriate time to calm and return to class. However, if sent to Phase Lead 3 times already that half term, fast-tracked to Deputy.
6. A chance to talk, explain and apologise. If sent to Deputy, then missing break and some of lunchtime, before returning to classroom, afresh. If pupil is not willing to engage, to explain and apologise then a parent will be telephoned to encourage child to seek forgiveness and to explain the situation. Then Deputy to decide when appropriate to send back to class. However, if behaviour is extreme or forgiveness not sought-
7. Send to Head teacher. Parents invited to talk that day about the situation and the steps the child has ignored. Head teacher to decide if the child should go home or appropriate action to be taken.

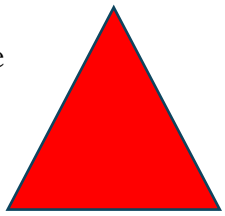
Appendix 4 Red triangles in class

Dealing with situations

Most situations should be diverted by teacher awareness of their class's needs and habits. Good routines and differentiated activities will in most cases support to reduce low level incidents. A teacher should always try to 'nip it in the bud' i.e. not let a situation happen in the first place. However, following up on incidents is important, even if the consequence is delayed.
A normal route for dealing with behaviour is:

- Teacher sets up routines
- Teacher arranges their space to 'nip it in the bud'
- Non-verbal warning (look/gesture) to indicate change needed
- Verbal warning (XXX I need you to XXX Thankyou)
- Reminder of Rules
- Diversion/Choice or Consequence offered
- Child directed to move to sit out for amount of time (this made up at their next break)
- Sent to Partner Class (message sent by sQuid)
- Spoken to by Class teacher at next break
- Phase Leader speaks to child
- Deputy/SENDCo speaks to child (if same as Phase leader change so different adult)
- Headteacher contacted

At each stage there is an opportunity for children to allow themselves dignity of calming down and choosing a better choice to fulfil the ability to follow Rainbow Promise. If a situation escalates red triangle sent



Every classroom has a red triangle that has the class name on and it is stuck by the doorway. This is to be used in an emergency situation where another adult is needed (such as a serious accident or injury, a lone adult requiring support to deal with a situation, a dangerous situation is occurring or imminent)
The triangle is given to 2 sensible children who rush to find the nearest adult. A sense of urgency is vital.
It is important that you go through this safeguarding procedure with the children, as you would with a fire drill or lockdown so that everyone is aware of its purpose.
You could decide on 2 sensible 'red triangle' children.
But please tell all children (in case the 'red triangle' children are not available) that they walk quickly to the nearest adult and that they do not need to wait politely as they usually would, as this is an emergency situation.
If you receive a red triangle, please stop what you are doing and go straight to that classroom to assist.

Appendix 5 TOP 10 TIPS

1	Be emotionally neutral	It is the behaviour and not the child that we talk about. Remain neutral and respectful, if needed deploy another adult and walk away for a breather.
2.	Instil a GROWTH mind set	Help children to realise that intelligence is not fixed and that as we practice and exercise our brain, we raise our intelligence, just as we get bigger muscles going to the gym.
3.	Talk to children about how FAIL is your **FIRST ATTEMPT IN LEARNING**	Mistakes are how we learn, Model this and learn together.
4.	Always keep children's learning in the stretch zone	They will want the easy way out- the **comfort zone** –but that does not move their learning on. Guide them to the **stretch zone** at all times and praise the effort. Avoid the **panic zone** where possible.
5.	Say no	I am saying no because…. I care about you. I am saying no…. because I want the best for you. I am saying no… because it is not safe.
6.	Direct their attention to learning	Always bring it back to the learning –you are missing out on the learning… in 5 minutes we will go back to the learning. Are you ready to learn?
7.	Praise the effort not the attainment	Praise in detail, praise the progress, praise the process, and try not to praise the intelligence.
8.	Dominance	Clarity of purpose. Strong guidance both academic and behaviour. High expectations. Body language and space used in a positive way so that the child can relax as you are in charge. Give 2 choices and firm, timed boundaries of what will happen with expectations of the behaviour you expect.
9.	Co -operation	Concerned for them. Taking an interest in the students as people as well as learners. Does that child know that you like him/her?
10.	Tenacity	Let that child realise that you will never, ever give up on them. Be consistent, calm –be that 'teacher' or 'adult' they will never forget.

Appendix 6 Routines to establish and check regularly

student punctuality	the way work is distributed
the way students enter my classroom	the way work is collected in
the way that students settle down	the way students work individually
where students sit (seating plan)	the way students work in pairs
the noise level in my classroom	the way students work in groups
the way students follow my instructions	the level of student effort / on-task behaviour
the way students ask for help / my attention	the way students treat / speak to me
the way students move from one task to another	the way students treat / speak to each other
the way students move around the classroom	the amount / quality of homework completed
the way students move to a specialist area (e.g. library)	the degree to which students keep to deadlines
the way students respond to visitors	the way students leave my classroom

Appendix 7 Behaviour Change Card

Date
Dear
Name …….of class
……..has been given this card for the reasons ticked

1) Further monitoring after incidents last week
2) Being impolite / inconsiderate of others
3) Not following instructions given by a member of staff
4) Inappropriate talking in class
5) Disruptive behaviour class
6) Not completing enough work/ Not completing Homework
7) Being late for lesson
8) Other … …

Our code of conduct is

1. **I am quiet when another person is talking**
2. **I follow directions right away**
3. **I let others get on with their work**
4. **I respect others**

Your child will be monitored on the timetable overleaf. The numbers refer to the above list of reasons. S means satisfactory.
If you wish to discuss the reasons why your child has received this card please make an appointment with your child's class teacher via the school office. You are invited to make a comment in the box below

Please sign and comment

Action

- No improvement
- Some improvement
- Good week

Signed (member of staff)

Agreed targets
1)
2)

Monday	Date			Break		Lunch		
Tuesday	Date			Break		Lunch		
Wednesda	Date			Break		Lunch		
Thursday	Date			Break		Lunch		
Friday	Date			Break		Lunch		

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