# JOHN WOOD SCHOOL & NURSERY

## BEHAVIOUR POLICY

## OCTOBER 2026

Next Review Date: October 2027

*Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.*

**Executive Summary - John Wood School & Nursery Behaviour Policy October 2026**:

- **Positive school culture:** The policy aims to create a safe, supportive environment where pupils make good choices, take responsibility for their actions and achieve academically and socially. Expectations and consequences are taught regularly, with sanctions displayed in classrooms.

- **Five core values:** Ambition, Independence, Kindness, Perseverance and Respect underpin the school's approach to behaviour.

- **Clear daily expectations:** Specific rules cover classrooms, playgrounds, assemblies and the dining hall. Pupils should follow instructions, listen respectfully, work hard, play fairly, look after property and move calmly around school. Bullying, violence and abusive language are unacceptable. Good behaviour is also expected on school visits and when travelling to and from school.

- **Rewards and House Points:** Praise and House Points recognise core values, kindness, effort and good work. Teachers normally award one point at a time, with exceptions for exceptional circumstances. The Pupil Parliament counts points weekly, and House Cup winners are announced at Monday's Celebration Assembly.

- **Classroom "behaviour rainbow":** Every pupil starts each day on green. The stages are:
    - White – thinking space: Time to reflect, with the opportunity to return to green.
    - Yellow – first warning: Loss of 10 minutes of breaktime or lunchtime.
    - Red – second warning: Loss of 30 minutes of lunchtime. Serious incidents may result in an immediate move to red.
    - Third warning: Referral to the Senior Leadership Team (SLT), with parents informed.

Pupils can move back up the chart if their behaviour improves.

- **Escalation of continued concerns:** Persistent poor behaviour is referred to the Assistant Headteacher or another SLT member, and then to the Executive Headteacher where necessary. Parents are contacted, and the CEO may be informed.

- **Lunchtime procedures:** Responses progress from a verbal warning to approximately five minutes' time out, then referral to the Senior Midday Supervisor. Fighting or racist comments trigger immediate escalation to senior leaders and a letter home. Fighting also results in removal from the playground for two days under SLT supervision. Repeated lunchtime concerns may lead to a lunchtime suspension.

- **Behaviour reports:** There are three stages: Stage 1 – white Behaviour Monitoring Report; Stage 2 – yellow Behaviour Concern Report; and Stage 3 – red Behaviour Final Report. Stage 2 includes regular SLT check-ins and usually

lasts two weeks. Stage 2 and 3 reports go home daily for parents to review, sign and return. Pupils may be placed directly on Stage 3 when senior leaders consider it necessary.

- **Support for vulnerable pupils and pupils with SEND:** Behaviour strategies may be adapted to individual needs. Monitoring information helps identify targeted support, including individual education or behaviour plans, pastoral support and advice from specialist professionals. Home–school contact books may support communication for highly vulnerable pupils.

- **Suspension and permanent exclusion:** Serious or repeated disruptive, dangerous or offensive behaviour may lead to suspension. Permanent exclusion is described as an exceptional response where other strategies and support have failed. The policy refers to the separate Suspension and Permanent Exclusion Policy.

- **Searches, confiscation and physical intervention:** The policy sets out procedures for searches, confiscating prohibited items and using reasonable force or physical intervention to protect pupils, staff and property. Year 5 and Year 6 pupils may bring phones, which must be handed in on arrival.

- **Partnership with parents:** Parents are expected to model appropriate behaviour, celebrate positive conduct, support sanctions and ensure punctual, regular attendance. Concerns should initially be raised with the class teacher, then the Executive Headteacher or Assistant Headteacher.

- **Recording and monitoring:** Behaviour incidents are recorded on Arbor and/or Safeguard. Serious incidents, including discriminatory behaviour, bullying, sexual harassment and online incidents, are logged and reviewed weekly with the CEO to identify patterns and support early intervention.

- **Remote learning:** During school closures, pupils should complete work, seek help when needed and follow online safety rules. Additional support and alternative learning arrangements are available where required.

The policy is reviewed annually, with the next review scheduled for October 2027.

# JOHN WOOD SCHOOL & NURSERY

# BEHAVIOUR POLICY

The Trust acknowledges its legal duties under the Equality Act 2010, particularly with respect to both safeguarding and pupils with SEND.

This policy has been drawn up in accordance with the Trust's obligation under The Education (Independent School Standards) (England) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils, and its duty under the Independent Schools Standards Regulations to have a written behaviour policy.

## Philosophy

At Chancery Education Trust, we have adopted a positive approach to discipline. All pupils are treated the same and we have high expectations of all our pupils. All members of staff deal with any inappropriate behaviour fairly and consistently.

The pupils need to know exactly where the boundaries are and what happens if they step over them. Behaviour expectations are, therefore, taught to pupils on a regular basis so that they know exactly:

- What is expected of them
- What the consequences are **before** they misbehave

A list of Sanctions is clearly displayed in each classroom.

## Aims of the Behaviour Policy

- To encourage and reward good behaviour
- To develop children's positive self-image by supporting them to make good decisions and wise choices
- To create a positive, supportive and secure environment based on a sense of community and shared values, where pupils are enabled to achieve academically and socially

## Objectives

- To encourage the recognition of good behaviour
- To provide a consistently applied set of expectations
- To provide a positive atmosphere in the Academy
- To provide a well-structured environment
- To provide early intervention so misbehaviour does not escalate
- To teach the child to be responsible for his/her actions
- By having logical steps of consequences, to provide a distinction between minor and major misbehaviour
- To have a high level of expectation in behaviour and work

- To encourage outstanding behaviour and effort so that it is rewarded and used as a model for others to follow
- To ensure property is respected and pride in the Academy and each other is nurtured
- To provide teachers and other adults with effective techniques of dealing with misbehaviour

**Expectations for Everyone**

- All members of the Academy must treat others and themselves with respect
- Everyone must have high aspirations and try their best to make sure they achieve their goals
- Everyone is expected to respect and be responsible for all property and belongings
- Everyone is expected to respect the Academy environment, including trees and boundaries
- Everyone must be considerate to others when moving around the Academy, by walking carefully, calmly and quietly
- Hold doors open for others
- Speak quietly to others when moving around the Academy
- Food or drink must not be consumed when walking
- No physical violence is acceptable
- No abusive language is acceptable
- Everyone is expected to be punctual

**Expectations for Pupils**

Pupils should:

- Keep prohibited items away from the Academy. These include:
    - Sharp or dangerous objects
    - Toys; expensive personal belongings; money; jewellery
    - Mobile phones, tablets and smart watches (except for Year 5 or Year 6 who are able to bring in phones, but they need to be handed into the class teacher on arrival at the Academy)
- Wear the correct school uniform

**Positive Playground Behaviour**

Pupils should:

- Stay in the playground, and only leave if permission has been given from an adult
- Play in areas that are allowed (not on the field if muddy, or behind outside classrooms)
- Play games kindly and fairly, keeping hands and feet to themselves
- Share equipment and show consideration to everyone
- Look after the equipment

- Remember, stop means stop
- Listen to each other
- Use kind words and show each other respect
- Follow instructions
- Line up silently to show their teachers that they are ready for learning

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| At the end of playtime, the teacher will either blow a whistle or ring a bell. Pupils must stand still – and stop their game or conversation.<br><br>On the second whistle or bell, pupils must walk quietly to their line, line up silently and wait for their class teacher to lead them into the building/classroom without talking. |

**Positive Classroom Behaviour**

Pupils should aim to:

- Be ready to learn at all times
- Sit up, without slouching or resting their head on the table
- Follow your teacher's instructions the first time around
- Listen when the teacher, other adult or class member is speaking
- Be patient and not interrupt others or speak while they are speaking
- Stay focussed and complete all tasks to the best of your ability
- Put their hand up if you wish to ask or answer a question
- Work well with anyone in your class – be kind, gentle and respectful at all times and co-operate with anyone in the class
- When working with others, listen to their views with respect and kindness; wait for their turn to speak
- Remain seated at all times and raise their hand and ask for permission to leave their seat
- Do not chew, eat or drink during lessons (unless medical authorisation permits)
- Bring the right equipment to school
- Go to the toilet at break time clean and tidy after use

**Positive Behaviour in Assemblies**

Pupils should:

- Enter the assembly hall in silence
- Listen very carefully to the person leading the assembly
- Remain silent throughout the assembly – they should not speak or communicate with anyone in the assembly
- Participate in the assembly – for example, when asked to answer a question or share an idea (children will usually be asked to raise their hand)
- Respect the minute of reflection by remaining silent
- When asked to leave the hall, leave in silence

## Dining Hall Behaviour

Pupils should:

- Make sure their hands are clean before they eat
- Walk quietly into the dining hall, and remain with 'quiet voices' when they line up at the counter
- If appropriate bring a healthy packed lunch to the Academy. Avoid crisps, nuts or products containing nuts, or any other allergenic foods that children must be refrained from bringing in, soft drinks or other drinks with a high sugar content
- Remove outdoor clothing – coat, jacket, hat, scarf
- Take the first available seat where the lunch supervisor indicates
- Be polite to other children and adults
- Eat with good manners
- Remain seated until they have finished eating
- Raise their hand when they have finished eating and wait for permission to leave the table by a lunchtime supervisor
- Clear away their tray and glass, leaving the table clean
- Put all rubbish in the bins on and go straight to the playground unless wet-play

## Interacting With Other People

- Bullying is not accepted (please refer to the Anti-Bullying policy)

**Children are also expected to behave well on their way to and from the Academy as well as on the Academy visits.**

## Teachers' Powers to Discipline Pupils

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Executive Headteacher says otherwise)
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the Academy
- Teachers can confiscate pupils' prohibited property

## Pupils' Conduct Outside the School Gates – Teachers' Powers

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil

- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, parents/carers will be informed

**Teachers May Discipline Pupils For:**

Misbehaviour when the pupil is:

- Taking part in any Academy - organised or Academy - related activity or
- Travelling to or from the Academy or
- Not wearing school uniform or
- Misbehaviour at any time, whether or not the conditions above apply, that:
    - Could have repercussions for the orderly running of the Academy or
    - Poses a threat to another pupil or member of public or
    - Could adversely affect the reputation of the Academy

In all cases of misbehaviour, the teacher can only discipline the pupil on Academy premises or elsewhere when the pupil is under the lawful control of the staff member.

**Teachers' Power to Search a Pupil**

**Searching With Consent**

Academy common law powers to search:

- Academy staff can search pupils with their consent for any item. Staff will take account of the pupil's ability to give consent, taking into account the child's age or other factors

Also note:

- The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or ask if the teacher can look in the pupil's bag, desk or locker and for the pupil to agree
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment, such as outlined in the sanctions
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

## Searching Without Consent

### What the law says:

The Executive Headteacher and staff authorised by the Executive Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Mobile phones, tablets and smart watches (except for Year 5 and Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Executive Headteacher and staff authorised by the Executive Headteacher can use such force as is reasonable when searching a pupil without consent for the above-mentioned prohibited items.

The Executive Headteacher or and staff authorised by the Executive Headteacher can carry out the search, as long as:

- They are the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. An authorised member of staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### Establishing Grounds for a Search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have, in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

**Location of a Search**

- Searches without consent can only be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on Academy trips in England or in training settings.

**During the Search**

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff

**Lockers and Desks**

- Under common law powers, Schools and Academies are able to search lockers and desks for any item provided the pupil agrees. Schools and Academies can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above

**Children's Classroom Trays**

- As children's classroom trays are deemed to be the property of the classroom (and therefore directly managed and overseen by the teacher), the Executive Headteacher and staff authorised by the Executive Headteacher may also search without consent any classroom tray used by a pupil in order to view and check its contents.

## Teachers' Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Executive Headteachers and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## Confiscation of Inappropriate Items:

There are two sets of legal provisions, which enable Academy staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully. The Academy we would keep the item secure and contact the parent/carer.
2) Power to search without consent for 'prohibited items' including:
    - Knives and weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes
    - Fireworks
    - Pornographic images
    - Mobile phones, tablets and smart watches (except for Year 5 and Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
    - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

## Vulnerable Pupils

During their time at the Academy some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and a member of the Senior Leadership Team (SLT) will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Education and /or Behaviour Plans
- Pastoral Support Programmes
- Support from the outside agencies/ specialist professionals

## Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate may be used to help avoid cross contamination or any potential virus spread.

### Core Values

The Core Values were devised after consulting with children, staff, parents and governors:

Ambition
Independence
Kindness
Perseverance
Respect



## Rewards

## House Points

We aim to reinforce good behaviour by the use of praise and House points. House Points are intended to foster positive student behaviours and classroom culture. Students earn '**House Points**' based on their classroom conduct and achievements.

House Points are awarded for:

- Demonstrating one of our Core Values
- Kind/considerate behaviour
- Staying on task and completing work to the best of their ability
- Good class and/or homework

All parts of the day are monitored and are worth House points. The type of good behaviour awarded with House points will depend on the needs of the individual child. Each teacher will only award 1 House point at a time, however more House points may be awarded under exceptional circumstances. They will also be responsible for organising a manageable system that will monitor the number of points each House has in their class, such as the use of Class Dojo.

Throughout the week children can be awarded House points, and these will be collated/counted by members of the Pupil Parliament at the end of each week. House Cup winners will be announced in our Celebration Assembly on a Monday.

**Sanctions; When Things go Wrong**

The rules and consequences are pre-taught and the sanction is a logical and just outcome for inappropriate behaviour. There will be a 'behaviour rainbow' chart on display in every classroom, whereby every child will start every day on 'GREEN'. Stages are as follows:

- ✓ Thinking space – The child's name is moved on the 'behaviour rainbow' chart to 'WHITE'. This gives them time to think about their behaviour choices. They can then move back to 'GREEN' if the poor behaviour improves.
- ✓ Issue the first warning – The child's name will be moved down 1 stage on the 'behaviour rainbow' chart to 'YELLOW'. They will miss 10 minutes of their breaktime or lunchtime as a consequence of this.
- ✓ Issue a second warning - The child's name will be moved down another stage on the 'behaviour rainbow' chart to 'RED'. They will miss 30 minutes of their lunchtime as a consequence of this. For a serious offence, a child may be moved straight to 'RED' without moving through 'YELLOW' first.
- ✓ Issue a third warning - The child will be sent to a member of the Senior Leadership Team. Parents will be informed.

Class teachers will make a record of any inappropriate/disruptive behaviour on Arbor and/or Safeguard.

A child's name can be moved up a stage on the 'behaviour rainbow' chart if their behaviour improves during the day.

**Continued bad behaviour**

- The child will be sent to the Assistant Headteacher or another member of SLT.
- The child will be sent to the Executive Headteacher, if the Assistant Headteacher deems it necessary. The Executive Headteacher may choose to inform the CEO. Parents/carers will be contacted.

**Lunch Times**

On the playground, as in the classroom, consistency is needed for awarding and deducting points.

Children will be recommended for House points for good behaviour and demonstrating our Core Values.

If there is a serious incident the Senior Midday Supervisor will report it to a member of the Senior Leadership Team.

The following stages are to be followed in the playground:

- ✓ Warning Child verbally warned of inappropriate behaviour and the reason why it is inappropriate explained. Child remains on the playground.
- ✓ Time Out Child spoken to about their behaviour and asked to stand away from others who are playing. This is for 5 mins depending on the incident.
- ✓ Intervention Child sent to Senior Midday Supervisor. If necessary, they will inform the Senior Leadership Team and the class teacher. The Senior Midday Supervisor will record incidents on Arbor and/or Safeguard.

If fighting occurs, or racist comments are ever made, children will be sent immediately to the Senior Midday Supervisor, who will inform a member of the Senior Leadership Team. A letter will be sent home and the child may be temporarily or permanently excluded.

If a child is involved in a fighting incident, they will be removed from the playground for two days and be supervised by a member of the Senior Leadership Team.

If a pattern of inappropriate behaviour during lunchtimes is emerging, the Executive Headteacher will become involved and parents/carers will be invited into school to discuss their child's behaviour. The child may be temporarily excluded during lunchtimes.

**Behaviour Reports**

The following measures are put in place in a discretionary way in accordance with the professional judgement of the Senior Leadership Team.

A child may be placed directly on stage 3 of the Final Report if the Senior Leadership Team believes it is necessary.

**White Form**
**Stage 1 - Behaviour Monitoring Report**

If a class teacher is concerned/worried about a pupil's behaviour, they may choose to use a Behaviour Monitoring Report, which assists in monitoring behaviour within the classroom.

**Yellow Form**
**Stage 2 – Behaviour Concern Report**

If there are on-going concerns over a pupil's behaviour the Executive Headteacher/SLT may wish to put the child on Behaviour Concern Report as a means to monitoring the child's behaviour closely. Throughout the school day the child reports regularly to a member of Senior Leadership Team with their report. Praise and positive reinforcement is given for good behaviour. Each lesson is monitored and annotated accordingly.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 2 Behaviour Concern Report. (Refer to Appendix 1). In order to promote a positive and supportive partnership between the Academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back in to school the following day. The child will need to show their report to either the Executive Headteacher or a member of the SLT to review. The report will be in place for a time-limited period, usually two weeks.

**Red Form**
**Level 3 – Behaviour Final Report**

A child will be placed on a Stage 3 Behaviour Final Report, in the event that the above warnings have been imposed and have failed to produce a positive outcome. Note: A child may be placed directly on a Final Report if the Executive Headteacher/SLT deem it necessary.

The Executive Headteacher or member of the SLT may decide to put a child on a Behaviour Final Report in the event of serious, repeated behaviour that poses a danger to the child concerned or others. Repeated disruptive behaviour that impedes the learning of the child concerned or others, or inappropriate behaviour, including swearing, assaulting staff, damage to premises or offensive behaviour, may result in a fixed term exclusion from school. In exceptional circumstances a permanent exclusion, when all other strategies, external agency help, Behaviour Support Plan, Pupil Support Plans have failed. Parents/Carers will be immediately telephoned and the sanction will be confirmed in writing. Permanent exclusions will be notified to the appropriate Local Authority Officers and departments, following DfE Guidance for

permanent exclusions.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 3 Final Report. (Refer to Appendix 2). In order to promote a positive and supportive partnership between the Academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back in to school the following day. The child will need to show their report to either the Executive Headteacher or a member of the SLT to review. Should the child fail to produce their signed report card then it may be necessary for the Executive Headteacher to call and confirm with the parent/carer that they have seen their child's report card.

**Contact Books/ Homework Communication Diary**

At times a Home/School contact book or communication diary may be used to assist in home-school communication with highly vulnerable children. Comments in the book may include: inappropriate behaviours, positive comments and general comments about the Academy routine and calendar dates.

If a pattern of inappropriate behaviour is emerging, the Executive Headteacher will become involved, parents/carers will be invited into the Academy to discuss their child's behaviour. The child may be heading for temporary exclusion.

**Parents/Carers**

Parents/Carers are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education at a school (unless other suitable arrangements have been made), and pupils' parents/carers must ensure that their child attends punctually and regularly.

Parents/Carers have an important role in supporting this policy, and are responsible to a large extent for their child's good behaviour at the Academy. We expect parents/carers to model the types of behaviour this policy asks of children.

We would hope that parents/carers will celebrate their child's good behaviour and also support any sanctions the Academy applies. If parents/carers have any concerns about how their child's behaviour is being managed, they should contact the classroom teacher initially. If this does not resolve the issue, parents/carers should speak to the Executive Headteacher or Assistant Headteacher.

**Record Keeping and Monitoring**

Weekly serious incident reports are kept by the Headteacher to log any incidents of abuse, racist/sexual harassment/child-on-child /homophobia/transphobia/significant bullying/online incidents.

On a weekly basis these reports are presented from each Academy School within the Trust (as a standing Agenda item) at the Headteacher and Executive Headteacher's meeting with the CEO.

The reports are discussed/analysed by the CEO and Headteacher/Executive Headteachers to identify patterns in order to intervene early, to prevent abuse, racist/sexual harassment/child-on-child /homophobia/transphobia/significant bullying/online incidents.
(See Appendix 3 - Weekly Review of Pupil Behaviour Form).

To reinforce a culture where sexual harassment and online sexual abuse are not tolerated record-keeping and monitoring of sexual harassment and sexual violence, including online communications is regularly reviewed as part of this process.

**Suspension & Permanent Exclusion**

**Please refer to the Suspension & Permanent Exclusion Policy.**

**Expectations for pupils at home**

*Remote learning rules*

If pupils are not in school due to school closure, such as a global pandemic, we expect them to follow all of the rules set out below to ensure that they are able effectively continue their learning at home.

Parents should also read the rules and ensure their children follow them. Parents should contact the school, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Complete work set by teachers
- Seek help if they need it, from teachers using the class email addresses
- Alert teachers if they're not able to complete work
- adhere to e-safety rules and appropriate internet safety when using devices and the internet

Additional support and differentiated learning will be provided for those children who have additional needs.

The Inclusion team and Well-being Team will work together to plan for children who need additional support.

*Dealing with problems*

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Organise a meeting with parents/carers to offer support
- Identify if the style of home learning is not appropriate ie. Using devices online when internet connection is poor or if a child requires a more practical approach and hard copies of work provided
- Add details of how you'll follow up on this. You'll likely want to get in touch

with parents and see if there's any issues you can help them address.

**Appendix 1 – Stage 2 Behaviour Concern Report Letter to parent/carer**

Dear [ ]

Please be advised that your child has been placed on a Behaviour Concern Report - because [ENTER A BRIEF REASON AS TO WHY THE CHILD HAS BEEN PLACED ON REPORT]

In accordance with our Behaviour Policy a child will be placed on a Behaviour Concern Report if the Class teacher believes that there are on-going concerns over a pupil's behaviour. The Executive Headteacher may wish to put the child on a Behaviour Concern Report as a means to monitoring the child's behaviour closely.

Throughout the school day the child reports regularly to a member of the Senior Leadership Team with their Report and praise and positive reinforcement is given for good behaviour. Each lesson is monitored and annotated accordingly.

The report will be sent home with your child each day. Please ensure that you provide your comments, sign and date the report. Your child **must** return this report to the Executive Headteacher or a member of the SLT daily.

We are firmly committed to working in partnership with you, and would appreciate your cooperation in this matter. Hopefully through working together we will see a positive change in your child's behaviour.

Yours sincerely

## Appendix 2 – Stage 3 Behaviour Final Report Letter to parent/carer

Dear [ ]

Due to your child's continued disruptive and unacceptable behaviour, I regret to inform you that he will be placed on a Behaviour Final Report – Stage 3 until further notice.

In the interest of clarity, I wish to explain that the Behaviour Final Report is the most severe and significant stage of our Behaviour Policy prior to exclusion and constitutes a final written warning. The targets for your child to aim for, which are recorded on their report, are as follows:

1. [Enter 4 targets]
2.
3.
4.

We will monitor your child's progress in the forthcoming days and weeks, highlighting any positive behaviour they exhibit, sharing with you and celebrating outcomes.

However, for every occasion there is a recorded behaviour breach, there will be corresponding punishment.

A member of the Senior Leadership Team will be in touch with you to arrange a convenient time for you to come into school to work together to discuss a Behaviour Support Plan.

The report will be sent home with your child each day. Please ensure that you provide your comments, sign and date the report. Your child **must** return this report to the Executive Headteacher or a member of the SLT daily.

We are firmly committed to working in partnership with you, and would appreciate your cooperation in this matter. Hopefully through working together we will see a positive change in your child's behaviour.

Yours sincerely

## Appendix 3 – Record Keeping and Monitoring Form

### WEEKLY REVIEW OF SERIOUS PUPIL INCIDENTS

| | | | | |
|---|---|---|---|---|
| **Pupil Name:** | A N Other | | | |
| **Year Group:** | Year 4 | | | |
| **Date of Incident:** | 15/06/2022 | | | |
| **Name of Staff Reporting:** | Mrs J Smith | | | |
| **Name of SLT Member involved:** | Miss N Won | | | |
| **Reported to DSL:** | 15/06/2022 | | | |
| | **Sexual Harassment / Child-on-child** | **Racism** | **HBT** *(homophobic, biphobic, transphobic)* | **Bullying** |
| **Details:** | Enter details in relevant column/box | EXAMPLE | | |
| **Action/Next Steps:** | Enter details in relevant column/box | | | |

| | | | | |
|---|---|---|---|---|
| **Pupil Name:** | | | | |
| **Year Group:** | | | | |
| **Date of Incident:** | | | | |
| **Name of Staff Reporting:** | | | | |
| **Name of SLT Member involved:** | | | | |
| **Reported to DSL:** | | | | |
| | **Sexual Harassment/ Child-on-child** | **Racism** | **HBT** *(homophobic, biphobic, transphobic)* | **Bullying** |
| **Details:** | | | | |
| **Action/Next Steps:** | | | | |

| | | | | |
|---|---|---|---|---|
| **Pupil Name:** | | | | |
| **Year Group:** | | | | |
| **Date of Incident:** | | | | |
| **Name of Staff Reporting:** | | | | |
| **Name of SLT Member involved:** | | | | |
| **Reported to DSL:** | | | | |
| | **Sexual Harassment/ Child-on-child** | **Racism** | **HBT** *(homophobic, biphobic, transphobic)* | **Bullying** |
| **Details:** | | | | |
| **Action/Next Steps:** | | | | |

## Supporting Policies and Procedures

- Anti-bullying Policy
- Educational Visits Policy
- Suspension and Permanent Exclusion Policy
- Home School Agreement
- Child Protection and Safeguarding Policy
- SEND Policy

## Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Behaviour Policy. All proposed changes to this policy would be made following the approval from the Committee.

| | Name | Date |
|---|---|---|
| Policy written by | Executive Headteacher | October 2025 |
| Review by Committee | CET Board | November 2025 |
| Approved by Committee | CET Board | March 2026 |
| Adopted by Governing Board | Local Governing Board | June 2026 |
| To be reviewed annually | | |
| Review by | October 2026 | |