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**Status & Review cycle:** Statutory Annual

**Next Review date:** September 2026



# St Jude's Church of England Schools Federation

## BEHAVIOUR POLICY

*This school is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.*

**This policy should be read in conjunction with the Anti-Bullying Policy**

### Introduction

As Christian schools, we believe that everyone is created in the image of God. Love, respect, reconciliation and forgiveness are a key part of the school's ethos. Our principles on discipline and behaviour are based on our vision of 'Excellence in education, kindness in the community, courage through faith.' This vision enhances our core Christian values of forgiveness, hope, compassion, respect, perseverance and responsibility.

Within the schools it is important that children, parents, staff and governors develop relationships that will boost the educational experiences of the child. To do this successfully, the federation has an agreed policy that enables everyone to work in a positive and consistent manner. Our relationships are developed using a restorative behaviour approach which encourages children to take responsibility for their own behaviours and supports empathy building through conversations.

Good behaviour should stem from self-discipline, developed through self-confidence, self-respect and high self-esteem. We encourage pupils to think about their actions and 'Make the right choice'. Respect for each other is the basis of a successful and fulfilling role within society. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.

### Aims of this policy

- To help pupils to grow and learn in a safe and secure Christian environment, enabling them to become positive, responsible and increasingly independent members of the school and wider community.
- To provide positive adult role-models who demonstrate the way in which all members of the schools live, work and learn together.
- To be fair, firm and consistent with standards and expectations.
- To be dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to and feels they are fairly treated.
- To be transparent about the high expectations of the school leadership in ensuring that adults and children understand and adhere to the expectations of their role.
- To provide a system of rewards to encourage good behaviour and to try to reverse continuous and habitual rule breaking through building relationships, making sure teaching and learning is accessible, that structures and routines are consistent, and responses are systematic and predictable;
- To foster self-discipline in our pupils based on making the right choices.
- To ensure a whole-school approach to discipline and restorative dialogue which is used and approved by all the staff in the school.

## Guidance used to create this policy

- <https://www.gov.uk/government/publications/behaviour-in-schools-Feb-2024>
- [School-inspection-handbook-for-september-2023#evaluating-behaviour-and-attitudes](#)
- [DfE's Use of reasonable force advice Reviewed July 2015.pdf](#)
- [Keeping children safe in education 2024.pdf](#)
- [Suspensions and permanent exclusions guidance.pdf Aug24](#)
- [Seaching Screening and Confiscation guidance July 2022.pdf](#)
- [EEF Improving behaviour in schools Report.pdf](#)

## Rights and responsibilities

Everyone in St Jude's community has rights and therefore responsibilities to ensure that our schools are safe places.

- Pupils have the right to learn, work and play in a friendly, safe, motivating and supportive school environment without their learning being hindered by the poor behaviour of a minority.
- Staff also have the right to work in a friendly, safe, motivating and supportive school environment, where the community plays a role in supporting the school. They have the responsibility to implement this policy fairly and consistently and have the right to regulate pupil behaviour by imposing sanctions on pupils who do not observe the expected code of conduct.
- Parents and carers have the right to feel welcome and to be informed promptly of any emerging difficulties their child presents.
- Behaviour that causes particular concern must always be reported and discussed with one of the Designated Safeguarding Leads who may feel it appropriate to address within the context of a Child Protection issue.

## Equal opportunities

All pupils in the school, regardless of race, gender, ethnicity, sexual orientation or level of ability, will be treated with the same degree of kindness, respect, consistency and support. All pupils will be encouraged to abide by the standards of the school.

We do not excuse 'poor' behaviour but seek to understand the fact that some children have more loosely defined behavioural boundaries and little guidance in moral issues. Difficult behaviour can often be driven by difficult feelings and we seek to understand and support each child so that they can learn to manage their feelings and self-regulate their behaviours.

## Pupils with SEND

Pupils with Special Educational Needs and/or Disability (SEND) may need additional support to manage their behaviour. Behaviour tracking from class teachers may be collated to provide the SENDCo with an overview. This will enable targeted support for vulnerable pupils and those with SEND. The information gathered may contribute towards:

- Individual Pathway Plan and /or Behaviour Response Plans
- Support from Surrey's Specialist Behaviour team or Educational Psychologist

Involvement of outside agencies will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage these professionals.

The school will also balance the duties under the Equality Act 2010 to take reasonable steps to avoid any substantial disadvantage to a disabled pupil caused by our policy and practices. As part of these duties, school staff will try to anticipate likely triggers of behaviour and put in place support to prevent these. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

## Role of school leaders

The leadership team has the responsibility of setting the expected standard of behaviour. To this end they will:

- be highly visible, routinely engaging with pupils, parents and staff to maintain the behaviour culture.
- ensure that new staff understand the behavioural expectations and the importance of maintaining the routines in place.
- consider whether further training would be beneficial for staff, to support them in meeting their duties.
- engage with other services, e.g. Educational Psychologist and the Specialist Teaching team from Surrey, to support staff and pupils where required.

- report to the Governing Body any suspensions, exclusions and patterns of behaviour.

### **Role of staff**

The adults at St Jude's Schools have an important responsibility to model high standards of behaviour, in dealing with both pupils and each other. We aim to:

- build positive relationships based on our Christian values of *Hope, Compassion, Perseverance, Respect, Responsibility* and *Forgiveness*.
- know our pupils' interests, likes, dislikes, triggers, historical contexts etc.
- behave in a calm, assertive and professional way, always demonstrating kindness. It is an expectation that every adult in school sees themselves as a role model in terms of managing their own and others' behaviour.
- value pupils by listening to them, making it clear through their response that pupils' comments are being taken seriously and are of importance.
- encourage self-reflection in pupils' own behaviours and hold a restorative conversation with the child to guide them through the incident. (See section on Restorative Conversations.)
- use classroom management strategies and routines to support good learning behaviour.
- discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (*Section 90 and 91 of the Education and Inspections Act 2006*). All staff in the school must encourage good behaviour. Poor behaviour should be challenged; to ignore it would be to condone it.
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management.
- take part in the setting up and reviewing of Individual Behaviour Response Plans for those pupils with more challenging behaviour and who need an adapted approach to successfully manage school life.
- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the Leadership Team or agency as laid out in this policy or other policies (such as Child Protection or Whistle Blowing).

### **Role of pupils**

- To uphold the expected standard of behaviour and to engage in discussions about it.
- To accept responsibility for their behaviour, including any consequence for it, and to apologise when appropriate.
- To adhere to the Behaviour Policy whilst in school, on off-site visits, and to and from school.
- To wear the correct school uniform.
- Junior pupils to bring the right equipment to their lessons and to complete their homework on time.
- To do whatever it takes to help create a safe environment which respects the rights of others, by listening to members of staff, following instructions politely and calmly, and respecting property and the environment.

### **Role of parents and carers**

- To respect and actively support the school's expectations and the authority of the school staff.
- To model positive, courteous behaviour, leading through example, whilst in school.
- To encourage their child(ren) to adhere to the school's expectations that they are in school on time, are appropriately dressed, rested and equipped for the day.
- Engage with school staff in celebrating successes and discussing any incidents of poor behaviour, supporting their child and the school in addressing this.
- To raise with the leadership team any concerns about the management of behaviour, while continuing to work in partnership with them.

### **Role of governors**

- To refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues.
- To know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.
- Demonstrate the school values.
- Ensure vulnerable pupils, including looked after children, children with SEN, physical or mental health needs, receive all available behavioural support.

## School Rules

Pupils are expected to follow our school rules, which are based on our values and shared in assembly and within the classroom environment. This begins with our very youngest children, where adults model positive behaviour and language according to their developmental stage.

They are displayed in every classroom as follows:

<b>Be responsible</b>
<b>Be respectful</b>
<b>Be safe</b>

**Respectful, Responsible, and Safe** underpin our expectations for behaviour, both in and outside of school. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>
Listen to one another and know that others will listen to you.	Represent St Jude's at its best both inside and out of school	Move quietly and calmly around the school
Talk to all children and adults in a kind and respectful way.	In class, make it possible for all pupils to learn	Be at the right place at the right time.
Look after resources, displays and the environment.	Accept that mistakes can happen and accept consequences when given	Be safe online both inside and outside of school.
Be interested in and compassionate towards others' beliefs, thoughts and feelings.	Be ready to learn and use advice to move your learning forwards	Behave in a way that is safe for yourself and others.

At the Infant School, we also have Value Heroes which help the younger children to put the values into action:

Hopeful Hedgehog	promotes <u>hopefulness</u> and positivity.
Compassionate Cat	promotes teamwork and <u>compassion</u> for ourselves and others.
Persevering Penguin	promotes <u>perseverance</u> and resilience.
Respectful Rhino	promotes <u>respect</u> for ourselves, others and our environment.
Responsible Rabbit	promotes <u>responsibility</u> and resourcefulness.
Forgiving Frog	promotes <u>forgiving</u> others in the way Jesus taught us.

## Behaviour for learning

We understand that behaviour is about more than conduct and that every adult in school is responsible for setting consistently high expectations. We aim to plan opportunities that engage pupils so that they are active and enthusiastic about their learning. We expect the children to demonstrate a positive attitude towards their learning, for example by showing 'good listening' and 'good looking'

Expected behaviour will be taught, discussed and evaluated within assemblies and class lessons, and through daily interaction, based on a familiar and consistent pattern of routines, rules and expectations. These routines will save time, avoid confusion, make pupils feel safe and reduce cognitive load.

This teaching begins with our very youngest children, where adults model and reward appropriate behaviour and language. The approach to good behaviour at our school is based upon the understanding that positive actions are more effective than negative actions. Learning to regulate behaviour is a normal developmental process and we recognise that children are at different stages in their understanding and ability to manage this successfully. We adapt our strategies according to the age and stage of the child.

Our emphasis is to reinforce good behaviour, rather than to focus on failures. This involves noticing and commenting on the behaviour seen and sharing it with others. All staff use positive assertive discipline strategies. For example:

**“Look how well Sarah is putting the Lego away”,  
“Well done, Joe, for lining up so nicely”,  
“Thank you, Sam, for making a good choice and sitting so quietly”.**

### **Preventative and de-escalation measures**

We believe that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness, forgiveness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this:

- adults work to ensure positive, professional and mutually respectful relationships are developed between staff, parent/carers and each pupil.
- adults acknowledge and celebrate the talents, gifts and differences between individual pupils.
- pupils are always asked to do the best they can: staff members will teach and facilitate this behaviour.
- adults praise and reward appropriate behaviour.
- adults will not shout as a means to correct behaviour, unless there is an immediate risk of danger.
- adults will use behaviour management strategies such as distraction, addressing inappropriate behaviour quietly and calmly, stating expectations clearly and with minimal interaction so as to avoid a confrontation.
- after an incident, adults will use restorative practices and PACE methodology as a proactive measure, to de-escalate situations, listen to the pupil's voice and to explore, restore and repair relationships.

### **Restorative conversations**

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. After an incident, when the pupil is calm and not in front of their peers, a familiar adult will discuss

- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- In what way have they/you been affected?
- What do you think needs to happen to make things right?
- If the same thing happened again, what would you do differently?

Comic strip conversations will be used, if needed, to help children understand the thoughts and feelings of themselves and others.

# Infant Procedures

## EYFS

Children receive positive praise for following the school rules and Zones of Regulation® (see Appendix 4) vocabulary used to help children understand and regulate their emotions when dysregulated. Time away from others and/or time in the Regulation Station will be used to help children regulate themselves again and return to their peers.

## KS1

### Consistent routines and approaches

- Welcome children at the beginning of the day and start of each session.
- Walk sensibly and quietly in line order when moving as a class around the school.
- Pupils know that 1,2,3 are prompts of how to move from carpet to tables or from tables to lining up.
- Talk partners are established.

### Team point system

On admittance into St Jude's Infant School, children will be allocated a house team. Each class has four teams (red, blue, green and yellow). DoJo's are used as team points in KS1, for following the School Rules. DoJo's are recorded regularly on the Interactive board as a real celebration. These are then counted weekly. The team with the most DoJo's is rewarded with time to play on the equipment on a Friday.

### Celebration Assembly

Children who have achieved well with their learning and have also followed the School Rules and Value Heroes will be awarded a Values certificate. A Star Award is awarded to a child for exceptional behaviour, attitude or learning. One child from each class has a piece of work selected for the 'Work of the Week' display in the hall.

### Responding to unacceptable behaviour

If a child chooses not to follow our 'Golden Rules,' these procedures are followed:

One verbal **reminder** 'This is your reminder, we do not shout out'

One verbal **warning** 'You are still shouting out. This is your warning that if you continue to shout out, you will miss 5 minutes from playtime/lunchtime' (in class with teacher/LSA.)

If the behaviour continues, 5 further minutes are added on.

If the behaviour continues to be poor after 15 minutes, time out in another classroom is needed. The child will be provided with some learning for this period of time. This incident will be recorded on CPOMS.

**In the EYFS**, if the behaviour continues or repeats, the child will be spoken to by a member of staff and in line with an age appropriate time, will have some time away from their peers. This is usually still within the classroom. During this time, the adult will allow the child to reflect on their behaviour and talk them through the reasons why the behaviour was not appropriate.

**For all children in KS1**, chances will still be given to earn further DoJo's.

Unacceptable behaviour will result in immediate withdrawal from the classroom and includes:

- Deliberate acts of violence
- Bullying
- Deliberate use of offensive language
- Damaging property
- Preventing others from being able to learn
- Refusing to follow an instruction
- Being untruthful

# Junior Procedures

## Consistent routines and approaches

- Welcome children at the beginning of the day and start of each session.
- Walk sensibly and quietly in line order when moving as a class around the school.
- Pupils know that 1,2,3 are prompts of how to move from carpet to tables or from tables to lining up.
- Talk partners are established.

## Overview of Behaviour Code

All staff, pupils and visitors follow the St Jude's Schools' Behaviour Code where both sanctions and rewards are clearly stated. Adults will use the least intrusive skills to redirect behaviour.

- If they decide to move a child's name to orange, yellow or red they must be clear with the pupil what they are doing and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Adults constantly help pupils make the right choices.

The principle behind this system is to stay on GREEN, gaining as many points as possible. This is supported by Trackit Lights, an engaging and motivational behaviour management tool, which enables teachers to share and log positive and negative behaviour on their Interactive White Board (IWB). It also allows the leadership team to monitor individuals, groups and trends throughout the day or over time (each class's points can be seen by the Headteacher and Deputy Heads via their own computers.)

- All pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- Teachers integrate Trackit Lights, which is always visible on each IWB, within daily teaching to promote positive behaviour and effective behaviour management skills.
- Pupils who regularly follow the rules are noticed and rewarded. Teachers award points on Trackit Lights which are visible for the class to see.



## Trackit Lights

The system allows for a consistent approach that can be used by all staff, as well as being able to give whole class and individual rewards.

### *How it works:*

When a child does something positive, their name will be selected and the green button pressed. These points convert to team points at the end of each day. Trackit Lights will collate these and add them into the relevant team's total (Windsor, Cumberland, Bishops and Cranbourne) which is shared during the Friday celebration assembly.

General good behaviours/work	= 1 point
Excellent behaviour/work	= 3 – 5 points

If a child does something they shouldn't, their name is selected and either the orange, yellow or red button is tapped.

**Orange** this indicates that a wrong behaviour has occurred. Their name turns orange and they miss 5 minutes of either breaktime or lunchtime.

**Yellow** this indicates that a more severe behaviour has occurred. Their name turns yellow and they miss 15 minutes of either breaktime or lunchtime. A restorative conversation is had.

**Red** this indicates that a severe behaviour has occurred. Their name turns red and they miss 15 mins playtime and 30 mins lunchtime. A restorative conversation is had.

(It is important to note that this screen can be minimised so that the child's highlighted name is not on show in front of the whole class.) An adult must create an incident form for any red behaviours, which can be linked to CPOMS, our safeguarding system.

## Support for pupils exhibiting extreme behaviours

When a pupil's behaviour changes, we seek to identify the cause to support them to achieve. Common explanations could be illness, tiredness, change to routine or home circumstances.

At St Jude's we are all treated fairly and recognise that this may not be equally. Some children require more support to regulate than others and may exhibit particular behaviours based on early childhood experiences, family circumstances or their Special Educational Needs or disability. We have experienced staff, resources and access to CPD to support children identified as requiring additional support including:

- Positive Touch training to support children who exhibit dysregulated behaviour.
- Access to Surrey Specialist teachers for inclusive practice (STIP) for behaviour support.
- Access to Freemantles outreach (CPD for staff and parents).
- Access to 'Drawing and Talking' and ELSA support.

In exceptional circumstances, where the school has put in additional support to meet a pupil's needs and they are still displaying behaviours which impact the safety of themselves and others, a reduced timetable may be considered in consultation with parents. This may be for a period of up to twelve weeks with a plan to increase the time spent in school over this time.

## Managing Extreme Cases of Difficult Behaviour

1. The following should be followed as far as possible within the classroom for the safety of the child and other children:

- Removal of the other children from the area.
- Isolation of the child to avoid harm to self or others;
- Encouragement to participate appropriately or to leave the room with the adult;
- Praise and reward if the child does as he/she is asked.
- All staff are fully aware of strategies to be employed with individual children.
- Parents and carers will be informed of the child's behaviour and actions taken. At the end of the day a meeting may be arranged to discuss future provision for the child.
- All incidents to be fully documented on CPOMS.
- SENDCo to be informed and action taken accordingly i.e. involvement of the appropriate agencies, referral, behaviour support plan etc.

2. If a pupil demonstrates seriously difficult behaviour in the classroom, the **Red Card procedure** should be followed:

If any member of staff is experiencing difficulties with child management, either inside the school or on the school playground, a Red Card should be sent with a child or other adult to the Headteacher. Walkie Talkies are also available for easy contact back to the school office.

In the event that the Headteacher is not in her office, the card should be sent to the main school office. An office staff member will find the Headteacher or an appropriate member of the senior staff team. Office staff members are not required to assist the class teacher in managing difficult children.

Any child causing serious difficulty should be isolated as far as possible from the other children until assistance has arrived. **No** member of staff is permitted to use restraining procedures unless in the case of a child causing a risk to themselves or to others. Ideally, this should be done in the presence of another member of staff. DfE guidelines **MUST** be adhered to in these circumstances (see link on p.2).

3. Children who run away when asked to come to an adult are to be left to do so. The leadership team should be informed immediately to ensure the site is secure. The child will then be safely supervised from a distance. Once the child has returned to the classroom or building, the leader will take action to sanction the child accordingly. The parents or carers will be informed at the end of the school day. In the event of the child going off site, the police and parents/carers will be informed immediately.

All incidents are fully documented on CPOMS with details of the incident, actions taken and the outcome. An immediate meeting with the parents or carers, headteacher, class teacher and SENDCo will be called to discuss future provision. The appropriate agencies will be called to discuss strategies and provision i.e. Educational Psychologist, Behaviour Management Team, Health, Educational Welfare etc.

4. A review of provision may be necessary once it is deemed that a child is unable to access the educational provision offered at the school. This may be to go home for the lunchtime period or to attend part-time only e.g. mornings. All arrangements should be established with an appropriate time scale for re-integration and in full discussion with and agreement of the parents/carers.

5. In the extreme circumstances of continued misbehaviour or violence in school, the child will be suspended for a fixed term period. Such a decision will only be in the event of all other strategies failing to modify a child's behaviour and will adhere to DfE Guidelines on Exclusions. ((see link on p.2 and Appendix 5 – Criteria for Suspensions and Exclusions)

### **Internal Exclusion from Class**

The Headteacher or Deputy Heads may decide that a pupil needs to be removed from his/her classroom for a period of time to address serious misbehaviour. This will result in the pupil being moved either to another classroom or to the office of the Headteacher or the Deputy Heads. As with all other sanctions, the school will ensure the health and safety and requirements in relation to safeguarding and the pupil's welfare. Periods of exclusion from class will be for serious misbehaviour and for a maximum of one school day. The time which the pupil spends away from their classroom is used constructively, with their class teachers preparing work for them to complete. A member of staff is always present in the room.

### **Detentions**

St Jude's Schools do not operate a policy of holding after school detentions.

A pupil may miss the opportunity to play outside during a lunchtime as a sanction for inappropriate behaviour. The pupil will always be given reasonable time to eat, drink and use the toilet.

### **Physical Contact with Pupils**

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand or putting an arm around the shoulder of a pupil who is distressed
- shaking hands when a pupil is being congratulated or praised
- demonstrating techniques or how to use equipment
- giving first aid

### **Restrictive Physical Intervention in line with Surrey County Council**

St Jude's C of E Schools Federation does not advocate the routine use of physical intervention. The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies such as withdrawing the child from the situation, de-escalation and the instruction to stop.

Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self control.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to experience violence or abuse in the course of their work.

Every effort should be made to ensure the presence of another adult in any situation where physical intervention needs to be used. The use of physical intervention must be clearly recorded on CPOMS, shared with the Headteacher and Deputy Head Teacher and the parent/carer must be informed.

Examples of Physical Intervention:

- Standing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

## Use of Reasonable Force

Under Section 93 of the *Education and Inspections Act 2006*, all staff members and any other person whom the Headteacher has given the responsibility to be in charge or in control of pupils, may use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of reasonable force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in a bound, page-numbered significant incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Headteacher. Parents will be informed of the incident although, lawfully, the school has the right to not inform a parent if they decide it is inappropriate to do so. (We adhere to the *Touch and use of restrictive intervention when working with children and young people*, published by Surrey County Council in September 2019.

There will be no physical punishment of any kind. Physical restraint of any child must be used only where necessary and as outlined in the [DfE's Use of reasonable force advice Reviewed July 2015.pdf](#). The Headteacher, both Deputy Heads and four members of classroom staff have been CPI/ MAPA trained.

## Screening, Searching and Confiscation

The guidance as provided in the *Education and Inspection Act 2006* and [Searching Screening and Confiscation guidance July 2022.pdf](#) states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of a pupil that are illegal or banned from school, for instance: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school and any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. The Headteacher, or a staff member who has been authorised by the Headteacher, has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

*Section 93 of the Education Act 2011* states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this (see Pupil Mobile Phone policy).

Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

## Fixed-term Suspensions and Permanent Exclusions

St Jude's Schools are committed to using external suspensions and permanent exclusions as an absolute last resort. Permanent exclusion is rare and is not used for vulnerable pupils (e.g. for those who are 'Looked After' by the Local Authority.) We seek to use suspensions rarely, as we believe that 'rewarding' poor behaviour with a day away from school can sometimes be counter-productive. In cases of extreme inappropriate behaviour or persistent inappropriate behaviour, suspension may be considered necessary. If a pupil is suspended from the school, this will be undertaken within the DfE's guidance [Suspensions and permanent exclusions guidance.pdf Aug24](#). (See Appendix 5 for Criteria for Suspensions and Exclusions.)

Circumstances that may warrant a suspension. (Please note this is not an exhaustive list):

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Repeated, disruptive behaviour
- Use or threat of use of an offensive weapon.
- Leaving the classroom/school without permission and refusal to return.

If the Headteacher makes the decision to suspend a child, the parents will be notified and asked to collect the child as soon as possible. They will be kept safe and away from their peers during this time. Upon collection, parents will be notified of the reasons for the suspension, when the child can return to school and details of the appeal process. The Headteacher will also be responsible for notifying the Local Authority. Parents will be guided as to where to access work for their child to complete during the period of the suspension. At the end of the suspension parents will be invited to attend a return from suspension meeting to discuss the incident and positive next steps.

See Appendix 5 for further detail on suspensions and permanent exclusion.

## **Behaviour Outside of School**

**Off-Site Visits:** The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

**Travel to and from school:** The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school and at any time that they are wearing the school uniform. In doing so, their behaviour will maintain the positive reputation of the school.

**In the Community:** The school will respond to all non-criminal inappropriate behaviour and bullying which occur anywhere off the school premises and which is reported to the school. Response and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Behaviour that causes particular concern, including racist behaviour, must always be reported and discussed with one of the DSLs who may feel it appropriate to address within the context of a Child Protection issue.

Online behaviour at home may also be referred to school by a concerned parent whose child has been threatened or caused harm by it. It may be appropriate to address it through applying the school's Behaviour Policy or Child Protection Policy.

## **Attendance and punctuality**

School expectations that apply at all times to pupils, staff, parents, volunteers and visitors are:

- Always be on time.
- Maintain good attendance. Regular pupil attendance is expected by law and the schools take this very seriously. A register is taken at the start of each day and after lunch. Disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in the school's Attendance Policy.
- Unauthorised absences will be managed through applying the school attendance policy and [the government's guidelines on school attendance and absence](#).

## **Assessment and record keeping**

- The Headteacher provides a termly report on suspensions to the governors and advises the Chair of Governors of any suspensions as they happen.
- A short reference to behaviour will be made in the child's termly report.
- More serious sanctions would be imposed only by the Headteacher in consultation with the parents or carers.
- Pupils who persistently display poor behaviour will have an individual behaviour plan.
- A racist incident log is kept in the Headteacher's office and incidents are reported to the Governing Body and the Local Authority.
- Parents will be advised of yellow and red card incidents via the child's planner or a phone call.
- Attendance data is collected daily. A half-termly meeting is held with Surrey's Inclusion Officer and low attendance is addressed.

## **Data**

Our school collects a range of behaviour data including:

- Exclusions; permanent, fixed term and internal (recorded on SIMS and reported to parents, the Chair of Governors and the Local Authority)
- Attendance and punctuality (recorded on SIMS)
- Incidents resulting in orange, yellow and red cards (recorded on Trackit Lights.)
- Referrals to outside agencies (recorded in the child's SEND folder and transferred their next school.)
- Racist incidents (recorded on CPOMS and reported to the Governing Body and the Local Authority.)
- Bullying incidents (recorded on CPOMS and reported to parents.)

Data is analysed at whole school and individual pupil level by senior leaders and is used to inform referrals to outside agencies or school-based interventions.

### **Allegations against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner, which provides effective protection for the pupil and supports the person who is the subject of the allegation. Allegations will be reported to the Local Area Designated Officer (LADO). Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation.

### **Complaints**

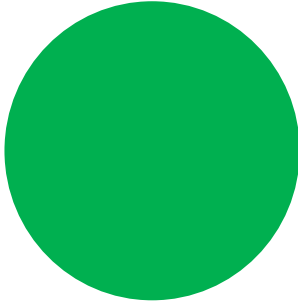
The school has a standard complaints procedure which can be found on the school website. Parents are encouraged to take any complaint or concern to a staff member. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos.

### **This policy should be read in conjunction with the following policies:**

- Anti-bullying
- Child Protection
- Complaints
- E-safety
- Pupil Mobile Phone

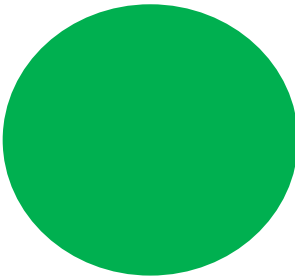
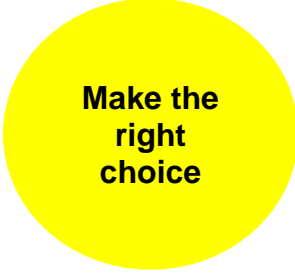
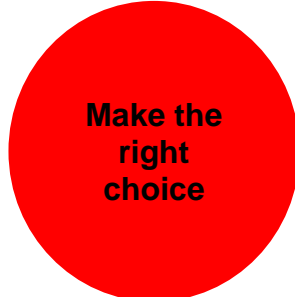
# APPENDIX 1 St Jude's C of E Junior School Behaviour Code



What colour?	What behaviour?	What happens?
	<p><b>Following the school rules throughout the day:</b>  <i>Be responsible</i>  <i>Be respectful</i>  <i>Be safe</i></p> <p><i>Demonstrate the school values through their words and actions”</i>  <i>Compassion, perseverance, forgiveness, hope, respect, responsibility</i></p>	<p><b>Team Points</b></p> <p><b>Praise</b></p> <p><b>Star of the Week</b></p> <p><b>Head or Deputy sticker</b></p> <p><b>Positive message from teacher/Head/Deputy in planner.</b></p> <p><b>Effort Award</b></p>
<p><b>Make the right choice</b></p>	<p><b>Not following the school rules</b></p>	<p>Reminder given.</p> <p>Lose 5 minutes of your break time.</p>
<p><b>Make the right choice</b></p>	<p><b>Hurting others</b>  <b>Being rude or unkind</b>  <b>Threatening behaviour</b>  <b>Refusing to follow an instruction</b>  <b>Leaving the classroom without permission</b></p> <p><b>Consistently repeating orange behaviour</b></p>	<p><b>Lose 15 minutes of your break or lunch time.</b></p> <p><b>Restorative conversation to take place with class teacher.</b></p> <p><b>Sent to another classroom.</b></p> <p><b>Note in planner telling parents of yellow behaviour.</b></p>
<p><b>Make the right choice</b></p>	<p><b>Acts of violence</b>  <b>Deliberate use of offensive language</b>  <b>Being untruthful</b>  <b>Stealing</b>  <b>Damaging property</b>  <b>Bullying, including cyber bullying</b>  <b>Preventing others from being able to learn</b>  <b>Persistent refusal to follow adult instructions</b>  <b>Consistently repeating yellow behaviour</b></p>	<p><b>Lose 15 minutes break time and 30 minutes lunch time.</b></p> <p><b>See Headteacher or Deputy Head for restorative conversation.</b></p> <p><b>Phone call to parents explaining actions and agree steps to improve behaviour.</b></p> <p><b>Possible suspension</b></p>

## APPENDIX 2 St Jude's C of E Infant School Behaviour Code



What colour?	What behaviour?	What happens?
	<p><b>Following the school rules throughout the day:</b>  <i>Be responsible</i>  <i>Be respectful</i>  <i>Be safe</i></p> <p><i>Demonstrate the school values through their words and actions: compassion, perseverance, forgiveness, hope, respect, responsibility</i></p>	<p><b>DoJo Points</b></p> <p><b>Praise</b></p> <p><b>Values Hero certificate</b></p> <p><b>Star of the Week</b></p> <p><b>Head or Deputy sticker</b></p> <p><b>Positive message from teacher/Head/Deputy to parents.</b></p>
	<p><b>Not following the school rules</b>  <b>Being rude</b>  <b>Being unkind</b>  <b>Threatening behaviour</b>  <b>Leaving the classroom without permission</b></p>	<p><b>Warning given.</b></p> <p><b>Lose 5 minutes of your break time.</b></p> <p><b>Possible further 5 minutes off break time if continues.</b></p>
	<p><b>Acts of violence</b>  <b>Deliberate use of offensive language</b>  <b>Being untruthful</b>  <b>Stealing</b>  <b>Damaging property</b>  <b>Bullying, including cyber bullying</b>  <b>Preventing others from being able to learn</b></p> <p><b>Consistently repeating yellow behaviour</b></p>	<p><b>Sent to another classroom.</b></p> <p><b>Lose 15 minutes of your break or lunch time.</b></p> <p><b>See Headteacher or Deputy Head.</b></p> <p><b>Phone call to parents explaining actions and agree steps to improve behaviour .</b></p> <p><b>Possible suspension.</b></p>

## APPENDIX 3 Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented. Positive professional relationships with pupils, parents and other staff are emphasised within the [Teachers Standards Dec 2021.pdf](#)

All staff are expected to adhere to the rewards and sanctions hierarchies. Pupils will perceive inconsistency as unfairness and will try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through. *Certainty* is more effective than *severity*. All staff should model the behaviour we expect to see in our pupils and, in particular, to address pupils courteously and with respect and avoid escalating situations by shouting and failing to listen. Visible kindness to be shown at all times.

### START OF LESSON

1. Teacher to be there before students – if that is not possible, ensure pupils know they should line up outside and wait.
2. Ensure pupils understand every lesson is a 'fresh start'.
3. Ensure pupils sit in allocated seats.
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to.

### DURING LESSON

1. High expectations of work and behaviour.
2. Good and outstanding teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues.
3. Stimulating environment with motivating displays of pupils' work – pay attention to layout of room ensuring easy access/exit routes for latecomers/vulnerable pupils, check all can see IWB etc.
4. Ensure Behaviour Code, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
5. Follow agreed routines such as 1 (stand behind chair, 2 tuck chair in, 3 line up in alphabetical order)
6. Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use reward system.
7. Know your pupils well and understand their needs (SEND). Ensure you use strategies recommended in IEPs.
8. Make opportunities to build positive relationships in unstructured time
9. Watch language, tone, posture, volume, body language. Remain calm and cool at all times.
10. Plan the use of any additional adults to support pupils who need extra help to meet the lesson objectives.
11. Use of AfL encourages motivation and engagement.
12. Never threaten – promise. Ensure you always follow through on what you have said.
13. Criticise the behaviour – not the pupil. Avoid punishing the whole class for the actions of a few.
14. Remember that every day is a new day, for the adult and the child.

### END OF LESSON

1. Allow time for plenary and reflection on whether learning intentions have been achieved – if not, why not?
2. Orderly dismissal. 1 (stand behind chair, 2 tuck chair in, 3 line up in alphabetical order)

### OUTSIDE OF THE CLASSROOM

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed.
2. Duties – on time, in correct place. Take opportunity to build relationships with students.
3. Routines – keep to the left when walking in the corridors, stand aside for an approaching adult, remain quiet when moving from one room to another, stick to the same line-up order to avoid confusion.
4. Intervene whenever incidents occur – every adult is responsible for behaviour management.
5. Corridors kept clean and tidy with motivating/informative displays.

APPENDIX 4

# The ZONES of Regulation®

We use the Zones of Regulation to help children understand, recognise and moderate their emotional responses. This is a whole school approach to help children manage their emotional literacy. It is not a discipline model but helps children to understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses.

Staff should model which zone they are in e.g. I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are. They should also wonder aloud about the children's emotions e.g. 'I wonder if you are in the yellow zone because you are finding it hard to sit still'.

Zones are displayed in every classroom.



# The ZONES of Regulation™

<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

## **APPENDIX 5 Criteria for Suspensions and Exclusions**

A decision to suspend a child for a fixed term period or permanently should be taken only:

- In response to serious breaches of the school's behaviour policy; or repeated breaches as outlined in the yellow and red sections of the pupil behaviour code.
- For any behaviours that break the common law, e.g. racism assault.
- For continuous disruption through violent actions e.g. throwing items, threatening behaviour;
- For abusive behaviour towards pupils or staff e.g. spitting, hitting, kicking or punching such that it impinges on the welfare of an individual or all who attend school.
- Once a range of alternative strategies has been tried and has failed;
- If allowing the child to remain in school would seriously harm the education or welfare of the child or of others in the school.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these contributory factors.

Only the Headteacher can exclude a child from school, unless the Headteacher is absent from school, in which case the power rests with the most senior teacher who should make clear that they are acting in the Headteacher's absence.

### **Reaching a Decision**

The Headteacher should:

- Regard each incident individually in relation to the individual child and circumstances;
- Consider all relevant facts and firm evidence supporting the incident or incidents;
- Allow the child to give his/her version of events;
- If necessary, consult others, being careful not to involve anyone who may later take part in a statutory review of the decision.

### **Procedures for Excluding a Child**

#### **Length of Suspensions**

The law permits the Headteacher to exclude (suspend) a pupil for up to 45 days in a school year. Individual exclusions of fixed term periods should be for the shortest appropriate period possible. At St Jude's, the length of suspensions will increase by 0.5 of a day each time the same behaviour is repeated and no difference in the pupil's behaviour is evident, despite the support put in place. Suspensions will be followed by a reintegration meeting with the pupil and parent. In the case of a short suspension, this may take place on the morning of the pupil's return to school. If a suspension is for several days, ideally, the reintegration meeting should take place before the pupil returns to school.

#### **Appeals**

The right of appeal for parents and carers is explained here:

<https://www.gov.uk/school-discipline-exclusions/challenging-exclusion>

#### **Permanent Exclusion**

A decision to permanently exclude a child is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including use of the Pastoral Support Programme. It is also acknowledgement by the school that it can no longer cope with the child. It is not normally expected to exclude a child permanently for a one-off incident except in extreme circumstances.

If an exclusion of a single block of more than 15 days is considered, the Headteacher will plan:

- to enable the pupil to continue their education;

- how to use the time to address the pupil's problems and, with the support of Surrey County Council, what educational arrangements will best help the child to re-integrate into the school at the end of the exclusion.

### **Recording Absence During an Exclusion**

A pupil suspended for a fixed term period remains on roll and the absence should be recorded as authorised. Similarly, the absence of a permanently excluded child is treated as authorised while any review or appeal is in progress. If a permanent exclusion is confirmed, the child's name should be removed from the school roll on the school day:

- after the appeal committee's confirmation of permanent exclusion;
- on the expiry of the time allowed for appeals to be made or if before that, the child takes up a place elsewhere. Meanwhile absence should be recorded as authorised.
- Teachers are responsible for setting work for an excluded pupil who remains on the school roll.

### **Children with Special Educational Needs**

The school will endeavour not to permanently exclude a child with a statement of Special Educational Need or a child going through the assessment process. The Headteacher will seek Local Authority (Surrey County Council) and professional advice as appropriate.

### **Reintegration**

Integrating an excluded child successfully into a new school is a challenge for both school and child. Reintegration presents different issues for children of different ages and rapid reintegration is important. The Secretary of State expects that most primary aged children will be reintegrated within one term of exclusion.

Should a child be required to be reintegrated into our school, the integration programme will be carefully discussed with the Headteacher, SENDCo, class teacher, parents or carers and appropriate Governors prior to the child attending school. Appropriate levels of support will be provided to ensure success for all concerned e.g. extra funding for teaching assistance, adjustments to the curriculum etc.