



Behaviour

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Statement of intent

Layton Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school has five core values and our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to work together to create a safe learning environment.

We aim to promote positive behaviour at all times. We expect all staff and children to greet children and staff on corridors, hold doors open and contribute to warm and welcoming environment in school where all members of the school community feel safe and valued.

Layton Primary School aim to follow the 5 Rs:

- To encourage and praise positive **relationships** with peers. Self-respect and mutual respect for others: own and others beliefs, premises, contents and our environment.
- To develop every child's self-discipline, full potential, and independent learning through promoting **resilience** and an, 'I can do' attitude.
- To provide all stakeholders with opportunities to become **risk-takers**, aiming to build a whole- school belief system where all can 'have a go' and mistakes are seen as a learning resource.
- To build **reflective** learners; pupils and adults that are able to revise and review their behaviour and work. To develop politeness and good manners and promote kindness and helpful behaviours.
- To develop **resourcefulness** in all our children. Develop the ability for children to cope in any situation they are faced with in school and in the wider community.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Restraints & Physical Intervention Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year and ensuring that this policy is published on the school website.

The SENDCo will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management whole school.
- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support and behaviour support plans.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - SLT.
 - Team leader.
- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.
Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Or any of the following;

- Possession of legal or illegal drugs, alcohol, vapes or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

The SLT and the headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote **resilience** as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these. The school’s SEND Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Inclusion group will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Adults will use appropriate language or non-verbal cues to address behaviour, brief comments such as four on floor thank you, facing the front thank you, back to work thank you, should be used as general reminders before a warning.
- A traffic light system is in every class – red, amber and green/Blue Star/Gold Star. Children will be given warnings before moving to each stage.
- Amber – Pupils who continue to disrupt their own and others learning will move their name to amber. The class teacher may move a pupil to another seat in the class, or when required, a ‘time out’ through removal to a partner class may be used. Time can be lost at break time – 5 minutes only. Once sanction completed they move their name back to green.
- Red – Children who continue to be disruptive or who demonstrate more serious misconduct will move their name to red.
- If a pupil moves their name to red, they will stay on red all day, until parents have been informed. However, some pupils with SEND may need reasonable adjustments of moving their name back to green once sanction completed.
- Red behaviours will trigger removal to Team Leader, or SLT depending on the severity of the behaviour. Parents will always be informed if their child has moved their name to Red.
- Where the pupil has moved their name with a member of the PPA team then the PPA teacher will inform parents. Unless, they feel that the class teacher or team leader has a strong relationship with those parents.
- Staff will ensure a clear log of the behaviour incident, the appropriate action, and communication with parents is logged on Cpoms.
- Where the pupil has moved their name with a supply/agency member of staff, then the Team Leader will inform parents.
- Red behaviours: Swearing, Physical contact, Constant refusal, throwing equipment, unkind behaviour towards peers, non compliance with adult expectations.
- At times school will devise an Individual Behaviour Plan for those pupils who continually struggle to manage their behaviour.
- Significant behaviour incidents may require internal or external suspension, or in extreme circumstances permanent exclusion at the discretion of the headteacher and Governors. Parents would always be notified.

All pupils will always be given a Fresh start the next day.

The inclusion group consisting of the headteacher, SLT, SENDCo & DSL may decide that where a pupils behaviour continues to be a concern, may request that a behaviour support plan is in place. This will be produced by the SENDco with discussions with the class teacher and shared with parents.

Dealing with Serious Unacceptable Behaviour

Those children displaying violent or aggressive behaviour which constitutes a danger to themselves and/or others who fail to stop when asked to do so will be subject to the provisions in the Control and Restraint Policy and will be supervised in a way which means that they cannot be a danger to other children. Pupils who regularly require support to keep them safe, by Team teach trained staff, will have personalised Positive Handling strategies included in the Behaviour support plan (BSP).

The Headteacher, staff, Governors and wider school community consider the following to be unacceptable;

- Deliberate violent behaviour or physical aggression towards anybody within the school community, which intends to harm another person
- Verbal abuse including swearing at anybody within the school community
- Deliberate damage to personal or school property
- Stealing
- Racist or sexist behaviour
- Repeated refusal to follow instructions
- Possession of items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic articles.

Please see exclusions policy for serious or repeated refusal to comply with school norms and behaviour.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Rewards, consistent expectations, and behaviour for learning strategies

Rewards

The school has a growth mindset philosophy, the focus is on task focus feedback not ego focussed feedback. Research suggests that task focussed feedback has far more impact on the development of emotional regulation leading to improved behaviour.

We have high expectations of all children at Layton Primary. The reward system reflects those high expectations. We praise and reward children for good behaviour in accordance with the 5Rs:

- The Traffic light system is in place - the basic expectation for all pupils is to stay on Green or progress up to;
- Blue Star – Extra Dojo
- Gold Star – Positive phone call home
- Individual dojo points are rewarded based on feedback, consistently across the year group and the school, based on the 5Rs. Maximum 50 dojos per term.
- Visits to share work that embodies the 5Rs to classes throughout school, Team Leaders and SLT.
- Texts and good news postcards home.
- Telephone calls home.
- Awards in assemblies; Teddy Award, Bookworm, Learner of the Week.

Throughout the whole school, children will be rewarded with Dojo points. These points will be tracked and rewards given accordingly; rewards will be given in assembly to showcase those children that have worked hard to demonstrate excellent behaviour:

- 50 points Bronze Award
- 100 Points Silver Award
- 150 Points Gold Award

Class expectations/Non-negotiables

- Entering the classroom calm and quietly
- Moving around the classroom sensibly, under the direction of adults
- ‘Apples up’ = Ipads facing down
- Track the speaker
- Be respectful when listening to others
- Turning chairs, when required
- 4 on the floor
- ‘Show me’ all children stop what they are doing and listening
- Assembly and all transitions- walking calmly and quietly in single file.
- Left hand on the stairs holding hand rail
- Manners – meeting and greeting peers, staff and visitors

Behaviour for Learning

Staff will use a number of strategies when dealing with disruptive or challenging behaviour:

- Less language, more body language, non verbal cues
- Eye contact, visual cue
- Don't use the work choice unless your boundaries are completely firm & consistent
- See the wrong behaviour and not act to correct it quickly
- 5:1 ratio of praise to criticism
- Identify children doing well from anywhere at anytime – use as an example to correct another's behaviour
- Don't have an emotional response – keep your cool
- Don't use the word Please – use Thank you
- PRAISE!!
- Criticise the behaviour and not the child
- Know your child – support them with strategies to self-regulate
- Know their needs, especially for SEMH pupils, adapt strategies to meet their needs
- Lower the tone of voice – it's what you say not how you say it – No shouting!
- Easy techniques:
- Partial agreement (All teachers are *****, well sometimes but they don't mean to be)
- Distraction – know their interests/likes
- When and then
- Non verbal – early intervention
- Praise nearby children
- Clear language: Where should you be? What should you be doing?

Self Regulation

To facilitate children with independent self-regulation techniques:

A Predictable Environment:

- A visual timetable in all classrooms throughout school.
- Warnings are given before transitions; 1:1 where required.
- Routine, routine, routine to create a sense of security and predictability.
- Core texts studied in the Autumn term - The colour monster and The colour monster goes to school

Explicit instruction of Emotional Vocabulary

- Explicit instruction of a range of feelings such that children can name their feelings: through stories, books and songs - supported by visuals, non-verbal cues and Makaton.
- Verbalise emotional vocabulary in everyday interactions: For example, "I understand that you're feeling frustrated. Could you (verbalise a diversion)".

Self-regulation Strategies - co-dependent:

- Sensory input - hands on shoulders/deep pressure, comfort, holding hands, play dough, water
- Identify a safe space
- Think about noise level and environmental sounds/ lighting
- Allow time before expecting the child to speak
- Deep breathing exercises - figure of 8, blowing out the candles, rainbow
- Discuss emotions and learning to name the feelings- adults to model.
- I can see you are feeling..... (widgets of emotions)
- Can you tell me what has made you feel like this?
- Discuss the incident and how it could be dealt with differently eg, sharing of toys, hitting
- Model the correct language to use next time. Eg, when you have finished playing with that car please could I use it?
- If they can't ask for it, ask a teacher for help
- 10minute timer modelled

Self-regulation Strategies - independent:

- Sensory basket in reading corners
- Take them self to a safe place
- Concentrate on their breathing but using the visual images
- Identify when they are ready to speak
- Discuss which emotion they are feeling?
- Talk about the stages of the incident that has made them feel like this
- Discuss and reflect on how they could deal with the situation differently next time.
- Learn to analyse negative thoughts and reframe them to positive ones.
- Independently use the 10 minute timer

Physical intervention

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. For further information please see the schools Restraints & Physical Intervention Policy.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.

- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Parents will be informed on the same day if their child has been removed from the classroom.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse section in the safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Vapes.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying section of this Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Out of school activities and Trips

Where possible school will endeavour to take all children on trips and activities. For some pupils this may mean that an individualised risk assessment would be in place, and parents would be informed. All trips will have a nominated Team teach trained member of staff to support with any behaviour incidents whilst away from school.

In some cases, if a child displays behaviour which is deemed to be a health and safety risk or is not of a standard high enough to deserve a reward then the child will not be permitted to take part in the activity or trip, this is at the discretion of the headteacher. This would be clearly communicated with parents/carers, and alternative arrangements will be made to accommodate the learning needs and supervision of the child in school.

For those children who have identified complex Special Educational Needs (SEND) appropriate steps will be taken to ensure that they have full access to activities and trips, with additional adult support, or parental supervision. This will be decided on, by individual circumstances. This must be a joint agreement with staff, parents and SLT.

Protocol for if a pupil absconds off the school site

As a school we will mitigate the risk of pupils being able to leave the school premises by keeping the school site secure & safe. If a pupil does abscond off the school site the following protocol would be followed;

- The pupil would be monitored from a safe distance, whilst in view of the school staff on site
- SLT to be informed by phone
- Parents informed
- where appropriate the police would also be contacted

Anti-bullying

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Layton Primary School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of Bullying

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language

- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Embedding our 5Rs; Relationships, Resourcefulness, Resilience, Risk taking, Respectfulness.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken – logged on Cpoms.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA, Learning mentor, Academic counsellor, Family Engagement team

- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/LSA/SSA
- Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Respond to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and pupil leadership team.

All staff are required to complete a Cpoms log to raise any concerns around potential bullying to the Designated Safeguarding Lead (DSL), who then will direct the relevant member of staff to investigate and follow up.

Procedures for parents:

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Layton Primary School and monitors the situation carefully.
- If a parents feels unable to talk to the class teacher, they can make an appointment to speak directly with the DSL, Mrs Dunn, or a member of the Senior Leadership Team (SLT).
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the child accused of bullying or their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the schools' complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact, telephone contact and online.

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.