



# **Behaviour Policy**

**March 2026**

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## **Vision Statement**

The Trustees, Headteacher and staff of Jubilee Primary School are committed to providing a learning environment which purposefully serves the needs of the whole community within a clear ethos of respect, integrity, compassion, honesty, service and forgiveness. These principles will pervade and underpin every aspect of our work. We aim to promote a happy, positive atmosphere, where learners benefit from positive relationships with their peers and staff. We believe that pupils respond more positively and develop their own social skills when teachers actively foster positive relationships based on trust and mutual respect.

## **Aims and Objectives**

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

## **Legislation and statutory requirements**

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

[Behaviour and discipline in schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2021](#)

[Use of reasonable force in schools](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Supporting pupils with medical conditions at school](#)

[Special educational needs and disability \(SEND\) code of practice 2015](#)

[Restrictive interventions, including the use of reasonable force, in schools, 2026](#)

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the

welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying. This policy complies with our funding agreement and articles of association.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, during assemblies, during any other part of the school day
- Non-completion of classwork or homework
- Poor attitude to each other / to any members of staff
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying / aggressive behaviours / risk of harm to themselves, to others or to school property, including sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism, theft, fighting, racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

## Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

## Roles and responsibilities

Standards of behaviour are governed by our collective actions; all staff have a professional responsibility to promote good behaviour by following the guidelines set out in this policy, and acting as positive role models, demonstrating high standards of behaviours. High expectations must be at the heart of everything we do. We influence the actions of pupils both by our direct communication with them and through our observed actions. The pride we show in our dress, the way we move around the school, our positive verbal and body language, including our facial expressions, are all crucial in fostering the desired responses from pupils. In promoting good behaviour we aim to:

- Promote positive relationships within the school by providing a trusting and caring environment, using clear and effective communication, and acting as good role models, which fulfils our community and nurturing ethos.
- Develop a strong sense of value and self-worth by valuing children as individuals.
- Involve children in the decision making processes and giving them responsibility within the school, thus ensuring a sense of purpose.
- Develop a sense of belonging and community by promoting mutual respect and working alongside parents/carers.
- Hold high expectations of behaviour by positively reinforcing good behaviour, dealing with unacceptable behaviour fairly and consistently and establishing clear routines and procedures.
- Clarify the expectations, roles, rights and responsibilities for staff and pupils.
- Encourage self-discipline and self-responsibility.
- Create and maintain a well-ordered and safe environment through well-managed and cared for classrooms and grounds and through clear routines and procedures.

## **The Role of Trustees**

- To monitor, review and evaluate the success of the policy and ensure that necessary revisions are undertaken.
- To uphold and maintain the ethos of the school.
- To ensure there is a consistency of approach across the whole staff.

## **The Role of Staff**

- To maintain the behaviour policy consistently and uphold the school ethos through all aspects of school life.
- To create a safe, positive working atmosphere.
- To be a good role model by showing respect and kindness and through hard work.
- To set high expectations within what is developmentally reasonable for our pupils.
- To apply rules firmly, fairly and consistently.
- To treat pupils with respect when dealing with behavioural needs.
- To provide a personalised approach to the specific behavioural needs of particular pupils.
- To record behaviour incidents in accordance with school agreed procedures.

## **The Role of Parents/Carers**

- To ensure that children attend school punctually and regularly.
- To inform the school of any changes in circumstances that may affect their child's behaviour.
- To support their child in adhering to the pupil code of conduct.
- Discuss any social, emotional or behavioural concerns with the class teacher promptly.
- To take an active interest in children's learning by supporting where appropriate, giving due importance to homework, listening to reading, and assisting in learning of tables and spellings.

## **The Role of Pupils**

The responsibilities of our pupils will be in line with our school rules, developing pupil ownership and understanding.

## Code of Conduct & the High 5 Rules

We believe that our behaviour policy should enable practitioners to teach children strategies for managing their own behaviours and to develop intrinsic motivation to do the right thing. This coupled with our key vision statements of respect, compassion, service, manners, putting others first, giving our best, perseverance, honesty, integrity and forgiveness, will equip them not just for school, but for life.

Our 'High 5 rules' underpin and reflect our expectations, whilst building upon the responsibility of pupils. These should be referred to when praising or giving sanctions to the children:

- We put others first.
- We take part and have fun.
- We follow instructions with thought and care.
- We listen to one another.
- We tell the truth and say things in love.



Playground rules:

- The playground is a safe place for everybody.
- We always stay on the playground during playtime.
- We choose to play games that include others and do not hurt or upset anyone.
- We help to keep the playground tidy.
- We line up quickly and quietly.

During assemblies and circle time the rules will be discussed, role-played and scenarios used. This will encourage children to take ownership over them. They will be displayed in large format in every classroom, so that all children are reminded of them daily.

## Routines

Planned transitions help to minimise and prevent accidents and inappropriate behaviour. Therefore we will have the following procedures in place:

- Entering School: Pupils are greeted by members of senior staff. They walk sensibly to class, ready for early morning work.
- End of playtimes: Children tidy up before walking quickly and quietly to line. Their class teacher meets them and walks them inside.
- Moving around the school: Children use grey 'zero' voice when walking around the school. Children are expected to treat the school buildings and

school property with respect, as well as showing respect to members to staff and each other.

- In class: Children are expected to make it possible for all pupils to learn.
- Assemblies: Children will enter and exit assembly in a quiet manner following teachers' instructions to show respect to the teacher or visiting guests. One adult from each year group will stay for the duration of assembly to ensure that behaviour standards remain high throughout.
- End of the day: Children will leave the building in an orderly line whilst being escorted out by the class teacher with children being handed directly into the care of a permitted adult.

## **Uniform**

Children are expected to wear the school uniform with black shoes and no jewellery other than a watch. If a child persistently attends without the correct uniform, a phone call will be made to their parents/carers to discuss and plan a strategy to resolve the matter. Use of a uniform helps teach children to take pride in their appearance, in their school and in themselves as a valuable member of the school.

## **Rewarding Positive Behaviour and Achievement**

The ethos of our school is grounded in the quality of relationships at all levels. Such relationships are characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand, and by a positive view of teachers as professionals, and pupils as learners. Through good models of adult behaviour, there is constant encouragement to develop self-esteem, self-discipline and autonomous adherence to high standards.

An essential part of our ethos is to build up and sustain good behaviour patterns through recognising, practising and highlighting positive behaviour. We believe that praise and positive encouragement are the most effective, motivational tools for developing good learning behaviours. Praising the first child to act on a teacher's direction, rather than only disciplining the last reinforces positive expectations and helps to establish a supportive atmosphere conducive to learning.

## Jubilee Primary School - Rewarding positive behaviour and achievement

<b>Individual</b>	At the end of every week one child will be chosen to be the Star of the Week. During Celebration Assembly, their teacher will tell them why they have been chosen, so that the whole school can share their positive example. They will be presented with a certificate and stickers to reward their outstanding contribution.
<b>Individual</b>	Once a week, every class teacher will choose one child to be awarded with a 'You are awesome' postcard for their efforts that week.
<b>Individual</b>	<p>The school has adopted Dojo points to reward positive behaviour. These can be given for a range of positive behaviours, including:</p> <ol style="list-style-type: none"> <li>1. Working hard: <ul style="list-style-type: none"> <li>✓ Trying their best consistently</li> <li>✓ Showing resilience with difficult tasks</li> <li>✓ Completing homework</li> <li>✓ Learning tables and spellings</li> <li>✓ Reading at least 5 times a week</li> <li>✓ Outstanding work</li> </ul> </li> <li>2. Meeting a target: <ul style="list-style-type: none"> <li>✓ Good behaviour targets to make the right choices</li> <li>✓ English and Maths targets</li> </ul> </li> <li>3. In-class behaviour: <ul style="list-style-type: none"> <li>✓ Good listening skills</li> <li>✓ Contributing to class discussion</li> <li>✓ Teamwork skills</li> <li>✓ Caring for the environment, tidying, turning off lights</li> </ul> </li> <li>4. School behaviour <ul style="list-style-type: none"> <li>✓ Using indoor voices</li> <li>✓ Walking sensibly</li> <li>✓ Lining up promptly and silently</li> <li>✓ Paying attention during assembly</li> <li>✓ Eating sensibly at lunch times</li> </ul> </li> <li>5. Code of Conduct, High 5 Rules, and demonstrating Christian values: Love your neighbour as yourself, (Luke 10:27b) <ul style="list-style-type: none"> <li>✓ Showing respect for yourself, your teachers, your friends and your school environment</li> <li>✓ Integrity - doing the right thing, taking on responsibilities</li> <li>✓ Compassion - helping others</li> <li>✓ Honesty - telling the truth</li> <li>✓ Forgiveness - and making friends</li> <li>✓ Manners - holding doors, eating sensibly etc.</li> <li>✓ Putting others first - sharing, listening to and looking after others</li> <li>✓ Going the extra mile to help our school, each other and ourselves</li> </ul> </li> </ol> <p>There will be termly rewards, such as afternoon tea with the Headteacher, for pupils from each class who earn a bronze, silver and gold award for the most Dojo points.</p>

Class	The class are given an empty jar and asked what they would like the reward to be (within reason) when they fill it up. When they achieve something as a class, they receive one marble in their jar. When the jar is full they are given the reward they chose and the process begins again.
Attendance Ted	Each week, the class with the highest percentage of attendance will receive Attendance Ted to look after in their classroom for the coming week.  At the end of every term the children with 100% attendance will receive a special certificate from the Headteacher.
Whole school	At the end of every year we hold an awards ceremony. A range of awards are given out, including our specific Jubilee Trophies for the school for Ethos, Leadership, Gifted & Talented, Progress and Impeccable Behaviour.

## Responding to Negative Behaviours for Learning

Staff should think about the individual child and individual circumstances and decide upon the best course of action to support that child in making the right choices in the future, being mindful of pupil self-esteem whilst encouraging honesty.

Stage	Response
1 Reminder	<p><b>Encouragement</b> – a reminder of expectations.</p> <p><b>Praise those who are behaving in the way you desire</b> this child to behave.</p> <p><b>School rule</b> reminder.</p> <p><b>Review teaching</b> strategies.</p> <p><b>Give praise</b> if the pupil is able to model good behaviour after the reminder.</p>
2 Caution	<p>A <b>clear verbal warning</b>, delivered privately if possible.</p> <p>Make the child <b>aware of their behaviour and clearly outline the consequence</b> if they continue. This learner has the <b>choice</b> to do the right thing. A <b>reminder of their good previous conduct</b>.</p> <p>Refer to <b>Zones of regulation</b>.</p>
3 Reflection time	<p>Speak to the pupil <b>privately</b> and give them a <b>final opportunity</b> to engage using the script below.</p> <p><b>Take up time.</b> If the child makes the right choice, they then stay in for <b>5 minutes</b>. If they don't, then they stay in for <b>10 minutes</b>.</p> <p><b>30 second script to issue consequence:</b></p> <ol style="list-style-type: none"> <li>1) I have noticed that you are ..... (wandering around).</li> <li>2) At Jubilee, we ..... (refer to school rule, we follow instructions with thought and care)</li> <li>3) Because of that you need to ..... (refer to action to support behaviour... make up the work time during your</li> </ol>

	<p>break time)</p> <ol style="list-style-type: none"> <li>4) See me for 10 minutes at break time. This will reduce to 5minutes if you make the choice to...</li> <li>5) Do you remember yesterday when you (made the right choice and stayed in your seat?) That's what I need to see from you today.</li> <li>6) Thank you for listening.</li> </ol>
<p><b>4</b></p> <p><b>Time out and restorative conversation</b></p> <p><i>Report on Bromcom</i></p>	<p>Give the child time and strategies to regulate: may access the calm corner, choose a fidget tool etc. 'Regulate before you communicate'. Have a restorative conversation during breaktime for around 10 minutes. May use visuals to supplement this conversation such as comic strip conversations, emotion grids or PECS behaviour clipboards.</p> <p><i>Restorative conversation:</i></p> <ol style="list-style-type: none"> <li>1) What happened?</li> <li>2) How were you feeling? What were you thinking?</li> <li>3) Who has been affected? How have they been affected?</li> <li>4) What should you do to put things right?</li> </ol>
<p><b>5</b></p> <p><b>Consequences</b></p> <p><i>Report on Bromcom</i></p>	<p>All <b>serious behaviour matters</b> must be referred immediately to the <b>SLT or Headteacher via your walkie talkie</b>. Such incidents include:</p> <ul style="list-style-type: none"> <li>- Racist, sexist or homophobic language.</li> <li>- Fighting.</li> <li>- All forms of bullying.</li> <li>- Inappropriate name calling.</li> <li>- Using abusive/offensive language.</li> <li>- Physically striking adults.</li> <li>- Writing on walls.</li> <li>- Throwing objects.</li> </ul> <p>When necessary, the class teacher will then leave the classroom with the child to issue a <b>pink letter</b> to be sent home. If it's a one off, the teacher will tick that a meeting is not needed. If it's reoccurring then the teacher may also phone the parent at the end of the day to talk about it in more detail. The class teacher will determine the <b>most appropriate consequence for that child</b>. The member of SLT covering the class should confirm that consequence before it is issued.</p>
<p><b>Repeated behaviours</b></p>	<p><b>If the child's behaviour is persistent and picked up during weekly tracking</b> – A meeting will be held with the class teacher and Mrs Biddlecombe in person and then the child will be added to the weekly report group for weekly behaviour mentoring.</p>

Individual circumstances will be considered when dealing with behavioural needs.

## **Parental communication**

For every stage 5 behaviour, parents will be informed via a pink letter. This letter will state whether it was a one off event (no meeting necessary) or repeated (meeting needed). If meeting with the parents has little or no impact on the child's behaviour, then a meeting with Mrs Biddlecombe may be arranged to discuss further support that the child may require. This may include contacting outside agencies such as the Specialist Teaching and Learning Service or Educational Psychologists. In some cases, the child is then added to a weekly check-in list.

## **Weekly Check-in List**

For those children who are repeatedly struggling with their behaviour, they will be added to a weekly check-in list. One lunchtime a week, they will meet with the Behaviour Lead during their lunchtime to reflect on their behaviour over the previous week. Their teacher will complete a report of their behaviour towards 3 goals (see Appendix 3) which will support the discussion during these meetings. If after two weeks, the child has 90% ticks on their report, they will then come off the weekly check-in list.

If, after all of this support, the behaviour persists and there is no improvement despite the school having exhausted every other avenue, the headteacher may as a last resort use a suspension.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion.

## **The Trust Board will be informed about a permanent exclusion**

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term

- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation.

We will know if our behaviour strategy is successful if:

- Our children feel empowered to take ownership of their own learning and behaviour.
- Our supportive family ethos helps to develop children who are confident, positive, polite and caring towards adults and their peers.
- Our children have a strong sense of self-worth, respect for others and understand their role within the community.
- Our children make excellent progress because they feel safe and valued and are able to concentrate on the task without distractions.

## **Communication**

To ensure that our behaviour policy is effective, communication and record keeping must be rigorous. Therefore, all behaviour incidents at Stage 4 and above will be recorded on the behaviour section of our MIS, Bromcom. In addition, parents will receive communication via yellow and pink letters, and fortnightly meetings for those in the weekly check-in group.

## **The Watch List**

At the lunch and break times there will be a watch list, contributed to by all members of staff. This is a list of children who may be needing some extra support to follow the rules at break times. Staff can spend more time with them ensuring that they have games they can play and people to play with, and monitor how they interact with others. Staff will then make some brief notes on how they got on so that we can try to track any patterns or triggers.

## **Links with Special Needs**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The behaviour of some children may cause enough concern to have them registered on the SEND register. The criteria for judging entry onto and moving pupils through Stages 1-5 include the nature, severity, frequency, duration and

generality of behaviour. Children may be given an Individual Behaviour Programme or Pastoral Support Programme if they are on the SEND register. It is recognised that some children with a high level of social, emotional and mental health needs will not respond to the normal course of action and will act unacceptably whatever the context. In these cases the pupils' own circumstances will be taken into account. However, it must be stressed that these circumstances are reasons and not excuses.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **Equal Opportunities**

Our school will ensure that equal opportunities are available for everyone, regardless of gender, race, faith, age, disability or socio-economic status. Children with disabilities must be able to take a full and active part in every lesson and every measure will be taken to ensure this. Necessary modifications, through the provision of an auxiliary aid or service for a disabled pupil, when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with non-disabled pupils.

In addition, the guidance notes that schools are not under a reasonable adjustment duty to make alterations to physical features, as this is already considered as part of their pre-existing planning duties.

Teachers and all other staff are aware of the need for equal opportunities for all pupils. Special consideration with regard to sanctions will be given to children who have diagnosed medical conditions such as ASD, ADHD, SEMH, and are on the SEND register for behavioural concerns, as they may exhibit extreme behaviour patterns.

It is our school's policy not to exclude either boys or girls from any activity on the grounds of gender. Teachers will encourage the involvement of all children in all activities in the class and the school.

## **Racist Incidents**

Our school investigates and records all incidents considered to be racist by the victim, perpetrator, either parents or another child or member of staff.

All incidents will be logged on 'My Concern' along with a record of any investigation or actions taken.

If the incident is between children, the parents of both victim and perpetrator are informed. If the incident involves an adult (staff or parent), the parents of any child

involved will be informed and the Headteacher would always meet with the adult involved.

All racist incidents are also reported to the Trust Board through the next Headteacher's report (and directly to the chair if urgent, serious or unresolved) and to the LA on the appropriate form.

## **Homophobic Incidents**

Our school will investigate all incidents considered to be homophobic by the victim, perpetrator, either parents or another child or member of staff. All incidents will be recorded along with a record of any investigation or actions taken.

If the incident is between children, the parents of both victim and perpetrator are informed. If the incident involves an adult (staff or parent) the parents of any child involved will be informed and the Headteacher will always meet with the adult involved.

Any homophobic incidents are also reported to the Trust Board through the Headteacher's report (and directly to the chair if urgent, serious or unresolved) and to the LA on the appropriate form.

## **Off-site behaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **Restrictive interventions**

In line with guidance from the Department for Education on Restrictive Interventions, our school is committed to safeguarding the safety, dignity and wellbeing of all pupils and staff. Restrictive interventions, including reasonable

force, will only be used as a last resort, when it is necessary and proportionate to prevent harm, serious damage to property, criminal behaviour, or serious disruption. They will never be used as punishment.

Our behaviour approach prioritises prevention, de-escalation and positive behaviour support. Staff are expected to use the least restrictive option for the shortest time necessary. Where pupils are more likely to require additional support, individual support plans and reasonable adjustments will be in place.

Seclusion is defined as a non-disciplinary intervention involving keeping a child in a confined place away from others and prevented from leaving. This will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behaviour dysregulation. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

All incidents involving restrictive interventions will be recorded promptly and accurately using the agreed template (see Appendix 3), and parents or carers will be informed as soon as practicable, normally on the same day. Following any incident, the school will review practice and provide appropriate support to pupils and staff.

Staff have completed Team Teach training in order to equip them with de-escalation strategies and basic positive handling techniques to deal with challenging behaviour.

## **Pupil transition**

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

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

Behaviour expectations, rewards and sanctions are consistent across the school to support pupils with transition to new classes.

## **Monitoring and Evaluation**

The Behaviour Policy and practice to promote positive behaviour will be monitored and evaluated regularly to measure performance in relation to:

- Pupils' attitudes to learning.
- Pupils' behaviour around the school and in lessons.
- Pupils' behaviour towards, and respect for each other.

- How well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive.
- The extent to which the school ensures the systematic and consistent management of behaviour.
- The extent to which leaders and managers have created a positive ethos in the school.
- The engagement of parents in supporting pupils' behaviour.

This will take place through learning walks from members of the SLT to provide individual teachers with specific feedback as well as an accurate picture of the whole school. Teachers will then be given the support necessary and provided with opportunities to observe other teachers, who have been recognised as having outstanding behaviour management.

## **Behaviour Checklist for Teachers**

### **Classroom**

- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display rules in the class - and ensure that the pupils and staff know what they are
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards and sanctions in class
- Have a system in place to follow through with all rewards
- Have a visual timetable on the wall
- Follow the school behaviour policy

### **Pupils**

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan

- Understand pupils' special needs

## **Teaching**

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate if and when necessary, ensuring children are challenged.
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines

## **Parents**

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

## **Exclusion of Pupils Statement**

At Jubilee Primary School exclusions are a very last resort, used only for very serious incidents of aggression, bullying, harm to self / others / property; or for complete refusal to comply after all other strategies and programmes detailed within the discipline policy have been tried and failed.

This statement sets out to:

- To provide a fair system in line with the DfE guidance (2017).
- To have clear guidelines available to staff, Trustees and parents.
- To support parents and pupils, and facilitate a return to school.
- To make parents aware of the appeal procedures.

## **Guidelines for exclusion**

- Only the Headteacher (or someone acting on their behalf) can exclude a pupil and this must be for disciplinary grounds.
- Where possible, the Headteacher will give the pupil an opportunity to explain.
- Expected behaviour should be in line with their age and understanding.
- The decision to exclude a child must be lawful, reasonable and fair, without discriminating against pupils on the basis of protected characteristics such as disability or race. Special consideration will be shown to vulnerable pupils.

- The Chair of Trustees is responsible for advice and administrative arrangements for the exclusion, whilst liaising with the Headteacher to ensure that appropriate procedures are followed.
- The circumstances surrounding the exclusion must be evidenced in the exclusion documentation.
- Parents will be fully informed; they will be telephoned on the day of the exclusion and asked to collect their child from school.
- Reintegration into school will be carefully planned with parents; it may be on a phased basis.
- Advice and support will be given from the school SENCo; further support from external agencies.

### **Fixed Term Exclusion**

- A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year).
- A 'fixed term exclusion' does not have to be for a continuous period.
- All children returning from a 'fixed term exclusion' will be required to attend a reintegration meeting accompanied by a parent, to establish practical ways in which further exclusion can be avoided.

### **Permanent Exclusions**

At Jubilee Primary School, we would only permanently exclude a child as a last resort:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Appeals**

- All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Board of Trustees against the decision to exclude.
- Where parents dispute the decision of the Board of Trustees not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an Independent Review Panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or County Court (for other forms of discrimination).

## Trustee approval and review dates

### Changes since last policy version

Version	Date	Amendment
V8	Mar 2026	Behaviour ladder updated. Positive postcards added. Yellow letters removed. Added restrictive intervention information. Updated Appendices.
V7	Sept 2025	Use of reasonable force
V6	Sept 2024	Negative behaviours ladder updated. Yellow and pink letters added. Weekly check-ins added.
V5.2	July 2024	Zones of Regulation – using a restorative trauma-informed approach – P10
V5.1	May 2023	Zones of Regulation – P10
V5	May 2022	Added section on ‘Transition’ to reflect the understanding of consistency as pupils move through the school.
V5	May 2022	Added section on ‘physical restraint’ following recent staff training in this area.
V5	May 2022	Added section on ‘Offsite behaviour’ to reflect that teachers have to power to discipline pupils for misbehaviours outside of school premises to such an extent as is reasonable.
V5	May 2022	Added section on ‘Safeguarding’ to ensure that the schools legal duties in respect of safeguarding are clear.
V5	May 2022	Added wording in ‘Communication’ to reflect where communication is given to parents.
V5	May 2022	Changed wording in ‘Routines’ to reflect expected behaviour across the school.
V5	May 2022	Added Exclusion from maintained schools, academies and pupil referral units in England 2017
V5	May 2022	Added Keeping Children Safe in Education 2021

V4	May 2021	Content pages - Content pages have been updated.
V4	May 2021	Responding to positive behaviour and negative behaviour has been updated in line with school practice.
V4	May 2021	Communication section has been added, in line with current practices.

### **Approval**

This policy was reviewed and accepted by the Board of Trustees at its meeting on July 2025. This policy is due for review in Summer 2026.

## Appendix 1: Pink letter

Dear Parents/Carers of \_\_\_\_\_ Class: \_\_\_\_\_

I am sorry to have to inform you that your child's behaviour in school today was of an unacceptable standard and he/she had to be brought to a member of the Senior Leadership Team.

What happened?

Who has been affected by your behaviour? How have they been affected?

What will you do to put things right?

As a consequence, he/she will

\_\_\_\_\_.

I am sure you will appreciate that good behaviour is essential so that all of the children are able to learn and play happily here at Jubilee.

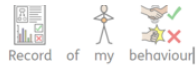
- A discussion is not needed at this stage.
- The class teacher will phone or talk to you about this today.
- Due to the persistent nature of this behaviour, your child will now be on report. The Assistant Headteacher will email you with a date and time to discuss this fully.

Yours sincerely,

\_\_\_\_\_

Jubilee Primary School  
Behaviour Policy May 2022

## Appendix 2: Weekly check-in report



Name:	Year Group:	Class:	Teacher:
Start date	End Date	My goals:	
1. 2. 3.			

W/b:	Monday		Tuesday Check in day		Wednesday		Thursday		Friday	
	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon
Goal 1										
Goal 2										
Goal 3										
Comment										
This behaviour would have warranted a	Pink letter		Pink letter		Pink letter		Pink letter		Pink letter	



## Appendix 3: Reporting restrictive intervention

### Restrictive Intervention – reporting to parents

<b>Date:</b>	<b>Name:</b>
<b>Year group:</b>	<b>Class:</b>
<b>Location:</b>	<b>Staff directly involved:</b>
<b>Time:</b>	<b>Approximate duration of intervention:</b>
<b>Does the child have SEND needs?</b>	<b>Yes</b> <b>No</b>

**Recount of the intervention.** *What led up to the incident? Potential triggers. Preventative or de-escalation strategies attempted. What type of reasonable force was applied? Degree of force. Any physical injuries sustained.*

**Why was this level of force felt necessary?**

**Post incident support**

**Parents notified:**

- **Phone call: Member of staff**\_\_\_\_\_ **Time:**\_\_\_\_\_
- **Follow up meeting arranged for:**

**Date:**\_\_\_\_\_

**Time:**\_\_\_\_\_

**Name of member of staff completing this form:**