EARLSMEAD PRIMARY SCHOOL

Behaviour and Behaviour for Learning Policy

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MISSION STATEMENT

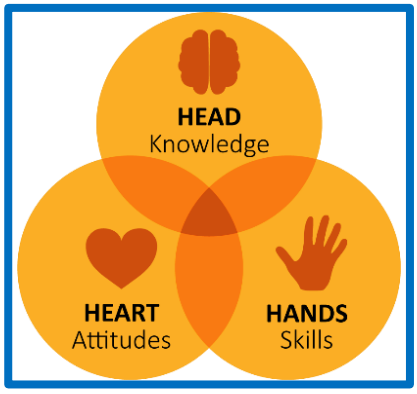
At Earlsmead Primary School, our mission is to empower every child through *Head, Heart, and Hands*. We cultivate curious minds (Head), nurture compassionate spirits (Heart), and develop the practical skills (Hands) needed to thrive in an ever-changing world.

VISION

Everyone achieving their full potential.

OUR MOTTO

Head, Heart and Hands



OUR VALUES

Head:	**1.** Curiosity	**2.** Achievement
Heart:	**3.** Integrity	**4.** Care
Hands:	**5.** Collaboration	**6.** Creativity

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for Headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Mobile phones in schools (statutory guidance from 1 September 2026)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

- Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

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

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

3. Definitions

Earlsmead Primary School aims to follow the principles of Restorative Justice, a practice centred on repairing the harm caused by inappropriate conduct or behaviour. This approach to conflict resolution encompasses all parties involved, promoting a collaborative environment. Positive behaviours are consistently reinforced, while logical consequences are applied as sanctions where appropriate.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited/banned items. These are:
    - Knives or weapons (or anything intended to be used as a weapon)
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. At Earlsmead Primary School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected. Earlsmead Primary School has a **zero tolerance** approach to bullying.

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy: *https://www.earlsmeadprimaryschool.co.uk/attachments/download.asp?file=3616&type=pdf.*

5. Roles and Responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13).

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, which may include using approaches such as Thrive, ELSA, Pastoral support.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

Staff at Earlsmead teach all children that if they are in situations that they are un-comfortable with to say, **"Stop it, I don't like it"**. The expectation that the uncomfortable situation will cease immediately. If it continues, the child will then be expected to tell an adult about their concerns.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

At Earlsmead Primary School, our core values of **Head, Heart, Hands** are embedded in everyday school life. These values enable our children to cultivate the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct. This in turn ensures that all pupils can thrive in a safe and happy learning environment.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Therefore, all staff, parents, helpers, students etc., must adopt this philosophy. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

It is important that our behaviour code is clear and well known by all the children and parents and is consistently applied by all staff. For this reason, pupils are taught our golden rules:

- **We are kind**

  We don't hurt anybody's feelings
- **We are gentle**

  We don't hurt others
- **We look after property**

  We don't waste or damage things
- **We are honest**

  We don't cover up the truth
- **We work hard**

  We don't waste our own or others' time

- **We listen**

  We don’t interrupt.

Our high expectations of behaviour apply at all times, with all people and in all places, not only during the school day but beyond in the wider community and whist online.

7. Responding to Behaviour

7.1 Classroom management

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

They will:

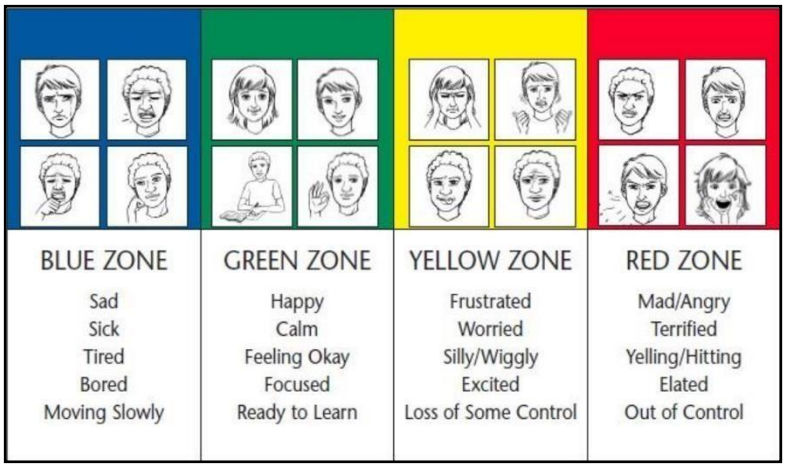
Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules (class charters).

Develop a positive relationship with pupils, which may include

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

In addition to this, children are introduced to vocabulary to help them express their feelings and emotions from Early Years. They are introduced to Zones of Regulation: simple use of colours to help them describe how they are feeling. Each zone has vocabulary to help identify and discuss how they are feeling. These are displayed in classrooms.



The Thrive Approach

Thrive supports children's social and emotional development and recognises that behaviour can be a form of communication. Staff consider both the behaviour presented and any underlying emotional, developmental, relational, SEND, safeguarding or wellbeing needs that may be contributing to it.

The Thrive Approach compliments, rather than replaces, the school's Behaviour for Learning expectations, rewards and consequences. It supports staff to maintain clear boundaries and high expectations while using positive relationships, co-regulation, emotional literacy and developmentally appropriate support to help pupils become ready to learn.

Thrive-informed practice may include relational approaches, co-regulation, targeted activities, individual or small-group support and, where appropriate, Thrive assessments and action plans to identify areas of social and emotional development requiring support. Staff will work with pupils and families and, where appropriate, the SENDCO, DSL, pastoral staff and external professionals.

A Thrive-informed response does not excuse unsafe or unacceptable behaviour. Consequences remain proportionate and consistent, while staff also consider what support, reasonable adjustment or intervention will help the pupil develop safer and more appropriate responses and reduce recurrence. Thrive therefore works alongside restorative practice, safeguarding, SEND provision and the school's wider pastoral support.

ELSA

ELSA stands for Emotional Literacy Support Assistant. It is a specialist role and evidence-based initiative designed to support the emotional and mental wellbeing of children and young people.

ELSAs work with pupils on an individual basis or in small groups to address a variety of emotional and social needs, including:

· Recognizing and regulating emotions (like anger or frustration)

· Anxiety and worries

· Low self-esteem and building resilience

· Social and friendship skills (such as making friends or resolving conflict)

· Loss, bereavement, and family breakdown

Learning Mentors

Our learning mentors support our pupils by addressing barriers to learning, enhancing confidence, and promoting engagement through one-to-one or small groups. These barriers can include low self-esteem, poor attendance, behavioural issues, difficulties at home, bereavement, bullying, or challenges with friendships. They provide a safe and supportive space for children to discuss worries and develop coping strategies, helping them re-engage with learning and build confidence.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information:

https://www.earlsmeadprimaryschool.co.uk/attachments/download.asp?file=3619&type=pdf

Child on Child Abuse

We are committed to a whole school approach to ensure prevention, early identification and appropriate management of child on child abuse within our school and beyond.

Our school recognises that children are vulnerable to, and capable of, abusing other children. We take such abuse seriously this includes verbal as well as physical abuse.

Child on child abuse will not be tolerated or passed off as part of 'banter' or 'growing up' and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worse case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Radicalisation
- Gang association and serious violence
- Bullying
- Technology can be used for bullying and other abusive behaviour.
- Children who display sexually harmful behaviour Abuse in future relationships

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

7.3 Responding to good behaviour

We want to reward children who demonstrate our core values in all aspects of their life, choose to work hard and show good behaviour. We have a simple whole school reward system to do this using Class Dojo. All positive behaviour should fit into one of the following categories:



Our Class Dojo awards are also interlinked to the school's values of Head (Curiosity and Achievement), Heart (Integrity and Care) and Hands (Collaboration and Creativity).

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Stickers (inclusive of special Headteacher stickers)
- Class Dojo points
- Communicating praise to parents/carers via Class Dojo
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Certificates, prize ceremonies or special assemblies.

Certificates are awarded when the following points are reached:

100 Dojo points = Bronze certificate
200 Dojo points = Silver certificate 300
Dojo points= Gold certificate

Class teachers may also set up their own classroom reward system as they play significant parts in raising attendance, improving effort in class and raising motivation. Some children may also have an individual reward system in place.

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Using our Restorative Justice approach, supported by staff and peer mentors, children are encouraged to consider the consequences of their actions by discussing how situations have arisen.

Children are encouraged to talk through any disagreements to ensure that they understand the point of view of other children involved, as well as being able to explain their own understanding of the situation. They are then encouraged to find their own way of resolving the situation.

We find that this system is extremely valuable in encouraging children to take responsibility for their own behaviour and provides them with the lifelong skills needed to become caring and responsible members of society with the resilience to negotiate any difficulties they may face.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.
All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- A missed playtime, also referred to as a 'Recorded Sanction' which is documented (see appendix 4)
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom Internal exclusion
- Fixed term exclusion
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. When routine behaviour management strategies are not successful, the following routes can be taken, appropriate to individual needs.

- Referral to Learning Mentors.
- Internal exclusion/exclusion.
- Pupils may need a Personal Support Plan.
- In discussion with the Headteacher, pupils can be referred to outside agencies which may include a referral to CAMHS, the Helix Education Centre or the Educational Psychology Service.

Parents/carers will be notified at all stages.

7.5 Reasonable Force

The school follows the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026. Restrictive interventions should be minimised through prevention, positive relationships, de-escalation and appropriate support. Reasonable force may be used only where lawful, necessary and proportionate, for example to prevent a pupil from: Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Every significant incident involving the use of force will be recorded and reported in line with the 2026 DfE guidance and the school's safeguarding procedures.

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

7.6 Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

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

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

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

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

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

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

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

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

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Earlsmead Primary School works in partnership with the Harrow Safer Schools Police Team and the school's allocated Safer Schools Police Officer.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult). The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or another member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
  - Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT, teacher or Associate Staff member.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Learning Mentor support
- Use of teaching assistants
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

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

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

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Strategies to anticipate and remove triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Harrow SEN Assessment & Review Service (SENARS)
Email: senassessment.reviewservice@harrow.gov.uk
Address: Civic 5 & 6, Harrow Civic Centre, Station Road, Harrow, HA1 2XY, Tel: 020 8051 8383

10. Supporting Pupils Following a Sanction

As part of our Restorative Justice approach, pupils will be guided through restorative conversations to understand how behaviour conduct impacts adversely on others in the school community when serving a sanction. Restorative conversations will also involve identifying any barriers that the young person faces in meeting standards of acceptable behaviour and how these barriers can be removed. Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with the Pastoral Lead/Learning Mentor
- Phased return/reintegration e.g. to playgrounds or classrooms

11. Pupil Transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by familiarising them with the behaviour policy and the wider school culture. This will be done by explaining their class charter and our whole school golden rules to them.

11.2 Preparing outgoing pupils for transition

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

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

13. Monitoring Arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils and other stakeholders (via anonymous surveys)

13.2 Monitoring this policy

The effectiveness of this policy will be regularly monitored by the Senior Leadership Team and Governing Body. The Behaviour Management Lead will keep the Governing Body informed of data relating to behaviour.

14. Links with Other Policies

This behaviour policy is linked to the following policies:

Policy	Link
Antibullying Policy	Reward and Sanctions, codes of conduct
Safeguarding Policy	Child Protection
E-Safety and Acceptable Use Policy	Cyber bullying and e-safety
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
PHSE Policy	Strategies to prevent bullying
Complaints Policy	Guidance to make a complaint if families are not happy with the schools response.

Appendix 1: Managing Behaviour in the Early Years Foundation Stage

All children at Earlsmead are expected to adhere to the school and class rules and expectations. Positive behaviour management strategies are used to promote good behaviours consistently by all staff. In Reception, behaviour expectations need to be aligned to the child's age and stage of development. Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Learning activities and tasks should be appropriate and personalised for individual children's needs. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and set- ting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Strategies with children who engage in inconsiderate behaviour:
Helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- Ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Support each child in developing self-esteem, confidence and feelings of competence.
- Support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, help them to understand the out- comes of their action and support them in learning how to cope more appropriately.
- Using "the thinking chair" technique. Children who have displayed an inappropriate behaviour sit on the chair so an adult can talk to them. Using picture cards, the child chooses the behaviour they have displayed. The adult talks to them about it and on the other side is a sad face so they recognise how

they made the per- son/people feel. A sand timer is used as a visual to indicate the time they need to sit on the chair. When the timer has finished, the child will look at a second set of cards which has ways to make it better i.e. tidy up, say sorry with a happy face on the back. The child is helped to carry out that action.

- Do not use techniques intended to single out and humiliate individual children.
- Use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in a bound record book for this purpose and brought to the attention of the Headteacher. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Do not shout or raise your voice in a threatening way to respond to children's inconsiderate behaviour.

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

Teasing and rough and tumble play are normal for young children and acceptable within limits. These kinds of play are pro-social and not seen as problematic or aggressive. Staff will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

Fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities to explore concepts of right and wrong. Staff will tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour

Hurtful behaviour is taken very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

They are helped to manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

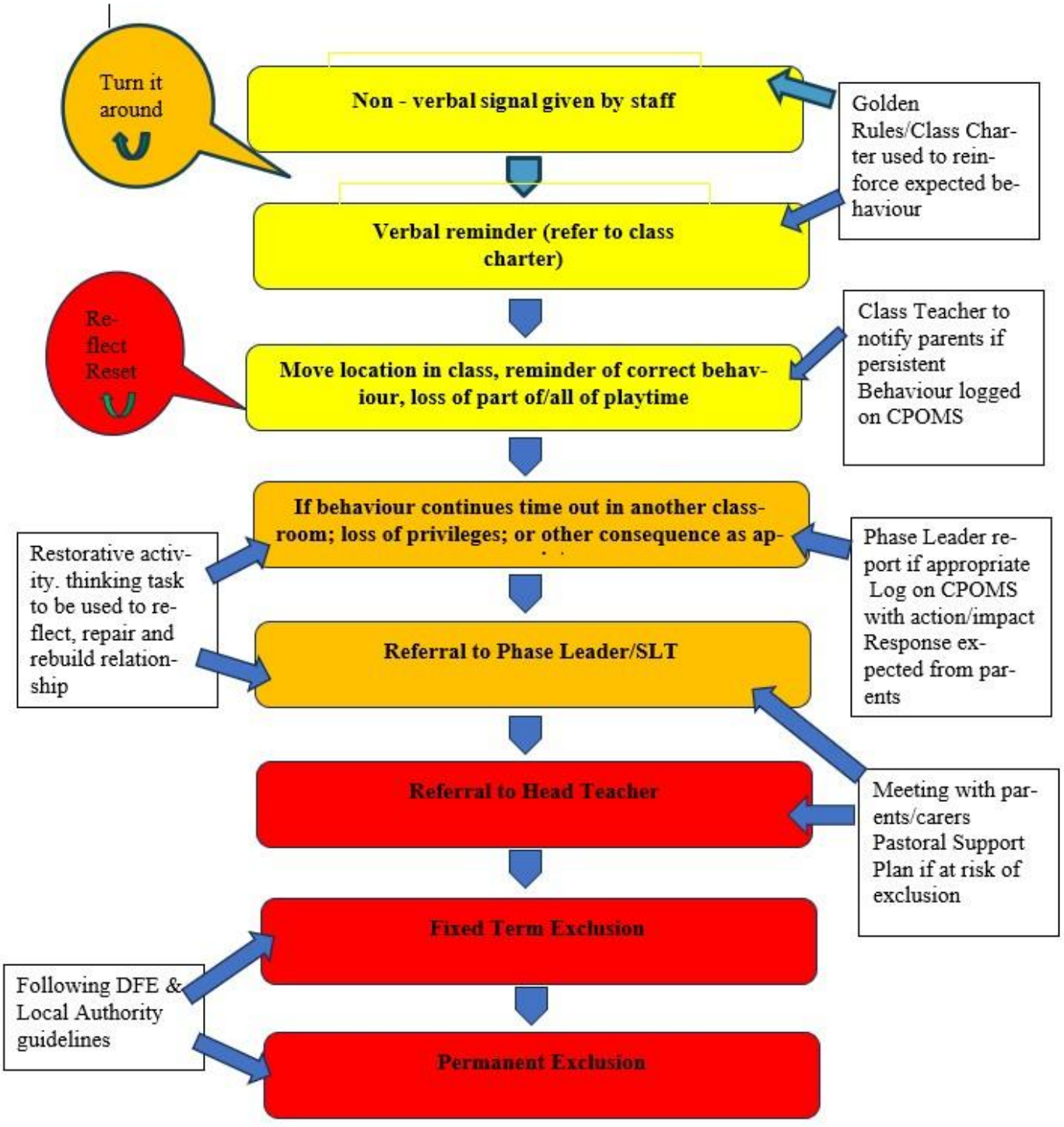
Self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Children are helped in this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, you are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

- Confrontational responses to a young child's rage will have the opposite effect.
- Pre-verbal children can be calmed through appropriate holding and cuddling. Verbal children will also respond to cuddling to calm them down, but with an explanation and discussion of the incident to their level of understanding.
- Young children require help in understanding the range of feelings they experience. Children are helped to recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- Young children are helped to learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- Young children are helped to develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one." The same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- Social skills development is supported through modelling behaviour, through activities, drama and stories. Self-esteem and confidence in children are encouraged, recognising their emotional needs through close and committed relation- ships with them.
- Children are helped to understand the effect that their hurtful behaviour has had on another child; children are encouraged to say sorry. When hurtful behaviour becomes problematic, it is important to work with parents to identify the cause and find a solution together.

The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting.
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
- The child has a developmental condition that affects how they behave.
- Where strategies do not work, the Inclusion Leader is consulted and a behaviour management plan is drawn up, outlining a whole school consistent approach.

Appendix 2: Flow Chart for Managing Behaviour



Consequence 1: Any member of staff	
A ***first*** incident of low-level infringement of school rules e.g. • not listening: making excessive noise, interrupting • lying • damaging or not caring for property: littering, misusing school equipment • not working hard: producing sub-standard work or working without application • preventing others from working - calling out, distracting • being unkind • not being gentle: pushing when lining up • not helping: running in school, not sharing with clearing up	• A verbal warning/ reprimand • A dojo warning • Asked to apologise • Quiet warning • Re-doing work • Spoken to by an adult • Picking up litter • Completing work at break time • Short-term working in silence

Consequence 2: "You've had a warning, loss of dojo point " Any member of staff	
A r***epetition*** of a low-level infringement of the school rules, having already received a warning, so continuing to do what a pupil has already been asked to stop e.g. • not listening *again* • lying *again* • damaging or not caring for property *again* • not working hard *again* • being unkind *again* • not helping *again*. Or a more significant negative behaviour which could be one-off e.g. • being unnecessarily rough • throwing objects • thoughtless, unintentionally hurtful, use of racist language	• A loss of a dojo point • Isolate at play with a member of staff on duty or class teacher • Kept back after class to talk about problem • Move within class • Loss of part of break time • Write a sorry letter • Sent to a teacher • Severe verbal reprimand • Thinking chair/ time out • Walk with adult on duty in playground

Consequence 3: Any teacher (if incident occurs in the playground, support staff to report incident to teacher)	
Persistent repeated, or significant, infringement of the school rules, including behaving in a way: • that prevents others from learning, including persistent refusal to follow instructions in class • that is unsafe, including walking out of class, fighting • that causes upset to other members of the school community e.g. using inappropriate language, serious name-calling • that causes minor damage to property e.g. deliberately breaking a ruler, minor graffiti • that causes offence e.g. deliberate use of racist or sexual language • Loss of 10 Dojo points in a week	• A sanction: a formal recorded loss of break/ lunch time. For a first sanction in a half term, the staff member who gives it records the sanction on a sanction slip, parents are informed and the following break time the child will serve their sanction. The same will apply for a 2nd sanction. If the child receives 3 sanctions in a half term, the class teacher will meet with the parent/carer to discuss their behaviour; if 6 sanctions are received in a half term, the Phase Leader meets with parent/carer; if 9 sanctions are received in a half term, the SENCO or Pastoral Lead meets with parent/carer. At this point, a formal behaviour plan may be discussed.

Consequence 4: Senior Leader involvement (SLT or Headteacher)	
cidents resulting in an internal exclusion may be serious “one-off” incidents without a need to progress through the lower-level consequences. Depending on severity, they might also lead to an exclusion. Examples are: • Dangerous or abusive behaviour • Highly disruptive behaviour, or persistent and repeated disruption to learning • Repeated bullying, threatening, sexual violence or harassment, racist behaviour or homophobic behaviour • Verbal or physical aggression • Deliberate and significant damage to property • Misuse of the internet • Assault on another child • Deliberately causing injury • Foul and abusive language towards a child • Previous consequences having little effect/ persistent misbehaviour • Defiance	• Internal exclusion: this means either part of, or the whole day spent out of class, including at break and lunchtime, with individual supervised learning activities • Meeting with parents (SLT or Headteacher) • Personal support plan

Consequence 5: Headteacher, or Assistant Headteacher in her absence	
Exclusions may only be given by the Headteacher or a member of the Senior Leadership Team in her absence. Exclusions are given for serious misbehaviour, either for a one-off serious offence or for prolonged serious misbehaviour. Exclusions may be fixed term, or in extreme cases, permanent. Behaviours leading to a fixed term or permanent exclusion are: • Extreme incidents of violence or bullying • Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) • Sexual harassment (meaning unwanted conduct of a sexual nature), such as sexual comments, sexual jokes or taunting, • physical behaviour such as interfering • with others • Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content • Deliberate violent behaviour towards a member of the school community • Any behaviour that endangers others • Possession of an offensive weapon • Persistent racial harassment • Deliberate and significant damage of school property • Theft • Persistent refusal to follow instructions in a way that compromises safety • Any incident where police would be involved if it occurred outside of school • Cyber bullying or serious misuse of social media • Any other incident that the Headteacher considers a serious breach of pupil conduct	• Fixed term or permanent exclusion A child can be excluded for a maximum of 45 days in a school year. When deciding upon the fixed length of the exclusion the Headteacher will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted to be in public areas in school hours during exclusion. Following a fixed term exclusion, there will be a reintegration meeting involving the school, child and parent(s).

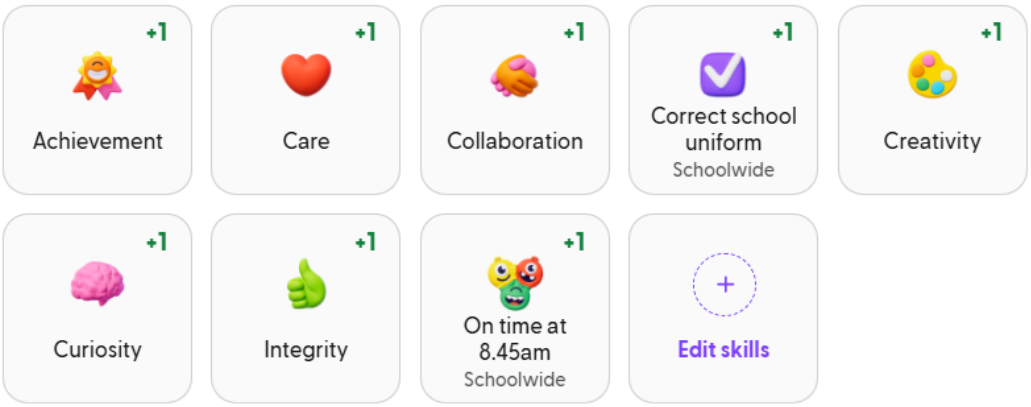
Appendix 3: Class Dojo

At Earlsmead Primary we use Class Dojo serving as a link between home and school, Class Dojo provides a communication platform to allow sharing of messages and media between teachers and parents. Families are able to connect with teachers and communicate privately.

We use class dojo as a whole school approach to monitor and manage positive and negative behaviours, increase students' engagement and interaction, and build classroom culture.

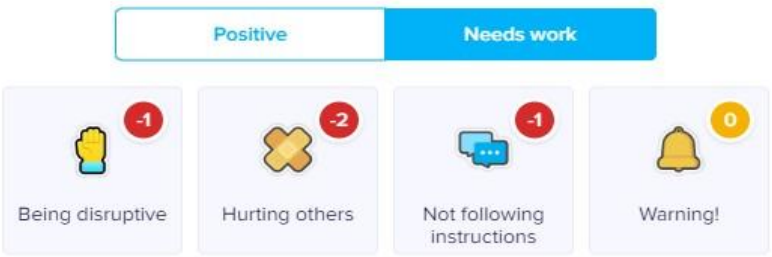
How Dojo Points are Earned

- Dojo points are awarded for positive behaviour.
- All positive behaviours should fit into one of the following categories:



How Dojo Points Are Deducted

- Dojo points are deducted for negative behaviour.
- All negative behaviours should fit into one of the following categories:



- Points are only deducted after the child has received a Dojo 'Warning!' (which as shown above does not deduct points).
- Sanctions are given for –10 Dojo points in a week, aggressive threatening behaviour, stealing, racism and bullying.

Appendix 4: Doors, Corridors, Breaks and Mobile Phones

Doors and Corridors

- Always hold doors open for others and show good manners - please, thank you, excuse me (no pushing) – choose monitors and change regularly.
- Walk single file through doors on the left-hand side.
- Line up quietly and move quietly around the school.
- Ensure outside doors are closed behind the last person for safety and heat conservation.
- Walk on left hand side, no running, pushing or shoving on stairs or in corridors.
- Use allocated doors to leave buildings.
- Children to be led out to play by an adult. Adult to supervise the stairs, corridors and landings whilst children return to class.

Lunchtime

- SMSAs are on time and ready for duty before children get to their areas and know of any issues for that day.
- SMSA's to support and deal with incidents that occur at lunchtime.
- SMSA's to ensure that a first aid kit is taken on to the playground each day.
- Teachers ensure that children with medical bags take them to the lunch hall.
- After a wet play, classrooms to be left in a tidy state.
- Toilet opportunity and hands washed before going to lunch.
- Children to take coats and lunch boxes to the lunch hall.
- Teacher to lead line to hall, TA towards back of line.
- Children walk on the left-hand side throughout the school.
- TAs who support individual pupils at lunchtime to escort their child to lunch and stay with them.
- Children to line up quietly, in single file, whilst waiting for lunch.
- Awareness of children who are still in class learning.
- Staff to be ready to receive children back in class at the end of lunchtime.

Break Time

- Adults to be in position on duty and on time wearing hi-vis.
- Teachers ensure that children with medical bags take them to playground.
- Teachers to lead children out to play – they must NOT be simply sent out, teacher at the front!
- Once out children cannot re-enter classrooms until the end of break time.
- Remind children to go to the toilet and get a drink during break.
- At the end of break the children are sent in from the playground.
- They enter through designated entrances. Adults to monitor them **walking** in and up the stairs
- Playtimes are for toilet and drinks, NOT right at the end as the children are coming in. Remind children of this – however, we do not refuse children the right to go to the toilet when it is needed.
- Incidents need to be dealt with by supervising adult on the playground.

Mobile Phones

- Children to have signed permission from parents to have phones in school.
- Phones to be collected by CT in the morning, locked in cupboard and handed back at the end of day. Children to sign them in and out.
- Earlsmead Primary School cannot accept responsibility for loss of, or damage to, phones on school property.
- If parents need to contact their child at school they need to contact the school office, not via their children's mobile.