1. Purpose and scope

This Trust-wide policy sets the principles, minimum requirements and legal framework for promoting positive behaviour and responding to misbehaviour in every Inspiring Primaries Academy Trust (IPAT) school. It applies to all pupils while they are on school premises, under the lawful charge of school staff and, where it is reasonable for the school to act, to certain behaviour away from school or online.

Each school must maintain a school-specific implementation appendix. The appendix forms part of this policy and explains the school's rules, routines, rewards, sanctions and operational arrangements. It must be consistent with this Trust policy and must not reduce the safeguards or minimum expectations set out here.

> **Meaning of parent:** In this policy, 'parent' includes a carer, any person with parental responsibility and, where appropriate, a person who has care of the child.

2. Policy aims

The Trust aims to create calm, safe, inclusive and supportive schools in which behaviour enables pupils and adults to flourish. Our approach is designed to:

- establish high, clear and commonly understood expectations for conduct and learning;
- teach pupils the habits, routines and self-regulation that help them to succeed;
- protect pupils and staff from disruption, bullying, discrimination, intimidation, violence and abuse;
- respond to misbehaviour promptly, predictably, fairly and proportionately;
- identify and address barriers that make it harder for an individual pupil to meet expectations;
- meet the Trust's safeguarding, equality, SEND, health and safety and human-rights duties; and
- use evidence and pupil, staff and parent feedback to improve practice.

3. Legal and statutory framework

The Trust and its schools will implement this policy in accordance with current legislation and guidance. The principal framework includes:

- the Education and Inspections Act 2006, including sections 89, 91, 93 and 93A;
- the Education Act 1996, including sections 550ZA to 550ZF on searching and confiscation;
- the Education (Independent School Standards) Regulations 2014, particularly Schedule 1, paragraphs 9 and 10;
- the Equality Act 2010, including the duty to make reasonable adjustments and the public sector equality duty;
- the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years;
- the Human Rights Act 1998;
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- Keeping Children Safe in Education 2026, from 1 September 2026, and the version in force at the relevant time;
- Behaviour in Schools: advice for headteachers and school staff;
- Searching, Screening and Confiscation: guidance for schools;
- Restrictive Interventions, Including Use of Reasonable Force, in Schools, effective from 1 April 2026;
- Mobile Phones in Schools statutory guidance, to be followed from 1 September 2026; and
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement, in its current version.

This policy must be read alongside the Trust's safeguarding and child protection, anti-bullying, SEND, attendance, suspensions and exclusions, online safety/acceptable use, complaints, supporting pupils with medical conditions, and Use of Reasonable Force policies.

4. Trust ethos and values

The Trust's vision, 'to inspire all to flourish and succeed', underpins every school's behaviour culture.

Inspiring Ambition

Schools hold high expectations for every pupil and create a positive culture in which effort, responsibility and successful learning are taught, noticed and reinforced.

Inspiring Inclusivity

Schools maintain high expectations while recognising that pupils may need different teaching, reasonable adjustments or additional support to meet them. Difference is understood; discrimination and derogatory behaviour are challenged.

Inspiring Collaboration

Schools teach pupils to cooperate, listen, repair harm, respect others and contribute positively to their community. Staff and parents work together to support pupils to improve.

5. Roles and responsibilities

The Board of Trustees

- Ensures that a written behaviour policy is drawn up, effectively implemented and aligned with the Trust's legal and safeguarding duties.
- Sets Trust-wide expectations, assures implementation and monitors significant trends and disproportionality.
- Ensures that linked policies, including the Use of Reasonable Force Policy, remain consistent.

Local Governing Committees

- Scrutinise local implementation, including the school appendix, behaviour data, pupil and staff experience, safeguarding links and the impact on vulnerable groups.
- Provide assurance to the Trust Board and challenge leaders where practice is inconsistent or outcomes are disproportionate.

Executive Principals, Heads of School and senior leaders

- Establish and visibly lead a calm, safe and supportive behaviour culture.
- Produce, publish and consistently implement the school-specific appendix, including a behaviour curriculum and clear operational procedures.
- Ensure expectations, support, rewards and sanctions are communicated to staff, pupils and parents, and re-taught when necessary.
- Provide induction, training, coaching and day-to-day support for staff.
- Ensure safeguarding, SEND, equality and medical considerations inform decisions.
- Oversee recording, quality assurance, data analysis and reporting to governance.

Staff

- Model the Trust's values and professional standards and teach, reinforce and apply the school's expectations.

- Respond to behaviour consistently, calmly, fairly and proportionately, using the least intrusive effective response.
- Consider what behaviour may communicate, follow agreed adjustments and seek support when needed.
- Record incidents and raise safeguarding concerns in accordance with school procedures.

Pupils

- Learn and follow the school's rules and routines, treat others with respect and allow others to learn and feel safe.
- Take responsibility for choices, engage with support and repair harm where appropriate.
- Report bullying, abuse, discrimination, unsafe behaviour or other concerns to a trusted adult.

Parents

- Become familiar with and support the policy and school appendix.
- Work constructively with the school and share relevant information that may affect their child's behaviour or support needs.
- Raise concerns directly with the school while continuing to support reasonable school expectations.

6. Building and teaching the behaviour culture

Behaviour is taught, not simply expected. Every school will define and explicitly teach a behaviour curriculum that describes what successful behaviour looks like in classrooms, shared spaces, playtimes, lunchtimes, collective worship, trips and other relevant contexts.

Schools will use simple, predictable routines and consistent language. Expected behaviours will be taught during induction, revisited at appropriate points during the year and re-taught to individuals or groups when necessary. New pupils, including mid-year arrivals, will receive appropriate induction.

Positive behaviour will be recognised through specific praise, celebration, privileges and other approaches described in the school appendix. Recognition must be inclusive and designed so that every pupil can experience meaningful success.

7. Prevention and early support

Schools will reduce the likelihood of misbehaviour through high-quality teaching, positive relationships, well-organised environments and proactive support. This includes:

- welcoming pupils and establishing a strong sense of belonging;
- clear explanations, routines, supervision and transitions;
- engaging, appropriately adapted teaching and purposeful learning;
- early identification of patterns, triggers, unmet needs or contextual factors;
- reasonable adjustments and targeted support, planned with the SENCO and other professionals where appropriate;
- pastoral, mental-health, family-support or early-help intervention where needed; and
- risk assessment and individual behaviour support or positive handling plans where foreseeable risks require them.

Where persistent or serious behaviour occurs, leaders will consider whether it indicates a safeguarding concern, unmet SEND, disability, trauma, bullying, bereavement, exploitation, mental-health need, communication difficulty, sensory need or significant challenge at home. Support and disciplinary action are not mutually exclusive and may be used together.

8. Responding to misbehaviour

Staff will respond promptly and predictably to restore safety and learning, uphold boundaries and help the pupil improve. Responses should normally begin with the least intrusive approach likely to be effective, for example:

- a non-verbal cue or reminder;
- positive reinforcement of the expected behaviour;
- a brief, clear correction or re-direction;
- a private conversation and re-teaching of the expectation;
- support to regulate, solve a problem or return successfully to learning; and
- a proportionate sanction in line with the school appendix.

The response may be immediate and more serious where behaviour creates a significant risk, causes serious disruption or involves bullying, discrimination, abuse, violence, a prohibited item or suspected criminal conduct.

Lawful and proportionate sanctions

A sanction may be imposed where a pupil's conduct falls below the standard that could reasonably be expected, including where a pupil breaks a rule or fails to follow a reasonable instruction. A sanction must:

- be imposed by a paid member of school staff, unless the Headteacher has restricted that power, or by an unpaid member of staff authorised by the Headteacher;
- be imposed on school premises or while the pupil is under the lawful charge of staff, subject to the lawful power to respond to certain off-site behaviour;
- be reasonable and proportionate in the circumstances; and
- comply with equality, SEND, safeguarding, human-rights and all other relevant legal duties.

Staff must consider the pupil's age, understanding, circumstances and any relevant SEND, disability, medical or mental-health needs. Reasonable adjustments should be considered before and when applying a sanction. An adjustment does not necessarily mean that no sanction is appropriate; it may change the form, timing or support attached to it.

Possible sanctions

The school appendix will set out a graduated range of sanctions. Depending on age, context and seriousness, these may include:

- a verbal reprimand and reminder or re-teaching of expectations;
- a reflective or restorative task that is appropriate and purposeful;
- completion or repetition of work reasonably assigned;
- loss of a privilege or responsibility;
- school-based community service, such as restoring a shared area, where safe and suitable;
- a detention;
- monitoring, such as a report card or scheduled check-in;
- removal from a classroom for a limited period;
- suspension; or
- permanent exclusion in the most serious circumstances and as a last resort.

Corporal punishment is prohibited. A sanction must never be degrading, discriminatory, unsafe or imposed collectively on pupils who were not responsible for the behaviour.

Restorative and reintegration work

Where appropriate, pupils will be supported to understand what happened, recognise impact, repair harm and plan a successful return to learning. Restorative work is not used to pressure a harmed

pupil into meeting another pupil or accepting an apology. Following a significant sanction, the school will consider a reintegration conversation and any support needed to prevent recurrence.

9. Detentions

Schools may use detention as a sanction. The school appendix must explain when and how detentions are used. Staff must act reasonably when deciding the timing and duration and must consider the pupil's age, welfare, travel arrangements, caring responsibilities, medical needs, SEND and any other relevant circumstances.

Parental consent is not required for a lawful detention. Schools will give parents notice where required by the school appendix and will always consider whether the pupil can travel home safely. Detention must not compromise a pupil's access to food, drink, toilet facilities, medication or necessary support.

10. Removal from classrooms and non-disciplinary regulation spaces

Disciplinary removal

Removal is a serious sanction in which a pupil is required, for disciplinary reasons, to spend a limited time outside the classroom in a supervised setting where meaningful education continues. It is different from a brief conversation outside the classroom and from planned use of a sensory, nurture or regulation space for non-disciplinary reasons.

Removal may be used to maintain safety and restore stability following an unreasonably high level of disruption; to allow education to continue in a managed environment; or to enable a pupil to regain calm. It should normally follow attempted classroom strategies unless the behaviour is sufficiently serious to require immediate removal.

Each school's appendix must identify who can authorise removal, the location, supervision, maximum or review points, education provided, reintegration arrangements and how removal is recorded. Parents should be informed on the same day. Repeated removal must trigger review of underlying need, support, adjustments and the effectiveness of the current plan.

Regulation and separation spaces

A pupil may use a separate space as a planned, supportive and non-disciplinary response, for example following sensory overload. Such use must be safe, supervised as required, time-limited and consistent with the pupil's plan. A pupil must not be prevented from leaving unless the arrangement meets the definition and safeguards for seclusion in the Trust's Use of Reasonable Force Policy.

11. Suspension, permanent exclusion and pupil movement

Only the Headteacher, or the acting Headteacher, may suspend or permanently exclude a pupil. Decisions must be lawful, reasonable, fair and proportionate and must follow the current statutory guidance and the Trust's Suspensions and Exclusions Policy.

Permanent exclusion may be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. It is a last resort. Suspension may be used where appropriate; it must not be informal, indefinite or used simply to manage unmet need.

A pupil must not be sent home for disciplinary reasons without the formal suspension process being followed, even with parental agreement. Managed moves must be voluntary, in the pupil's best

interests and carried out in accordance with current guidance. Off-site direction or alternative provision will not be used as an unofficial exclusion.

12. Pupils with SEND, disabilities, medical needs or mental-health needs

High expectations, accountability and sanctions

High expectations apply to all pupils. Having SEND, a disability, a medical condition or a mental-health need does not in itself mean that a pupil is unable to follow expectations, take responsibility for their conduct or receive a sanction. SEND is not a blanket explanation for unacceptable behaviour and does not prevent the school from acting to protect the safety, wellbeing and learning of the pupil or others.

Schools may impose a lawful, reasonable and proportionate sanction on a pupil with SEND. The relevant question is not simply whether the pupil has SEND, but whether the proposed response is appropriate in the individual circumstances and complies with the Equality Act 2010, the Children and Families Act 2014 and the school's wider SEND, safeguarding and human-rights duties.

Reasonable adjustment does not automatically mean that there will be no sanction, that an expectation will be removed or that unacceptable behaviour will be excused. It may mean adapting the expectation where necessary, or changing the type, timing, duration or delivery of a sanction so that the pupil is not placed at a substantial disadvantage. Support and sanction are not mutually exclusive and may be used together.

Individual consideration and reasonable adjustments

Before deciding the response, staff will consider the facts of the incident and, where relevant:

- whether the behaviour was related to the pupil's SEND or disability and, if so, the nature and extent of that relationship;
- whether agreed provision, support and reasonable adjustments were in place and implemented;
- the pupil's age, understanding, communication needs and ability to regulate their behaviour or comply with the expectation at the time;
- the seriousness, frequency and impact of the behaviour, including its effect on the safety and rights of others; and
- whether the response or sanction should be adapted and what additional teaching, support or intervention is required.

A diagnosis alone does not determine the outcome. Decisions must be made fairly and consistently on the evidence and individual circumstances. Pupils with similar needs may therefore receive different responses where the facts, impact, level of understanding, reasonable adjustments or risks differ.

Review and additional support

When SEND is identified, schools will use the graduated approach: assess, plan, do and review. Where behaviour persists or escalates, the school will review whether agreed provision and adjustments have been implemented, whether further assessment or specialist advice is needed, and whether an individual plan should be introduced or amended. The views of the pupil and parent should inform this process, but the final decision about a school sanction rests with the school acting lawfully and in accordance with this policy.

Schools will also have regard to duties for pupils with medical conditions, looked-after and previously looked-after children, pupils known to social care and other pupils whose circumstances increase vulnerability.

13. Bullying, discrimination and derogatory behaviour

Bullying, cyberbullying, prejudice-based and discriminatory bullying, harassment, intimidation, threatening behaviour and derogatory language are not tolerated. Schools will act quickly to protect those affected, establish the facts, address the behaviour and reduce the risk of recurrence.

This includes sexist or misogynistic behaviour, racism, homophobia, biphobia, transphobia, disablism and hostility related to religion or belief, pregnancy or maternity, sex, sexual orientation, gender reassignment or any other protected characteristic. Staff will not dismiss harmful behaviour as banter or an inevitable part of growing up.

Incidents will be recorded using agreed categories and analysed for patterns, repeat involvement, locations, times and disproportionate impact. The school's Anti-Bullying Policy and safeguarding procedures provide further detail.

14. Child-on-child abuse, sexual violence and sexual harassment

Child-on-child abuse is a safeguarding issue and may occur inside or outside school and online. It includes, but is not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- abuse in intimate personal relationships between children;
- physical abuse and threats of serious harm;
- sexual violence, sexual harassment and causing someone to engage in sexual activity without consent;
- consensual or non-consensual making or sharing of nude or semi-nude images;
- upskirting;
- initiation or hazing-type violence and rituals; and
- online behaviour that facilitates, threatens or encourages abuse.

The Trust adopts a zero-tolerance approach to abuse: it is never acceptable and will not be passed off as banter, having a laugh, part of growing up or boys being boys. The absence of reports does not mean abuse is not occurring.

Any concern must be passed promptly to the Designated Safeguarding Lead or deputy and managed under the Child Protection and Safeguarding Policy and Keeping Children Safe in Education. The school will safeguard and support the victim, the alleged perpetrator and other children affected, while avoiding language or action that prejudges the outcome of an investigation. A proportionate disciplinary response may run alongside safeguarding action where appropriate.

15. Behaviour away from school and online

The school may respond to non-criminal misbehaviour and bullying away from the premises or online to the extent that it is reasonable, particularly where the behaviour:

- occurs during a school-organised or school-related activity;
- occurs while travelling to or from school or on school transport;
- occurs while the pupil is wearing uniform or is otherwise identifiable as a pupil at the school;
- could have repercussions for the orderly running of the school;
- poses a threat to, or causes harm to, another pupil or member of the school community; or
- could adversely affect the school's reputation.

Online incidents will be assessed carefully, including their impact on safety, wellbeing and the school culture. Safeguarding concerns must be referred to the DSL. Incidents involving nude or semi-nude

images must be handled under safeguarding procedures; staff must not view, copy, print, forward or store imagery except as permitted by the relevant safeguarding guidance.

16. Mobile phones and other smart technology

From 1 September 2026, each school will be a mobile phone-free environment throughout the school day by default, in line with statutory guidance. Pupils must not access or use mobile phones or smart technology with similar communication or recording functionality during lessons, transitions, breaktimes or lunchtimes, unless a specific exception has been authorised.

The school appendix must explain whether devices may be brought to school, how they are stored, how breaches are managed, and how parents can contact pupils through the school office. It must also identify arrangements for trips and any exceptional use.

Exceptions and reasonable adjustments will be considered individually, including where a device is required to support a medical condition, disability, safeguarding plan or other compelling need. Any exception must be documented, limited to what is necessary and communicated to relevant staff.

17. Banned items, searching, screening and confiscation

Banned items

The following statutory prohibited items are banned in every Trust school and may be searched for in accordance with law:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

The Trust also bans vapes and e-cigarettes, harmful substances, items intended to imitate weapons or drugs, and any other item identified in the school appendix as detrimental to safety, good order or discipline. The appendix must clearly state any additional items for which a search may be made.

Searching

Only the Headteacher or a member of staff authorised by the Headteacher may carry out a search. Searches must follow the current DfE Searching, Screening and Confiscation guidance and must be necessary, proportionate, respectful and safeguarding-led. The authorised member of staff should seek the pupil's cooperation and explain why, how and where the search will take place.

A search of a pupil must ordinarily be carried out by a member of staff of the same sex as the pupil and witnessed by another member of staff. The limited urgent exception in law may be used only where the authorised member of staff reasonably believes there is a risk of serious harm and it is not reasonably practicable to meet either requirement. Staff may search only outer clothing, pockets and possessions; school staff must never conduct a strip search.

Reasonable force may be used to search for a statutory prohibited item only where the legal conditions are met; it must not be used to search for an item banned solely by school rules. Any use of force must comply with the Trust's Use of Reasonable Force Policy.

The DSL or deputy must be informed of searches for statutory prohibited items and immediately involved where a search reveals a safeguarding risk. Searches will be recorded in accordance with DfE guidance and parents informed as soon as practicable of a search for a statutory prohibited item and its outcome.

Confiscation and disposal

An authorised member of staff may confiscate, retain or dispose of an item where lawful. Decisions must follow DfE guidance, take account of safeguarding and evidence-preservation requirements, and be proportionate. Illegal drugs, weapons, suspected evidence of an offence and sexual images require specific handling; staff must seek DSL and, where appropriate, police advice rather than routinely returning such items to a pupil or parent.

18. Suspected criminal behaviour

Where criminal behaviour is suspected, the school will make an initial assessment by gathering only enough information to establish the facts and decide whether the matter should be reported to the police. This assessment will be documented and relevant evidence preserved.

Once a matter has been reported, the school will ensure that further action does not interfere with police enquiries. The school may continue its own safeguarding and disciplinary processes where these do not conflict with police action. The DSL or deputy will normally lead consideration of safeguarding and any parallel referral to children's social care.

19. Restrictive interventions, including reasonable force

The Trust's Use of Reasonable Force Policy governs all restrictive interventions and must be followed in full. This section is a summary; if there is any difference, the Use of Reasonable Force Policy takes precedence.

Members of school staff have a statutory power to use reasonable force in limited circumstances. The Headteacher may also authorise another person who has lawful charge of pupils to exercise that power. Restrictive intervention is not a routine behaviour-management strategy and must never be used as punishment.

Force or another restrictive intervention may be used only where lawful, necessary and proportionate, using the least restrictive option and no more force than is necessary for the shortest time required. It may be used to prevent a pupil harming themselves or others, committing an offence, causing serious damage to property or causing serious disorder. Staff must consider the pupil's age, needs, vulnerabilities, communication, SEND, disability, medical needs and the comparative risks of intervening or not intervening.

Preventative and de-escalation approaches should be attempted unless delay would increase the risk of harm. Only trained techniques may be used in foreseeable situations. In an emergency involving immediate risk of serious harm, staff may take reasonable action consistent with the principles of the Trust policy even where the precise circumstances were not anticipated in training.

Seclusion is a non-disciplinary safety measure and may be used only in the circumstances and with the safeguards set out in the Trust policy. It must never involve a locked door, must be continuously and actively supervised, reviewed at least every five minutes, and ended as soon as the immediate risk has reduced.

Every significant incident involving use of force, and every seclusion or restraint incident, must be recorded and reported in accordance with the Trust policy and the statutory requirements effective from April 2026. Parents must normally be notified in writing as soon as practicable, usually on the

same day, subject to the safeguarding exceptions set out in law and the Trust policy. Post-incident medical, emotional and relational support must be considered for pupils, staff and affected witnesses.

20. Allegations found to be false or malicious

All allegations and disclosures will be taken seriously and handled fairly under safeguarding procedures. An allegation that is unsubstantiated, unfounded or withdrawn is not, for that reason alone, false or malicious, and no pupil will be sanctioned for making a report in good faith.

Where a fair investigation establishes that a pupil deliberately invented or maliciously made an allegation, the school may apply a proportionate sanction and offer appropriate support. Leaders will consider the pupil's age, understanding, needs, motivation, vulnerability and whether the behaviour itself indicates a safeguarding or mental-health concern.

21. Staff induction, development and support

All staff will receive induction into the school's behaviour culture, routines, systems, safeguarding links and their legal powers and duties. Training will be refreshed regularly and tailored to the needs of the school and its pupils, including SEND, disability, mental health, trauma-informed and relational practice, de-escalation, searching and restrictive intervention where relevant to the role.

Leaders will provide visible day-to-day support, coaching and opportunities to seek advice. Staff involved in serious incidents will receive appropriate practical and emotional support and will be expected to engage in reflective review.

22. Recording, monitoring and evaluation

Behaviour requiring a formal sanction, safeguarding response, removal, search, suspension, restrictive intervention or other significant action will be recorded promptly on the school's agreed system. Records must be factual, respectful, proportionate and sufficiently detailed to explain the decision and response.

School leaders and the Trust education team will analyse data regularly to identify patterns and assess impact. Analysis will include, where appropriate:

- frequency, type, severity, location and timing of incidents;
- repeat incidents and repeated involvement of pupils or staff;
- bullying, discriminatory and child-on-child abuse categories;
- removal, suspension, searches and restrictive interventions;
- injury, safeguarding referrals and timeliness of required notifications;
- the experience and views of pupils, staff and parents; and
- possible disproportionate impact by SEND, disability, sex, race or other relevant vulnerability or protected characteristic.

Leaders will take action where data indicates inconsistency, disproportionality, unmet need or ineffective support. Local Governing Committees will review implementation and provide assurance through the Trust's governance framework. The Trust Board will receive aggregated assurance and significant concerns.

The policy and each school appendix will be reviewed at least annually for operational effectiveness and sooner where legislation, statutory guidance, safeguarding learning or Trust requirements change. Formal approval will follow the Trust's policy cycle.

23. Complaints

Concerns about the application of this policy should normally be raised with the school in the first instance and will be managed under the Trust's Complaints Policy. Complaints do not prevent the school from implementing a lawful sanction. Allegations about staff conduct will be considered under safeguarding, low-level concerns, disciplinary or complaints procedures as appropriate.

APPENDIX A: School Implementation Appendix

*This appendix forms part of the Trust-wide Inspiring Primaries Academy Trust (IPAT) Behaviour Policy 2026. It establishes the school-specific expectations, rules, routines, rewards, and sanctions for **John Wycliffe Primary School (JWPS)**. It must be implemented consistently by all staff and read in conjunction with the core Trust policy.*

Fundamental to our moral purpose is to empower children to choose wisely and act positively, preparing them for lives of opportunity and choice. Grounded in unconditional positive regard, we hold high expectations of all our children, their families and our staff and always separate a child's inherent worth from their behaviour.

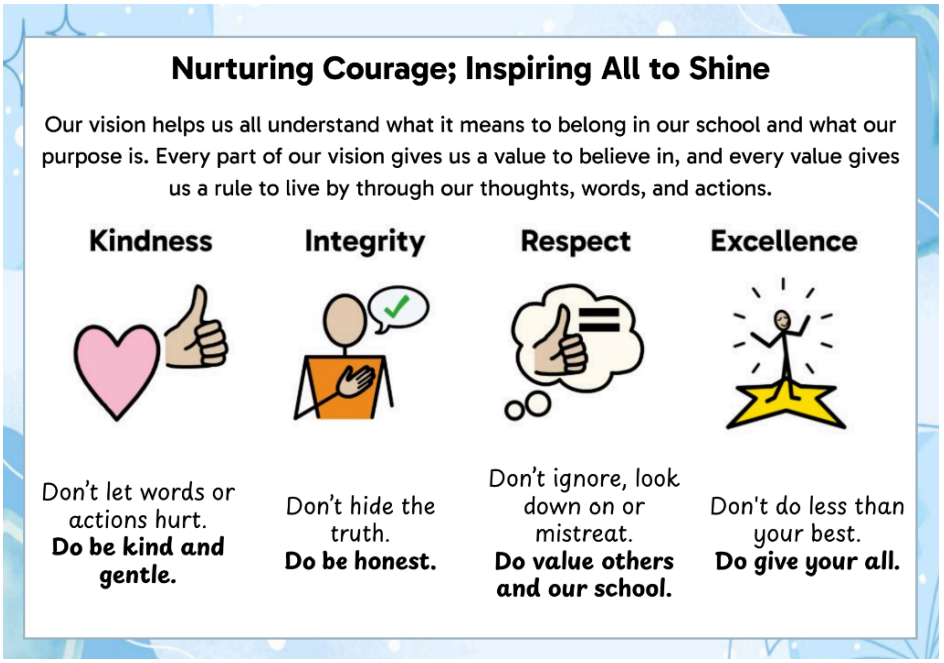
- **Positive Reinforcement:** Staff consistently model our values, giving first attention to best conduct and rewarding positive behaviour.
- **Restorative Approach:** When behaviour falls short, we respond with curiosity, proportionate sanctions, and restorative conversations to address underlying causes.
- **Strong Partnerships:** Trusting relationships between staff, children, and families underpin everything we do.

1. School Behaviour Expectations, Rules, and Routines

A. Vision and Values-Based Rules

Our school vision is **"Nurturing courage; inspiring all to shine"**. This vision translates into four core values and clear rules that guide our thoughts, words, and actions:

- **Kindness:** Don't let words or actions hurt. **Do be kind and gentle.**
- **Integrity:** Don't hide the truth. **Do be honest.**
- **Respect:** Don't ignore, look down on, or mistreat. **Do value others and our school.**
- **Excellence:** Don't do less than your best. **Do give your all.**



B. Daily Classroom Routines

To save learning time, maintain calm, and support self-regulation, JWPS embeds three key daily routines:

1. **Meet & Greet at Classroom Doors:**

- **Class Teachers** stand at their classroom door to welcome pupils, monitor moods, build trusting relationships, and positively reinforce or correct expectations.
- **Learning Support Assistants** remain inside the classroom to support behaviour and focus, and support children with their morning tasks.
- **Class Teacher Register:** Once the meet-and-greet is complete, the Class Teacher completes the registers.

2. **Settling Task (Morning Work / Connect Task):**

- A brief, **5-minute task** that pupils complete independently at the beginning of each morning without direct instruction.
- This routine ensures immediate focus on learning and reduces opportunities for low-level disruption (such as talking or loitering) while the Class Teacher greets pupils.

3. **Classroom Organisation and Tidiness:**

- Resources and books must be pre-arranged on desks to prevent unnecessary movement.
- Both children and adults are expected to maintain a tidy space, as physical disorganisation can lead to emotional dysregulation.

C. Unstructured Times (Breaktimes and Lunchtimes) Routine

Unstructured times are actively supervised using an early intervention model:

- **Play Equipment:** Range of activities are set up in zones for children to engage with
- **Active Supervision:** Duty Staff are trained and expected to move, scan, and actively join in games to detect potential conflicts early.
- **Values-Based Prompts:** Staff use immediate, gentle reminders of our values (e.g., *"How can we make sure our circle includes everyone?"* or *"Let's show a gentle heart with our hands"*).

2. How the Behaviour Curriculum is Taught, Inducted, and Re-Taught

- **Teaching Values & Routines:** Staff explicitly teach what school values look like and consistently model them. Classroom routines are taught step-by-step and reinforced regularly to build emotional self-regulation.
- **Reflective Learning:** Staff use language of right and wrong, framing mistakes and incorrect choices as constructive opportunities to learn and grow.
- **Early Intervention:** Adults intervene at the earliest sign of escalation, reminding pupils of expectations and the natural consequences of their actions (e.g., explaining that not listening means missing important learning).
- **Induction:** other than the standard intake (in-year admissions), staff provide structured support to explicitly teach school routines, values, and behavioural expectations at the beginning of a pupil joining our school with the aim of ensuring seamless integration into the school culture.

- **Re-Teaching:** Routines and expectations are proactively refreshed for all pupils at key milestones throughout the year—such as after long holidays, timetable changes, or school breaks—to prevent standard drift and reinforce consistency across the school.
- **Targeted Intervention & Re-Practice:** When pupils repeatedly struggle with expectations, staff treat the issue as a learning gap rather than a purely disciplinary matter, providing dedicated 1-to-1 or small-group instruction to re-teach and practice specific positive behaviours.

3. Recognition and Reward Arrangements

At JWPS, our primary focus is to **foster intrinsic motivation** so pupils make positive choices naturally, rather than relying on immediate external rewards.

A. Approved Rewards and Positive Strategies

To celebrate right choices and positive behaviours, staff use a graduated range of recognition methods suited to the child's age and development:

- **Age-Appropriate Point of Praise:**
  Reception:* A "learning star".
  Year 5 / Key Stage 2:* A special sticker on work, or a tick on an individual star chart.
- **Gold Standard:** Awarded for consistently excellent or exceptional behaviour. Parents are typically informed of this achievement.
- **SLT/Headteacher Referral:** If a child consistently demonstrates school values exceptionally, they are sent to the Headteacher or SLT to discuss their choices and receive a sticker, certificate, or note.
- **Weekly Celebration Assembly:** Held weekly to celebrate effort, achievements, and examples of going "above and beyond" the rules. Pupils are awarded a special **Headteacher's award certificate**.
- **Positive Relational Strategies:** In-time praise (verbal praise, stickers), non-verbal affirmations (warm smile, nod, thumbs-up), 'Go and show someone that work', photocopying great work for pupils to take home, sharing great behaviour in front of other staff/the community, positive phone calls home, and pointing out positive changes in behaviour as soon as they happen.

4. Graduated Response to Misbehaviour & Authorised Staff

When classroom strategies (verbal/non-verbal cues, positive reinforcement, clear redirections) are insufficient, staff apply a consistent **4-Step Warning System**:

Stage	Action Name	Staff Action	Consequence / Resolution
Stage 1	**Warning**	Staff connect with the pupil, establish expectations, and provide a clear route/instruction to meet them (e.g., a look or quiet verbal prompt).	Warning: Warned against continuation or escalation. Resolution: Restorative conversation at the end of the session to reset expectations and praise effort.

Stage 2	**Further Warning**	Staff reconnect with the pupil privately and verbally, providing clear guidance and establishing expectations.	Warning: Warned that continued misbehaviour will result in escalation to reflection time. Phrased positively and using language which separates the child from their behaviours. Resolution: Restorative conversation at the end of session if behaviour improves.
Stage 3	**Reflection Time**	Child is asked to take reflection time outside of the classroom in view of an adult, away from the rest of the class.	Duration: 2 minutes (FS and Year 1/2); 5 minutes (KS2). Warning: Warned that continued misbehaviour leads to SLT escalation. Phrased positively and using language which separates the child from their behaviours. Resolution: Restorative conversation at the end of session. CT must inform parents that Stage 3 was implemented (focusing on positive recovery choices).
Stage 4	**SLT Escalation**	Pupil is removed to work with the Senior Leadership Team (SLT) to allow class learning to continue.	Reflection: De-escalation and restorative conversation with SLT regarding school values, actions, and consequences. Catch-up: Missed work must be completed during the following break period. Logging: CT/SLT logs on CPOMS/ARBOR. Phone call home made to parents.

- **Fast-Track to Stage 4 (Automatic Bypass):** Immediate escalation to Stage 4 occurs for severe incidents, including bullying, deliberate property damage, abusive or discriminatory language, or severe disrespect towards staff or the community.
- **Stage Resets:** Stages typically reset at lunchtime (unless staff exercise discretion for patterns across the day) and never carry over to the next school day.

5. Detention Arrangements

- **JWPS Position:** JWPS does **not** operate standard after-school or lunch detentions as a disciplinary sanction.

- **Missed Work Completion:** The only detention-like arrangement is the requirement for a pupil who reached **Stage 4 (SLT Escalation)** to complete their missed classroom work during the break period immediately following the incident. This is implemented with regard for the child's developmental stage and individual needs.

6. Disciplinary Removal Arrangements

Disciplinary removal at JWPS corresponds to **Stage 4: SLT Escalation**:

- **Authorisation:** Initiated by the Class Teacher/staff when classroom-based stages (1–3) have been exhausted, or immediately in the event of a severe incident.
- **Location & Supervision:** The pupil is removed from the classroom to work directly with a member of the **Senior Leadership Team (SLT)**, in a supervised setting away from their class.
- **Education:** The pupil continues their schoolwork under SLT supervision, and if relevant, any missed work is completed during the following break period.
- **Recording:** The class teacher/SLT must log the details of the events on CPOMS, and record the incident as a 'Stage 4 Escalation' on ARBOR (without duplicating the event narrative on ARBOR).
- **Parent Notification:** Parents must be informed and the Class Teacher and designated SLT member will jointly agree on who contacts them, as well as the appropriate method and timeframe.
- **Severe Incidents:** Parent notification is required for all severe behaviour incidents as soon as possible.
- **Reintegration & Restorative Work:** The pupil has time out of class to de-escalate. SLT then guides them through a restorative conversation analysing their choices, consequences, and how they relate to school values before they return to class.
- **Systemic Review:** SLT reviews recorded Stage 3 and 4 incidents to monitor trends. Persistent patterns trigger an 'Assess, Plan, Do, Review' approach involving the SENDCO, Pastoral Leader, and parents.

7. Non-Disciplinary Regulation and Sensory-Space Arrangements

- **Nurturing and Adaptations:** JWPS provides scaffolds and adaptations to meet individual pupil needs, aiming to prevent dysregulation. Staff are trained to maintain tidy, structured classroom spaces to minimise cognitive overload and dysregulation.
- **Regulation Spaces:** Specific, separate regulatory approaches are maintained in all phases, which are designed to proactively support children's regulation.

8. Additional Support, Reasonable Adjustments, and Individual Plans

- **Individual Behaviour Support Plans:** Pupils who require a modified approach to behaviour have formal, individualised behaviour support plans in place. These are reviewed at least 3 times a year by Class Teachers, working alongside children and their families.
- **Targeted Support Framework:** Persistent behaviours trigger a formal parent meeting and the initiation of the **'Assess, Plan, Do, Review'** framework.
- **Key Personnel:** These plans are co-created and reviewed alongside the child, parents, SENDCO, Pastoral Leader, and external agencies where relevant.

- **Scaffolds & Adaptations:** Staff must implement agreed adjustments and scaffolds (e.g. modified work, visual schedules) to ensure the conditions for demonstrating school values are accessible to all children.

9. School Banned Items

JWPS enforces the core **IPAT Trust-wide banned items**. Staff may search for:

1. Knives and weapons
2. Alcohol
3. Illegal drugs
4. Stolen items
5. Tobacco and cigarette papers
6. Fireworks
7. Pornographic images
8. Any article suspected of being used to commit an offence, cause injury, or damage property.
9. **Trust-Specific Banned Items:** Vapes, e-cigarettes, harmful substances, and any items intended to imitate weapons or drugs.

10. Staff Authorised to Search and Local Recording

- **Authorised Staff:** Only the **Head of School** or staff members explicitly authorised by the Head of School may carry out a search.
- **Search Protocols:** Must be necessary, proportionate, respectful, safeguarding-led, conducted by a staff member of the same sex as the pupil, and witnessed by another adult (except in rare emergencies involving risk of serious harm).
- **Local Recording & Escalation:**
  The Designated Safeguarding Lead (DSL) or Deputy DSL must be informed of any search for statutory prohibited items and immediately involved if a safeguarding risk is revealed.
  All searches for statutory prohibited items must be logged on CPOMS in accordance with DfE guidance, and parents must be informed as soon as practicable.

11. Mobile Phone and Smart-Technology Arrangements

- **Trust Default:** In line with national statutory guidance, JWPS is a **mobile phone-free environment** throughout the school day by default though children may be permitted to bring their mobile phone onto school premises in exceptional circumstances.
- **Use Restriction:** Pupils are prohibited from accessing or using mobile phones or smart technology (with communication or recording functionality) during lessons, transitions, breaktimes, or lunchtimes.
- **Arrival & Classroom Storage Routine:**
  Power Down: Phones must be switched off once on the school site.
  Hand-in Routine: Phones are handed in at the start of the day and are stored in classrooms.
  Access Restriction: Children are not permitted to access these devices at any point during the school day.

- **Sanctions for Non-Adherence:**
  First Breach: If a child does not adhere to these rules, their phone will be removed to the School Office, and a parent will need to collect it.
  Repeated Breach: If a child repeats following these rules, they will no longer be permitted to bring a mobile phone onto the school site under any circumstances.
- **Authorised Exceptions:** Documented exceptions and reasonable adjustments are permitted only if required to support a medical condition, disability, or an approved safeguarding plan.
- **School Trips:** Pupil mobile phones are not permitted on trips.
- **Parental Contact:** Parents are able to contact pupils via the school office; by telephone or in person.

12. Incident Recording and Escalation Arrangements

To ensure consistency, JWPS operates a rigorous local recording and escalation system:

- **Classroom Warning Tracking:** Staff track low-level Warnings (Stages 1–2) during lessons to ensure consistency. These records are temporary and are destroyed once a reset occurs (typically at lunchtime and at the end of the school day).
- **Stage 3 (Reflection Time) Escalation:**
  Action: CT asks the child to take 2 minutes (FS/KS1) or 5 minutes (KS2) of reflection outside the classroom.
  Logging: The Class Teacher must log the details of the incident on CPOMS.
  ARBOR Entry: The CT must also log a Stage 3 Escalation on ARBOR (the event description does not need to be written here as it is held on CPOMS).
  Parent Contact: The CT must inform parents of the Stage 3 incident.
- **Stage 4 (SLT) Escalation:**
  Action: Pupil removed to work with SLT.
  Logging: The Class Teacher must log full details on CPOMS and record a Stage 4 Escalation on ARBOR.
  Parent Contact: A phone call home must be made at the end of the day by either the SLT member or the Class Teacher (to be agreed between them).
- **Breaktime/Lunchtime Step 1 (Reset with Duty Adult):** This is a 5-10 minute temporary 'walk and talk' or standing reflection with the duty adult. No formal warning is issued or permanently logged if the child successfully resets.
- **Breaktime/Lunchtime Step 2 (SLT Playground Escalation):** If a child repeats behaviour, refuses to stay with the adult, or commits a serious playground incident, they are removed from the playground. The incident is formally logged on school software, and parents are informed at the end of the day.

13. Key Staff Roles and Routes for Pupil/Parent Concerns

A. Key Local Staff Roles

- **Head of School:** Visible culture leader, oversees the implementation of the policy, reviews support frameworks.
- **Class Teachers (CTs):** Lead the daily teaching of the behaviour curriculum, run classroom routines, administer Stages 1–3, log incidents on CPOMS/ARBOR, and contact parents.

- **Learning Support Assistants (LSAs):** Support in-class routines, monitor behaviour/focus, and scaffold morning tasks.
- **Senior Leadership Team (SLT):** Supports staff, administers Stage 4 escalations, reviews recorded incident data weekly to monitor trends.
- **SENDCO & Pastoral Leader:** Co-create behaviour support plans and facilitate Assess, Plan, Do, Review cycles.

B. Routes for Pupil and Parent Concerns

- **Pupils:** Taught to report any concerns regarding bullying, abuse, discrimination, or unsafe behaviour to a **trusted school adult**.
- **Parents:** Encouraged to share relevant behaviour or support information early. For concerns or complaints, parents must raise them **directly with the school in the first instance**, which will be managed under the Trust's Complaints Policy.

14. Links to Anti-Bullying, Safeguarding, and Online-Safety Procedures

- **Safeguarding Referrals:** Any behaviour that indicates child-on-child abuse, sexual harassment, or other immediate safeguarding risks must be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL under safeguarding protocols.
- **Trust Policy Integration:** This implementation appendix must be read in conjunction with the School's and Trust's relevant policies including:
  - Safeguarding and Child Protection Policy
  - Anti-Bullying Policy
  - Use of Reasonable Force Policy
  - Online Safety / Acceptable Use Policy
  - Suspensions and Exclusions Policy

Appendix B - Current national guidance

The following official sources were checked when this policy was updated. Schools must always use the latest version in force.

- **Behaviour in Schools: advice for headteachers and school staff** - DfE guidance, updated February 2024. Official source
- **Restrictive Interventions, Including Use of Reasonable Force, in Schools** - DfE guidance effective from 1 April 2026. Official source
- **Mobile Phones in Schools** - statutory guidance published June 2026, to be followed from 1 September 2026. Official source
- **Searching, Screening and Confiscation** - DfE guidance, July 2022, webpage updated July 2023. Official source
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement** - statutory guidance effective from 26 July 2026. Official source
- **Keeping Children Safe in Education 2026** - statutory guidance effective from 1 September 2026. Official source
- **SEND Code of Practice: 0 to 25 years** - statutory guidance. Official source