



# Behaviour and Relationships Policy

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Policy prepared by (name and delegation)	James Hunter Head of School
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## Statement of intent

The Avenue Primary School believes that, in order to facilitate excellent teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. This policy is designed to promote a positive ethos of respectful behaviour in which children can work and play happily together.

Our core values of

- Show respect
- Honesty
- Independence
- Never give up
- Excellence

underpin all our work at The Avenue Primary School and are key to the implementation of this behaviour and relationships policy, amongst staff, children and parents.

The school is committed to:

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

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## 1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Home School Agreement
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the head teacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Ensuring this policy is published on the school website.

The Head Teacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.

- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Head Teacher and Deputy Head will be responsible for:

- The monitoring of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

The Deputy Head and Pastoral Lead will be responsible for:

- The monitoring of the effectiveness of this policy
- Analysing behaviour information on a weekly basis and implementing strategies to help improve behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Create and review individual behaviour support plans with children and parents.

The SENCO will be responsible for:

- Collaborating with the governing board, Head Teacher and the Pastoral Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Be involved in discussions around those children with SEND plans where behaviour is SEND linked.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The Phase Leaders will be responsible for:

- Supporting teachers and children within their phase with strategies to support positive behaviour
- Observe teachers in their phase to gain an oversight of behaviour in their phase.
- Liaise with parents when necessary
- Reinforce the high expectations linked to routines across their phase.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons which 'Start with SEND' to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of ALL the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Ensure the Behaviour Curriculum is delivered regularly and thoroughly throughout the course of the school year.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Creating a safe and stimulating environment in which all children can learn.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Pastoral Lead.
  - Phase Leader.
  - Deputy Head teacher.
  - Head teacher.
- As authorised by the Head teacher, sanctioning pupils who display poor levels of behaviour.
- Working as a team, supporting and encouraging each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Treating all others with consideration and respect.
- Doing their best and allowing others learn.
- Following instructions from teachers and other staff.
- Supporting and encouraging each other.
- Taking responsibility for their own actions.
- Caring for and taking pride in the environment of the school.
- Sorting out difficulties appropriately, seeking adult help if needed.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and expectations
- Informing the school of any changes in circumstances which may affect their child's behaviour.

- Working with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.
- Ensuring children attend regularly and on time.
- Being aware of the strategies of the school and reinforcing these at home.
- Promoting good behaviour, politeness, courtesy and consideration for others.

### 3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Deliberately damaging school property
- Possession of banned items – mobile phones in the classrooms
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Low-level disruption and talking in class
- Misuse of school property or equipment
- Failure to complete classwork
- Not following instructions and routines
- Rudeness and disrespect
- Answering back

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

#### **4. Staff induction, development and support**

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

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

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

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

#### **5. Managing behaviour**

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

Steps	Inside	Outside
<b>Reminder</b> 	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of class charter delivered privately wherever possible.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>	<p>Remind the child that they are not following a school rule. This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience.</p>
<b>Warning</b> 	<p>A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Remind the children of the time out if repeated.</p>	<p>If the behaviour continues, calmly remind – again, personally, with the consequences made clear.</p>
<b>Reset</b> 	<p>Child is sent to a designated area of their area of school</p> <p>Child spends period of time (see below) sitting alone in order to reflect, calm down without causing disturbance.</p> <ul style="list-style-type: none"> <li>• EYFS – 3 minutes</li> <li>• KS1 – 5 minutes</li> <li>• KS2 – 5-10 minutes</li> </ul> <p>Logged on Arbor and parents/carers are notified on the door or via a phone call.</p>	<p>Child who demonstrates the following will spend 5 minutes in the reset room.</p> <p>Child will sit at a table alone, in silence and reflect on why they are inside.</p> <ul style="list-style-type: none"> <li>- Playing in the toilets</li> <li>- Running along the narrow paths</li> <li>- Misuse of resources</li> <li>- Overly rough play</li> <li>- Answering back</li> <li>- Ignoring instructions</li> </ul> <p>Staff member in room logs on Arbor.</p>
<b>FROM NOW ON, NO MORE WARNINGS. ACTION IS TAKEN AND BEHAVIOUR IS RECORDED</b>		
<b>Time Out A</b> 	<p>Child is taken to a designated classroom.</p> <ul style="list-style-type: none"> <li>- Up to 1 hour working alone without causing disturbance</li> <li>- Restorative conversation with the class teacher outside of learning time on returning to the classroom (see questions below)</li> <li>- Teacher to communicate time out with parents – via an Arbor message.</li> <li>- Teacher to log all of these incidents on Arbor – Thursday to Thursday</li> <li>- Class Teacher to call parents of repeated incidents logged on CPOMS</li> </ul>	<p>Child is sent to the Reset Room –</p> <ul style="list-style-type: none"> <li>- due to repetition in the same session, child will remain in Time Out for the session.</li> <li>- Child to write out the play charter /complete reflection</li> <li>- Phase Leader to call parents of repeated incidents logged on CPOMS</li> <li>- Person in Reset room to log on Arbor.</li> </ul>
A regular receiver of Time Out A is someone who has had three or more in two weeks		
<b>Time Out B</b> 	<p>Child is taken to their Phase Leader</p> <ul style="list-style-type: none"> <li>- For the rest of the session working alone without causing disturbance</li> <li>- Restorative conversation with the phase leader outside of learning time prior to returning to the classroom</li> <li>- Reflection to be completed with Phase Leader</li> <li>- Phase Leader to communicate time out with parents – via an Arbor message.</li> <li>- Phase Leader to log incident on Arbor</li> </ul>	<p>Child sent to the Reset Room</p> <ul style="list-style-type: none"> <li>- Child to miss their entire next break/lunchtime</li> <li>- Child to write out the play charter/complete reflection</li> <li>- Arbor message sent to the parents</li> <li>- All incidents logged on CPOMS</li> <li>- Repeated incidents will require meeting with parents where options are discussed</li> </ul>

	- Phase leader to call parents of repeated incidents logged on CPOMS	
A regular receiver of Time Out B is someone who has had three or more in two weeks		
<b>Time Out C</b> 	Child is taken to a Behaviour Team (HT/DHT/PL/SENDCo) <ul style="list-style-type: none"> <li>- Half or full day working alone without causing disturbance</li> <li>- Takes place in HT, DHT or PL office</li> <li>- Removal of 10 minutes of next playtime</li> <li>- Phone call from behaviour team</li> <li>- All incidents logged on CPOMS</li> <li>- Repeated incidents will require meeting with parents where options are discussed</li> </ul>	Child sent Reset Room <ul style="list-style-type: none"> <li>- Full break and lunchtime is spent inside</li> <li>- Reflection work would be completed with the member of staff</li> <li>- Phone call from the member of SLT dealing with the incident</li> <li>- Repeated incidents will require meeting with parents where options are discussed</li> <li>- All incidents logged on CPOMS</li> </ul>
	A regular receiver of Time Out B (Regular = more than two times in two consecutive weeks)	

### Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

These are to be used by all staff when conducting restorative conversations with the children.

Some incidents, as detailed above, will result in a child going straight to Time Out B or beyond.

Class teachers and support staff will report significant incidents internally on Arbor and CPOMS and communicate these with parents as soon as is practicable. The Behaviour Team will be alerted.

Targeted discussions with pupils, a phone call with parents/carers, and inquiries into circumstances outside of school will be actioned by the class teacher in the first instance. The Pastoral Lead and SENDCo will provide children with support to prevent the misbehaviour recurring following Time Out C. After an initial incident of negative behaviour, sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

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

- The behaviour team will meet with parents to create a behaviour support plan.
- The head teacher will consider whether the pupil should be suspended, in line with the Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any

undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the head teacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

The head teacher will consider whether a permanent exclusion is necessary, in line with the Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

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

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

## **6. Prevention strategies and intervention**

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. A regulation break during the school day will be used to support regulation.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Short-term daily behaviour success chart
- Long-term behaviour support plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to

acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside before entering the classroom, walking around school without talking etc.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

As part of the teaching compass work, staff have created and agreed a number of routines which visuals have been created for.



### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Staff are expected to model the behaviours and insist on these with the children across school.

### Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the school.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the head teacher, and the pupil's parent will be contacted. Where appropriate, the head teacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day –

pupils will not be sent home without the school contacting their parent. A reintegration meeting will be held on the child's return with the pastoral lead or head teacher.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the head teacher as to what behaviour constitutes a suspension, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

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

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

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

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

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

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The head teacher will request that the pupil's class teachers set them appropriate work to complete.

The head teacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

### **Restorative Practice**

The Avenue Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

#### **(Appendix 4 – Restorative Practice approach at The Avenue Primary School)**

### **7. Sexual abuse and harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **8. Prohibited items, searching pupils and confiscation**

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

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

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. The Avenue Primary School follows the DfE guidance [Searching, Screening and Confiscation: Advice for Schools](#).

## 9. Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Stickers for positive behaviours, great behaviours for learning etc.
- Dojo points for positive behaviours and work
- Communicating praise to parents – a note home, dojo message/phone call, postcard home etc.
- Certificates and assemblies
- SHINE Champions

### Celebrating Positive Behaviour – via Class Dojo

Depending on the age of the children, the dojo points (bespoke to a class) may differ and teacher.

Every term, children begin with 0 points and aim to achieve the Bronze, Silver and Gold Dojo certificates. To achieve the Bronze, Silver, Gold and Platinum certificates, the children must earn 50, 75, 100 and 150 points, respectively. When children reach each milestone, they will be able to visit the 'Dojo Shop' and redeem their points in exchange for prizes.

On a weekly basis as part of assemblies, children are presented with their certificates. Any child who achieves the Gold certificate at the end of each term will also receive a 'Gold' medal at the end of the year.

At the end of each week, the class with the most Class Dojo, collectively, will be awarded 15 minutes additional playtime.

## **10. Behaviour outside of school premises**

Staff can discipline children for misbehaviour outside of the school premises, including conduct online. This could pose a threat to another child, a member of staff at the school, or a member of the public.

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

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

## **11. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

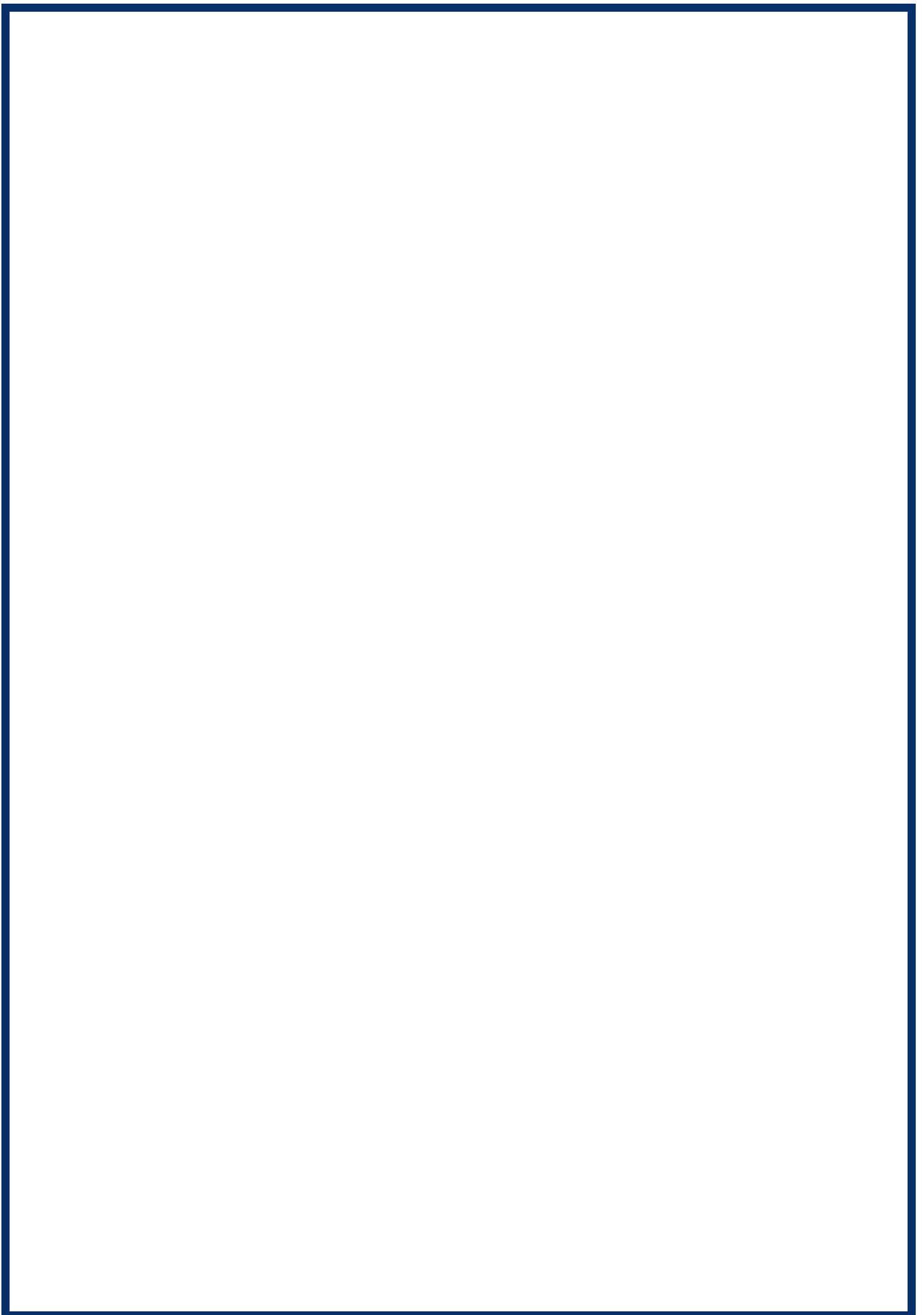
The data recorded on Arbor, will be monitored on a weekly basis by the Behaviour Team with actions taken swiftly to address concerns. Further monitoring and objective analysis will be completed half termly by the head teacher. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **12. Monitoring and review**

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

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

The next scheduled review date for this policy is July 2026.



## Appendix 1 - Restorative Practice at The Avenue Primary School

### Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

#### 1. Restorative Practices in Schools is about:

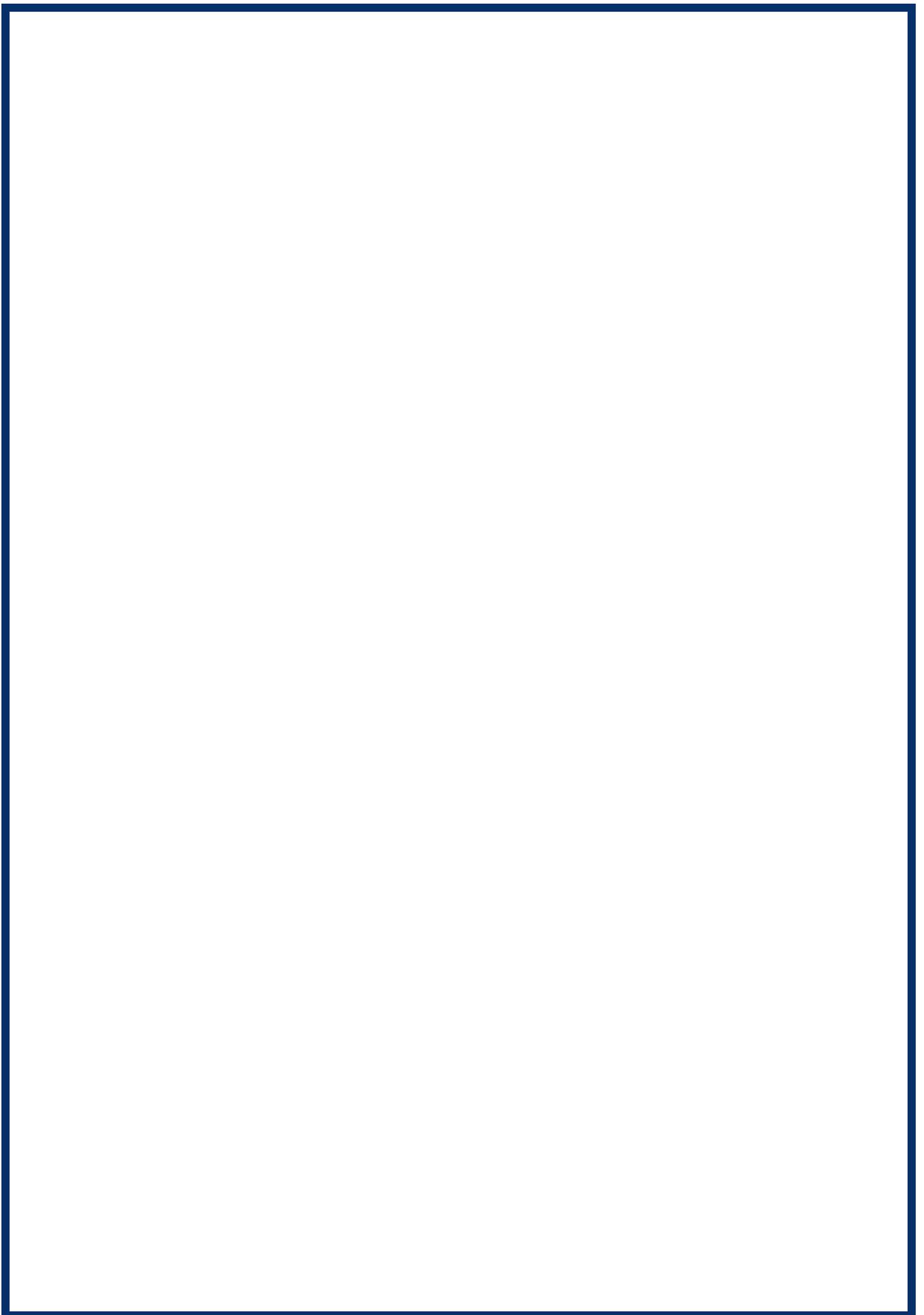
- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

#### 2. Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

#### 3. Restorative Questions

7. What has happened?
8. What were you feeling at the time?
9. Who has been affected by the actions?
10. How have they been affected?
11. What needs to be done to make things right?
12. How can we do things differently in the future?





# Our Behaviour System



**Reminder**



**Warning**



**Reset**



**Time Out A**



**Time Out B**



**Time Out C**

Steps	Inside	Outside
<b>Reminder</b> 	Gentle encouragement, a 'nudge' in the right direction. A reminder of class charter delivered privately wherever possible. Praise will be given if the child is able to model good behaviour as a result of the reminder.	Remind the child that they are not following a school rule. This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience.
<b>Warning</b> 	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Remind the children of the time out if repeated.	If the behaviour continues, calmly remind – again, personally, with the consequences made clear.
<b>Reset</b> 	Child is sent to a designated area of their area of school Child spends <u>period of time</u> (see below) sitting alone <u>in order to</u> reflect, calm down without causing disturbance. <ul style="list-style-type: none"> <li>• EYFS – 3 minutes</li> <li>• KS1 – 5 minutes</li> <li>• KS2 – 5-10 minutes</li> </ul> Logged on Arbor and parents/carers are notified on the door or via a phone call.	Child who demonstrates the following will spend 5 minutes in the reset room. Child will sit at a table alone, in silence and reflect on why they are inside. <ul style="list-style-type: none"> <li>- Playing in the toilets</li> <li>- Running along the narrow paths</li> <li>- Misuse of resources</li> <li>- Overly rough play</li> <li>- Answering back</li> <li>- Ignoring instructions</li> </ul> Staff member in room logs on Arbor.
<b>Time Out A</b> 	Child is taken to a designated classroom. <ul style="list-style-type: none"> <li>- Up to 1 hour working alone without causing disturbance</li> <li>- Restorative conversation with the class teacher outside of learning time on returning to the classroom (see questions below)</li> <li>- Teacher to communicate time out with parents – via an Arbor message.</li> <li>- Teacher to log <u>all</u> of these incidents on Arbor – Thursday to Thursday</li> <li>- Class Teacher to call parents of repeated incidents logged on CPOMS</li> </ul>	Child is sent to the Reset Room – <ul style="list-style-type: none"> <li>- due to repetition in the same session, child will remain in Time Out for the session.</li> <li>- Child to write out the play charter /complete reflection</li> <li>- Phase Leader to call parents of repeated incidents logged on CPOMS</li> <li>- Person in Reset room to log on Arbor.</li> </ul>
A regular receiver of Time Out A is someone who has had three or more in two weeks		
<b>Time Out B</b> 	Child is taken to their Phase Leader <ul style="list-style-type: none"> <li>- For the rest of the session working alone without causing disturbance</li> <li>- Restorative conversation with the phase leader outside of learning time prior to returning to the classroom</li> <li>- Reflection to be completed with Phase Leader</li> <li>- Phase Leader to communicate time out with parents – via an Arbor message.</li> <li>- Phase Leader to log incident on Arbor</li> <li>- Phase leader to call parents of repeated incidents logged on CPOMS</li> </ul>	Child sent to the Reset Room <ul style="list-style-type: none"> <li>- Child to miss their entire next break/lunchtime</li> <li>- Child to write out the play charter/complete reflection</li> <li>- Arbor message sent to the parents</li> <li>- All incidents logged on CPOMS</li> <li>- Repeated incidents will require meeting with parents where options are discussed</li> </ul>
A regular receiver of Time Out B is someone who has had three or more in two weeks		
<b>Time Out C</b> 	Child is taken to a Behaviour Team (HT/DHT/PL/SENDCo) <ul style="list-style-type: none"> <li>- Half or full day working alone without causing disturbance</li> <li>- Takes place in HT, DHT or PL office</li> <li>- Removal of 10 minutes of next playtime</li> <li>- Phone call from behaviour team</li> <li>- All incidents logged on CPOMS</li> <li>- Repeated incidents will require meeting with parents where options are discussed</li> </ul>	Child sent Reset Room <ul style="list-style-type: none"> <li>- Full break and lunchtime <u>is</u> spent inside</li> <li>- Reflection work would be completed with the member of staff</li> <li>- Phone call from the member of SLT dealing with the incident</li> <li>- Repeated incidents will require meeting with parents where options are discussed</li> <li>- All incidents logged on CPOMS</li> </ul>
A regular receiver of Time Out B (Regular = more than two times in two consecutive weeks)		

# Reflection Time



Name:

Class:

Date:

## Appendix 3 – Reflection Time

## Appendix 4 – Behaviour Curriculum for Isolation



### Isolation Reflection

Please complete the sections in full sentences to show you understand the reason you are in isolation. This is part of your school work, so presentation matters.

Why have you been asked to sit here?


What other choice could you have made?




### Isolation Reflection

What can you do to re-join your classmates?


Is there anything else you want to say?




## Isolation Poster

Complete a poster to show our school values and remind people to stick to them.