LAND OF LEARNING
NURSERY & PRIMARY SCHOOL

Pupil Behaviour Policy

2026–2027

Our approach

High expectations • Warm relationships • The Seven Cs • Explicit teaching • Fair and proportionate responses • Restorative repair • Safeguarding first

"Calm • Consistent • Fair • Respectful • Restorative"

Approved by	Headteacher / Governing Body
Reviewed	September 2026
Next review	September 2027
Applies to	Nursery and Primary pupils, staff, volunteers and visitors
Related policies	Safeguarding; SEND; Online Safety; Attendance; Complaints; Suspension/Permanent Exclusion; Staff Code of Conduct; Restrictive Interventions; Mobile Phones/Personal Devices (where applicable)

Contents

- 1. Purpose and principles
  - 1.1 Legal and statutory framework
- 2. Our ethos, vision and FRIEND values
- 3. What good behaviour looks like
- 4. The behaviour curriculum
- 5. Roles and responsibilities
- 6. Recognition and rewards
- 7. The whole-school behaviour pathway
- 8. Consequences and sanctions
- 9. Serious incidents and safeguarding
  - 9.1 Suspected criminal behaviour
- 10. SEND, disability and reasonable adjustments
- 11. Bullying and child-on-child abuse
- 12. Online and off-site behaviour
- 13. Removal from class
  - 13.1 Reintegration and support following a significant sanction
  - 13.2 Pupil transition
- 14. Suspension and permanent exclusion
- 15. Searching, confiscation and prohibited items
  - 15.1 Mobile phones and personal devices
- 16. Restrictive interventions and reasonable force
- 17. Recording, monitoring and governance
- 18. Working with parents/carers
- 19. Staff induction and consistency
  - 19.1 Staff training and professional development
- 20. Complaints
- Appendix 1: Staff quick guide
- Appendix 2: Restorative conversation prompts
- Appendix 3: Behaviour pathway diagram
- Appendix 4: Definitions and examples of bullying
- Appendix 5: Emotional Containment Phrases
- Appendix 6: Friend Core Rules

The Seven Cs – A foundation of our behaviour culture

The Seven Cs are one of the foundations of behaviour practice at Land of Learning. Rooted in our Islamic ethos, they describe the adult behaviours and relationships that create the conditions for pupils to feel safe, included and READY to learn. They work alongside our FRIEND values, behaviour curriculum and 5-step behaviour pathway. Staff are expected to model the Seven Cs consistently while recognising that fair and inclusive practice may require different support or reasonable adjustments for individual pupils.

The 7 Cs	What this means at Land of Learning	What staff do
Calm	Adults model **sabr (patience)** and create a safe, settled environment in which pupils can regulate and learn.	Use a steady tone, remain composed, avoid public confrontation and give pupils appropriate time and space to respond.
Consistent	Predictable routines and fair responses help pupils feel secure. Consistency reflects fairness and justice while recognising individual need.	Use agreed routines, scripts and the 5-step behaviour pathway consistently. Apply expectations fairly, making reasonable adjustments where needed.
Clear	Pupils are more likely to succeed when they understand exactly what is expected and why.	Use clear, respectful and age-appropriate language. State the behaviour you want to see, explain choices and consequences, and check understanding.
Compassionate	**Rahma (mercy and compassion)** guides our relationships. Every pupil should be treated with dignity, care and understanding.	Connect before correcting. Listen, acknowledge feelings and needs, and separate the behaviour from the child while maintaining clear boundaries.
Curious	We seek to understand pupils and what may be behind their behaviour. Curiosity reflects our commitment to learning, reflection and seeking knowledge.	Look beyond the behaviour without excusing harm. Ask what may be driving it and consider SEND, safeguarding, communication, emotional and pastoral needs.
Challenging	We maintain high expectations and encourage pupils to strive, persevere and become the best they can be.	Provide purposeful and appropriately challenging learning, scaffold where needed and maintain high expectations for learning, effort and conduct.

Connected	Strong relationships and a sense of belonging are central to positive behaviour. Our school community reflects the Islamic importance of **Ummah (community)** and mutual responsibility.	Build trusting relationships with pupils, strengthen peer relationships, work in partnership with families and ensure every child feels known, valued and part of the school community.

The Seven Cs do not replace the behaviour pathway. They describe the adult practice that should sit underneath it: calm and caring relationships, clear and consistent expectations, curiosity about need, appropriately challenging learning and meaningful choices.

Inclusion and Equity

At Land of Learning, inclusion is central to our behaviour culture. We have high expectations for all pupils while recognising that **fair does not always mean treating every child in exactly the same way**.

We recognise that behaviour can be a form of communication and that some pupils may require additional teaching, support or reasonable adjustments because of SEND, disability, communication needs, emotional or pastoral needs, or other vulnerabilities.

Staff will seek to understand the individual child while maintaining clear boundaries and the safety and learning of others. Reasonable adjustments do not mean lowering expectations or excusing harmful behaviour; they enable pupils to access expectations successfully and develop positive behaviour, independence and self-regulation.

Our approach aims to ensure that **every pupil feels they belong, is treated with dignity and is supported to succeed**.

1. Purpose and principles

This policy explains how Land of Learning Nursery & Primary School creates a calm, safe and supportive environment in which every pupil can learn, belong and thrive. It is written so that staff can apply it consistently and parents/carers can understand what the school expects and how concerns will be addressed. It promotes an inclusive culture in which every pupil can belong, participate and succeed.

Our core principle
Behaviour is taught. Children are supported to make good choices, understand boundaries, repair harm and develop self-discipline. High expectations are maintained alongside compassion, safeguarding and appropriate support.

The school will:

- set clear, age-appropriate expectations and teach them explicitly;
- recognise and reinforce positive behaviour more often than we focus on mistakes;
- respond to poor behaviour calmly, consistently, fairly and proportionately;

- protect the learning, safety and dignity of all pupils and staff;
- consider safeguarding, SEND, disability, medical needs, communication needs and other relevant circumstances;
- use restorative practice where it is appropriate and safe;
- work in partnership with parents/carers; and
- review behaviour information so that leaders know what is happening, identify patterns and act early.

1.1 Legal and statutory framework

This policy is informed by the current statutory requirements and Department for Education guidance relevant to behaviour, safeguarding, equality and inclusion. As an independent school, Land of Learning has particular regard to the Education (Independent School Standards) Regulations 2014, including the requirements to safeguard and promote pupils' welfare, maintain a written behaviour policy and implement an effective anti-bullying strategy.

The school also has regard, as applicable, to the Equality Act 2010; Keeping Children Safe in Education (KCSIE); Behaviour in Schools; Preventing and Tackling Bullying; Searching, Screening and Confiscation; Restrictive Interventions, including the Use of Reasonable Force, in Schools; the SEND Code of Practice; Supporting Pupils at School with Medical Conditions; Sharing Nudes and Semi-Nudes; and current guidance on suspension and permanent exclusion.

Where statutory guidance or legal requirements change, the school will review its procedures and this policy as necessary.

2. Our ethos, vision and FRIEND values

Our Islamic ethos underpins our expectations of character, conduct and relationships. Pupils are taught that good behaviour is not simply about avoiding sanctions; it is about developing adab, responsibility, kindness, honesty, self-control and care for others.

Our vision is to nurture holistic, lifelong learning and service rooted in classical knowledge within a safe, stimulating and high-quality environment.

F – Faith	Our beliefs guide us to do what is right.
R – Resilience	We keep trying and recover from mistakes.
I – Integrity	We are honest, fair and take responsibility.
E – Empowering	We make positive choices and help others succeed.
N – Nurture	We show kindness, care and compassion.
D – Diversity	We respect difference and treat everyone with dignity.

3. What good behaviour looks like

Pupils are expected to be READY for learning and to follow the school's routines and instructions.

R – Respectful	Use kind words, good manners and follow reasonable instructions.

E – Equipped	Bring and look after the resources needed for learning.
A – Attentive	Listen, focus and allow others to learn.
D – Determined	Keep trying, ask for help and respond positively to feedback.
Y – Your Best	Give your best effort and make safe, responsible choices.

4. The behaviour curriculum

We do not assume that pupils automatically know how to behave in every situation. Expectations are taught, modelled, practised, noticed and retaught. Staff use consistent language and routines, with additional teaching or adaptation where a pupil needs it.

The behaviour curriculum includes:

- entering and leaving classrooms calmly;
- lining up, corridors and transitions; using the 4s line;
- listening and responding to adults;
- independent and group learning;
- assembly and collective gatherings;
- playtime and lunchtime;
- toilets and shared spaces;
- trips, visits and swimming;
- arrival and dismissal;
- safe and respectful online behaviour.

Routines are revisited after holidays, when a class needs a reset, and individually where a pupil needs further support.

4.1 The WE Script – Our Shared Language

The WE Script provides simple, consistent language that all adults and pupils use across the school. It brings together our behaviour curriculum and Prophetic Voice approach to oracy, teaching pupils not only how to behave, but how to speak, listen and respond to others with adab.

WE are respectful.
We listen without interrupting, use kind words and disagree with ideas, not people.

WE are ready.
We listen attentively, think before we speak and are ready to learn and contribute.

WE are responsible.
We take responsibility for our words, choices, work, belongings and environment.

WE are safe.
We use our words and actions safely, follow adult instructions and look after ourselves and others.

WE work together.
We listen to different views, give others space to speak, build on ideas and make sure every voice is valued.

WE do our best.
We think deeply, speak clearly, give reasons for our ideas, keep trying and ask for help when we need it.

Prophetic Voice: *"And tell My servants to say that which is best."* **(Qur'an 17:53)**

These expectations apply throughout the school day, including lessons, discussions, group work, corridors, assemblies, playtimes, lunchtimes, trips and when representing the school. Pupils are explicitly taught how to **listen,** speak, think and interact respectfully, alongside the routines expected in each setting.

Expectations are modelled, practised and revisited. New pupils and pupils transitioning between year groups are explicitly taught the school's routines, WE Script and expectations.

5. Roles and responsibilities

5.1 Pupils

Pupils are expected to learn and follow the school's behaviour expectations, treat others with respect, tell an adult if they feel unsafe or worried, and take part in restorative repair where this is appropriate.

5.2 Staff

All staff are responsible for creating a calm and predictable environment. Staff will model respectful behaviour, teach routines, notice positive choices, use the agreed behaviour pathway, record significant concerns accurately, make reasonable adjustments where needed and report safeguarding concerns immediately.

5.3 Class teachers

Class teachers maintain consistent classroom routines, communicate with parents/carers where appropriate, monitor patterns, seek support early and work with the SENCO/DSL/Behaviour Lead when behaviour may indicate an unmet need or safeguarding concern.

5.4 Headteacher, Behaviour/Pastoral Lead, DSL and SENCO

Leaders support staff with serious or repeated behaviour, ensure safeguarding and SEND duties are considered, coordinate targeted support, review data and ensure policy is implemented consistently.

5.5 Governors

Governors hold leaders to account for the effectiveness and fairness of the behaviour culture, including patterns affecting vulnerable groups, bullying, suspensions, restrictive interventions and safeguarding.

5.6 Parents/carers

Parents/carers are asked to support the school's expectations, communicate relevant information, raise concerns promptly and work constructively with staff to help their child succeed.

6. Recognition and rewards

Positive recognition is central to our approach. Staff use specific praise so pupils understand what they have done well. Recognition may include verbal praise, ClassDojo points, positive messages or calls home, certificates, responsibilities, Headteacher recognition and class or whole-school celebrations.

ClassDojo principle
ClassDojo is primarily a positive recognition system. Points already earned for positive behaviour are not normally removed as a sanction. Behaviour concerns are addressed through the stepped response and recorded separately where appropriate.

Rewards must never disadvantage a pupil because of SEND, disability, attendance circumstances outside their control or another protected characteristic.

7. The whole-school behaviour pathway

Staff use the following pathway for ordinary classroom and social behaviour. The stages are not a rigid checklist: staff may move directly to a later stage when behaviour is unsafe, serious, discriminatory, abusive or presents a safeguarding concern.

STEP 1 – Reminder	A calm, brief and preferably private reminder. Use the agreed 'We' Script and state the behaviour expected. Example: "We speak respectfully. I need you to listen while someone else is speaking. Thank you."
STEP 2 – Choice	Give a clear choice and explain what will happen if the behaviour continues. Allow the pupil time to respond. Example: "You can make a positive choice and get back on track. I'm here to help you."
STEP 3 – Consequence	If behaviour continues, apply a reasonable and proportionate consequence. Remain calm and neutral. The consequence should be connected to the behaviour where possible.
STEP 4 – Restore and repair	Once calm, help the pupil reflect: what happened, who was affected, what needs to happen next and how the pupil can return successfully.
STEP 5 – Further support / escalation	For repeated, persistent or more serious behaviour, involve the class teacher/Behaviour Lead/SLT as appropriate. Consider parent/carer involvement, behaviour support, SEND, pastoral support, safeguarding and external advice.
Staff language	
Keep it brief. Keep it private where possible. Describe the behaviour, not the child. Avoid shouting, sarcasm, humiliation, public arguments and language that labels a pupil. At every stage: consider need, context and reasonable adjustments.	

8. Consequences and sanctions

Consequences are used to protect learning and safety, reinforce boundaries and help pupils make better choices. They are not intended to shame or humiliate.

Depending on the behaviour and the pupil's circumstances, responses may include:

- a verbal reminder or reprimand;
- moving seat or changing working position;
- completing unfinished learning at an appropriate time;
- a short loss of a privilege or part of social time where reasonable;
- a reflective or restorative task appropriate to the pupil's age and literacy;

- repairing or putting right damage where appropriate;
- contact with parents/carers;
- referral to a senior member of staff;
- a behaviour support plan or SMART targets;
- supervised removal from class;
- suspension or permanent exclusion in the most serious circumstances.

Before applying a sanction, staff consider the seriousness and frequency of the behaviour, the pupil's age and understanding, any relevant SEND/disability or communication need, known vulnerabilities, the impact on others, and what support may prevent recurrence.

Corporal punishment is never used. Sanctions must not be degrading, humiliating or unsafe.

9. Serious incidents and safeguarding

Some behaviour must be treated as a safeguarding concern as well as, or instead of, an ordinary behaviour matter. Staff must report safeguarding concerns to the DSL without delay and follow the Child Protection and Safeguarding Policy.

Examples include:

- sexual violence or sexual harassment;
- harmful sexual behaviour;
- serious or repeated bullying;
- child-on-child abuse;
- racist, faith-based, sexist, homophobic or disability-related abuse;
- coercion, threats or intimidation;
- sharing nude or semi-nude images;
- weapons, drugs or suspected criminal behaviour;
- behaviour suggesting exploitation, radicalisation or significant harm.

Other serious or safeguarding-related behaviour may include abuse in intimate personal relationships between children; physical abuse; causing another child to engage in sexual activity without consent; upskirting; initiation or hazing-type behaviour; misogynistic or misandrist abuse; and the making, alteration or sharing of nude or semi-nude images, including content generated or altered using artificial intelligence (AI). Staff must also be alert to financially motivated sexual extortion (sometimes called sextortion) and other emerging online harms.

9.1 Suspected criminal behaviour

Where criminal behaviour is suspected, the school will make an initial assessment and gather only enough information to establish the basic facts. Initial enquiries will be recorded and relevant evidence preserved. A senior leader will decide whether the matter should be reported to the police. The school will not interfere with police action, although its own safeguarding and behaviour procedures may continue where this does not conflict with a police investigation. The DSL will consider whether a referral to children's social care or other safeguarding action is also required.

Never minimise harmful behaviour
Staff must not dismiss harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. The safety, wishes and wellbeing of the child who may have been harmed are

considered alongside support and proportionate action for all pupils involved.

An allegation that is unsubstantiated, unfounded or cannot be evidenced is not, for that reason alone, malicious. A pupil will not be sanctioned for making a safeguarding disclosure simply because it cannot subsequently be substantiated. Disciplinary action for a malicious allegation would only be considered where there is evidence that it was deliberately invented or knowingly false.

10. Inclusion, SEND, Disability and Reasonable Adjustments

High expectations apply to all pupils, but fair does not always mean identical. Some pupils need reasonable adjustments so that they can understand, access and meet behaviour expectations.

Adjustments may include:

- adapted language, visuals or pre-teaching of routines;
- additional processing time;
- planned movement or sensory breaks;
- changes to seating or transitions;
- a key adult, check-in or regulation plan;
- adapted restorative questions;
- adjustments to rewards or sanctions;
- an individual behaviour or support plan.

Staff should consider whether repeated or sudden changes in behaviour may indicate an unmet SEND, mental health, medical, pastoral or safeguarding need. The teacher remains responsible for the pupil, working with the SENCO and other professionals as appropriate.

Reasonable adjustments do not mean that unsafe or harmful behaviour is ignored. The school will maintain safety while adapting its response and support.

11. Bullying and child-on-child abuse

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally. It can include physical, verbal, relational/social, prejudice-related and online behaviour.

The school takes all reports seriously. When bullying is reported, staff will:

- listen to the child and establish immediate safety;
- record the concern and gather information fairly;
- consider whether the behaviour is also a safeguarding concern;
- inform the DSL/Behaviour Lead where appropriate;
- communicate with parents/carers as appropriate;
- support the targeted pupil;
- challenge and address the behaviour of the pupil(s) causing harm;
- use proportionate sanctions and/or restorative work where safe and appropriate;
- monitor after the incident to check that the behaviour has stopped.

Restorative practice in bullying cases

Restorative work is not a substitute for safeguarding or appropriate sanctions. It will only be used where it is safe and appropriate. A child will not be pressured into a face-to-face meeting, reconciliation or apology.

Pupils who cause harm are supported to understand the impact of their behaviour, take responsibility and repair harm where possible. The needs and safety of the targeted pupil remain paramount.

Confidentiality

Information about other pupils will only be shared where it is lawful, necessary and appropriate. Parents/carers will be told what the school is doing to safeguard and support their own child while the privacy of other children is respected.

12. Online and off-site behaviour

The school may respond to behaviour outside school, including online behaviour, where it affects pupils' safety or wellbeing, disrupts the orderly running of the school, damages relationships within the school community, occurs on a school activity or journey, or involves a pupil who is identifiable as a member of the school.

Online bullying, threats, harmful content and image-sharing may also require action under the Online Safety and Safeguarding policies and, where appropriate, referral to external agencies. This includes harmful content created, altered or shared using AI, including fake or manipulated images, nude or semi-nude imagery, discriminatory content, misogynistic or misandrist material, and financially motivated sexual extortion (sextortion).

13. Removal from class

Removal is a serious response used where necessary to restore a calm and safe learning environment following serious or persistent disruption, or where a pupil needs a supervised space to regulate before returning to learning. It is different from a brief, planned change of space used as a de-escalation strategy.

When removal is used:

- the pupil is supervised in an appropriate location;
- meaningful education continues as far as practicable;
- the reason, duration and outcome are recorded;
- parents/carers are informed where appropriate;
- the pupil is supported to reintegrate successfully;
- repeated removal is reviewed by leaders for patterns, unmet needs and reasonable adjustments.

13.1 Reintegration and support following a significant sanction

Following removal, suspension or another significant sanction, staff will consider what will help the pupil return successfully to learning and meet expectations. This may include a reintegration conversation or meeting, pastoral check-ins, reteaching routines, personalised behaviour goals, a short-term support plan, reasonable adjustments and communication with parents/carers. The response will be proportionate to the pupil's age, needs and circumstances.

13.2 Pupil transition

Incoming pupils, including pupils joining mid-year, will be supported to understand the school's behaviour culture, READY expectations, WE Script and key routines. When pupils move between classes or year groups, relevant staff will share appropriate behaviour and support information so that successful strategies and reasonable adjustments continue. Transition meetings or additional familiarisation will be arranged where a pupil would benefit from them.

14. Suspension and permanent exclusion

Suspension and permanent exclusion are serious measures. Only the Headteacher, or the person lawfully acting in that role, may take the decision. The school will follow the current statutory requirements and guidance applicable to the setting, including notification, governing-body oversight and reintegration arrangements.

A suspension may be considered for serious or persistent breaches of the behaviour policy. Permanent exclusion will only be considered in the most serious circumstances and in accordance with the applicable legal framework.

The school will not use informal or unofficial exclusions, such as sending a pupil home to 'cool off' without following the proper process.

Where a pupil has SEND, is known to social care, is looked after or previously looked after, or has other vulnerabilities, leaders will carefully consider relevant support and duties. A pupil will not be excluded simply because the school considers their SEND difficult to meet.

15. Searching, confiscation and prohibited items

Searching and confiscation will be carried out only by authorised staff and in line with the school's detailed procedure and current Department for Education guidance. Staff will seek cooperation where appropriate, consider safeguarding and SEND/disability needs, and record and report searches as required.

Prohibited or unsafe items may include weapons, knives, illegal drugs, alcohol, stolen items, tobacco/vapes, fireworks, pornographic material and any article reasonably suspected to have been or likely to be used to commit an offence, cause injury or damage property.

Electronic devices may be examined only where there is a lawful and appropriate reason. Where staff suspect that a device contains an indecent image of a child, they must avoid unnecessarily viewing it and must never copy, share or save the image. The DSL must be informed and safeguarding procedures followed.

Searches will respect pupils' dignity and privacy. Staff will follow the current DfE rules on who may search, the presence of an appropriate witness, the extent of a search, recording, safeguarding and communication with parents/carers. Any search will take account of age, SEND, disability, communication needs, trauma and other vulnerabilities.

School staff will not conduct a strip search. A strip search can only be carried out by police officers in accordance with the relevant legal safeguards. Before police involvement is sought where a strip search could result, leaders will consider whether this is absolutely necessary, the risk to the pupil's physical and emotional wellbeing, and whether less intrusive approaches have been exhausted. The DSL must be informed and the school will continue to advocate for the pupil's safety and welfare. Parents/carers will be informed in accordance with current guidance, and appropriate support will be provided afterwards.

Searches, confiscations and any police strip searches taking place on school premises will be recorded as required and reviewed for patterns or disproportionate impact.

15.1 Mobile phones and personal devices

Pupils must follow the school's rules for mobile phones, smart watches and other personal electronic devices. Unauthorised use, recording, photography, messaging or sharing of content during the school day may result in confiscation and a proportionate sanction. Any agreed exception for medical, SEND, safeguarding or other individual needs will be considered reasonably and recorded where appropriate. Arrangements for trips and visits will be communicated separately where needed.

16. Restrictive interventions and reasonable force

The school aims to minimise the need for restrictive interventions through prevention, relationships, clear routines, reasonable adjustments and de-escalation.

Staff may use reasonable force where it is lawful, necessary and proportionate in the circumstances to prevent harm, serious disorder, damage or other situations permitted by law. Reasonable force is never used as a punishment.

Staff must consider the individual circumstances and known vulnerabilities of the pupil, including SEND, disability, medical needs, mental health, trauma and communication needs. Significant incidents of force or restrictive intervention will be recorded and reported to parents/carers in accordance with current requirements and school procedures.

Any pattern of restrictive intervention will be reviewed by leaders to reduce recurrence and improve support.

Reasonable force and other restrictive interventions are a last resort and must use no more force than is necessary for the shortest practicable time. They must protect the safety and dignity of everyone involved and must never be used to punish, humiliate or cause pain. Staff must never use a method that deliberately compromises a pupil's airway, breathing or circulation, including covering the nose or mouth or applying pressure to the neck or abdomen. Ground restraint must not be used; if a pupil unintentionally comes to the ground during an intervention, staff should release or move to a safer alternative as quickly as possible.

Staff who are likely to need to use restrictive interventions will receive appropriate information, guidance and training in lawful, safe practice and preventative/de-escalation strategies. Where seclusion or another highly restrictive safety response is contemplated, it must never be used as a disciplinary punishment and must follow the school's detailed restrictive-intervention procedure and current DfE guidance.

17. Recording, monitoring and governance

Not every low-level reminder requires a formal record. Significant, repeated, discriminatory, bullying, safeguarding-related or serious incidents must be recorded on the school's agreed system. Records should be factual, timely and include the action taken and outcome.

Senior leaders analyse behaviour information at least termly, including:

- serious and repeated incidents;
- bullying and child-on-child abuse;
- racist, faith-based and other discriminatory incidents;
- removals from class;
- suspensions and permanent exclusions;
- restrictive interventions;
- searching, screening and confiscation, where used;
- attendance alongside behaviour, where relevant to identifying patterns of need;
- the views and experiences of pupils, staff, parents/carers and governors about the behaviour culture, where appropriate.
- patterns by pupil, group, SEND/disability, protected characteristic, location, time and type of behaviour.

Leaders use this information to identify emerging concerns, evaluate consistency, target support, adapt provision and plan staff training. Governors receive appropriate information so they can challenge and support leaders.

Pupil voice

Leaders seek pupils' views about whether they feel safe, whether adults deal with poor behaviour and bullying effectively, whether there are places or times where they feel less safe, and whether they feel listened to when they report concerns.

18. Working with parents/carers

The school values partnership with families. Parents/carers will be contacted when behaviour is serious, repeated, presents a safeguarding concern, requires a significant sanction, or when partnership is needed to support improvement.

Staff will communicate respectfully and factually, explain what has happened and what the school is doing, and listen to relevant information from home. The school will not routinely disclose confidential information about another child.

Parents/carers are encouraged to raise concerns early with the class teacher or relevant leader so that issues can be resolved promptly.

19. Staff induction and consistency

All staff, including temporary staff where appropriate, are introduced to the behaviour expectations and safeguarding routes. Leaders provide refresher training and coaching where monitoring identifies inconsistency or a new need.

Consistency means using the same principles and agreed language; it does not mean applying an identical response regardless of age, SEND, vulnerability or context.

19.1 Staff training and professional development

Behaviour management forms part of staff induction and continuing professional development. Training and coaching will be responsive to need and may include de-escalation and positive behaviour support; safe and lawful restrictive interventions; SEND, mental health and personal circumstances that may affect behaviour; trauma-informed practice; safeguarding links; emerging online harms and generative AI; financially motivated sexual extortion; and identifying and challenging extreme misogynistic or misandrist content. Leaders will keep appropriate records of relevant training.

20. Complaints

Concerns about the application of this policy should first be raised with the school so they can be addressed promptly. Where a parent/carer remains dissatisfied, the school's Complaints Policy should be followed. Complaints about suspensions or permanent exclusions will be handled through the relevant statutory or school procedures.

Key guidance informing this policy

This policy should be read alongside the school's Child Protection and Safeguarding, SEND, Online Safety, Attendance, Suspension and Permanent Exclusion, Complaints and Staff Code of Conduct policies, together with any separate procedures for restrictive interventions, searching/confiscation and mobile phones/personal devices. It is informed by the current versions of relevant legislation and Department for Education guidance listed in section 1.1. Leaders will review the policy when statutory, regulatory or safeguarding requirements change.

Appendix 1 – Staff quick guide

THE 5-STEP RESPONSE
1. REMINDER → 2. CHOICE → 3. CONSEQUENCE → 4. RESTORE & REPAIR → 5. SUPPORT / ESCALATE

Situation	**What staff do**	**Record / refer?**
Low-level, first occurrence	Use reminder / We Script; reteach expectation.	Usually no formal record.
Behaviour continues	Give choice, then proportionate consequence; restore afterwards.	Record if repeated/significant.
Repeated pattern	Speak with class teacher/Behaviour Lead/SLT; consider parent contact and support.	Yes – monitor pattern.
Unsafe / violent / discriminatory	Make safe; bypass early steps; involve SLT.	Yes. DSL if safeguarding.
Bullying / child-on-child abuse / sexualised behaviour	Safeguard, listen, record; report to DSL/appropriate lead.	Yes – safeguarding route.
SEND / regulation need	Maintain safety; adapt communication/response; use agreed plan.	Record significant incidents; review support.

Staff reminders

- Use the Seven Cs: Calm, Consistent, Clear, Compassionate, Curious, Challenging and Connectd.
- Be calm. Do not match the pupil's emotion.
- Correct privately where possible; praise publicly where appropriate.
- Describe the behaviour, not the child.
- Do not debate or lecture during escalation.
- Do not remove previously earned positive Dojo points as the routine sanction.
- After a consequence, give the pupil a genuine fresh start.
- If you are worried about safety or harm, use the safeguarding route.

Appendix 2 – Restorative conversation prompts

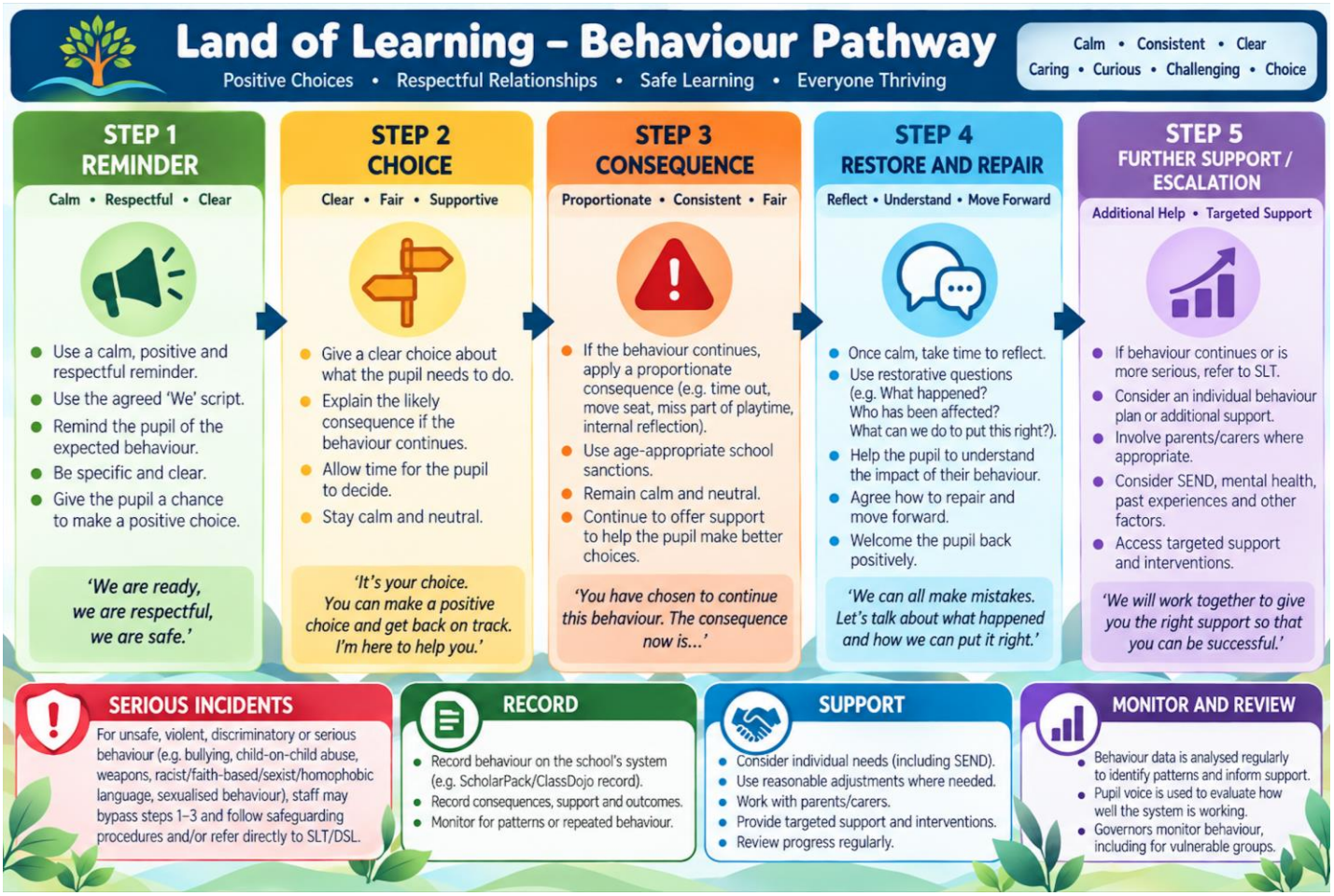
Use when the pupil is calm and when restorative discussion is appropriate.

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected, and how?
- What do you think needs to happen now?
- What could you do differently next time?

- What support would help you?
- How can we put this right and return to learning?

Important
Restorative practice is not compulsory reconciliation. Do not require a harmed pupil to meet the pupil who caused harm if this would be unsafe, unwanted or inappropriate.

Appendix 3 – Behaviour pathway diagram



Appendix 4 – Definitions and examples of bullying

Type	Examples	Possible safeguarding link
Physical	Hitting, kicking, pushing, damaging or taking belongings.	Physical abuse; criminal behaviour.
Verbal	Name-calling, threats, humiliating remarks, repeated teasing.	Emotional abuse; hate incidents.
Relational / social	Deliberate exclusion, rumours, manipulating friendships.	Emotional harm; coercion.
Prejudice-related	Racist, faith-based, sexist, homophobic or disability-related bullying.	Discriminatory abuse; safeguarding.
Online / cyber	Harmful messages, posts, images, group-chat exclusion, impersonation.	Online safety; child-on-child abuse; image sharing.

A single serious incident may still require a safeguarding and/or disciplinary response even where it does not meet the usual definition of repeated bullying.

Appendix 5 – Containment Phrases



Appendix 6: Friend Core Rules



Appendix 7: Dojo Scoring

Tier 1 Behaviour **2 points**	
Core Values: FRIEND	Remote Learning
Excellent English	Friends of the environment
Marvellous Maths	Star of the week 5 points – (with a school focus of the week)
Super Science	Happy Homework
Wonderful Work (other subjects)	Participating
Awesome Arabic	On Task
Brilliant RE	PE
Class Rules	

Tier 1 Sanctions **-1 points**
Disruptive behaviour
Incomplete homework
Not equipped
Off task
Not following school core values

Dojo scoring and prizes

Dojo	**Certificate and prize**	**Positive referral on SP**
50 points	Bronze	5
100 points	Silver	10
200 points	Gold	15

Sanctions

Class Dojo	**Scholar Pack**	**Minus Value**
-50 in a term	Incident	-5
Yellow	Incident	-5
Red	Incident/Isolation/exclusion	-10

Criteria	Green	Amber	Red	Extreme
Unacceptable Behaviour	• Poor home work • Distracting others • Being distracted • Unkind behaviour • Not following instruction • Not following class rules • Not following core values	• Insolence • Repeated disruption • Defiance (purposefully choosing to ignore previous warnings • Hurting someone (verbally, physically or emotionally) • Being disrespectful	• Repeated hurtful behaviour (verbally, physically or emotionally) • Disrespectful to any adult / staffSwearing Racism Bullying Damaging property Stealing	• Being Aggressive Refusal to cooperate withmember of staff Repeatedly Bullying Repeatedly Swearing Disrespectful to any adult / staff
Sanctions	• Verbal reprimand (warning) • Reflection time • Reminder of rules • Deduction of 5-10mins free time	• Partial lunchtime Detention • Partial Isolation • Pastoral time • Parents informally told If the child has been on Amber 3times in a week then Stop & Think sheet completed by child and signed by parents	• Lunch time detention School club detention Isolation time Pastoral time Write a formal apology letter andwritten reflection of the misbehaviour signed by parents Excluded from school trips Excluded from residential trip Formal meeting with the Head teacher Parents called by Head teacher fora formal meeting	• Formal meeting with the Head teacher and Parents can leadto expel child from school.