



Behaviour Policy

Date of issue: May 2026
Due for review: Summer 2027

This is a core policy at Wymondley JMI School and our expectation is that, in choosing our school, parents and carers will support its implementation. If a concern arises from our implementation of this policy, please come and discuss it with us so we can seek a positive way forward.

Wymondley JMI School adopts a therapeutic approach to supporting behaviour which is closely aligned with the principles of the Hertfordshire Steps approach. Wymondley JMI School is a Rights Respecting School. This behaviour policy is based on Children's Rights and it is the responsibility of all members of our school community to ensure that these rights are upheld. Three rights in particular underpin this policy:

- The right to respect
- The right to learn
- The right to be safe

Taking a non-judgemental and empathetic attitude towards behaviour is vital and at the core of this policy. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying unwanted behaviours need to be regarded as vulnerable or distressed rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Vision and values

The School's vision is: *Respectful, Responsible, Remarkable*

At the core of this vision are the school's **values**:

September:	Determination - self-belief, Personal Best, courage, resilience, confidence
October:	Responsibility - community
November:	Cooperation - teamwork, sharing, friendship
December:	Appreciation - gratitude
January:	Justice - reflection, empathy
February:	Kindness - empathy, forgiveness
March:	Respect - humility
April:	Trust - honesty
May:	Acceptance - tolerance, equality
June:	Pride - identity, unique, remarkable, individuality
July:	Adaptability - accepting changes, facing challenges

At the centre of supporting and managing behaviour, running alongside the school values are **three core rules** that we have for each and every child, staff member and stakeholder. These rules can be used to discuss every element of unwanted or dangerous behaviour from children.



School vision	<i>Respectful, Responsible, Remarkable</i>		
Values	Determination	Responsibility	Cooperation
	Appreciation	Justice	Kindness
	Respect	Trust	Acceptance
	Pride	Adaptability	
Core rules	Be ready	Be respectful	Be safe

Aims, principles and objectives of the policy

- Promote self-discipline and acceptance of responsibility for one's own actions
- Enable children to make considered behaviour choices and have an understanding of the consequences of those choices
- Teach children that all behaviours have consequences
- Promote conditions for an orderly school community in which effective learning can take place
- Teach mutual respect for all members of the school community and a proper concern for the learning and natural environment
- Create a learning climate in which all children can flourish
- Promote positive relationships between adults and children across the whole school setting

Principles of this policy:

- All behaviour can be learned and all behaviour can be taught
- All behaviour is communication or a form of information
- Children aren't deliberately choosing to annoy, irritate or disrupt; their feelings and wider experiences are driving everything they are doing
- Children cannot successfully learn unless they can successfully learn to regulate their emotions
- Building relationships between adult and child is the foundation for successful behaviour management
- Positive experiences lead to positive behaviour

Our Objectives are to:

Build positive relationships

Children at Wymondley should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them. All adults in school, as key caregivers to the children, hold children in **unconditional high regard**.

Praise in public; correct in private

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, discussion of unwanted behaviour should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid being on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Teach children how to make good and appropriate behaviour choices Consistently use explicit language about the choices, positive or negative, made by children. This is done through PSHE lessons, Circle Times, Assemblies and through all curriculum areas.

Teach children how positive Behaviour for Learning can impact upon progress We teach children the importance of developing the skills of resilience and a growth mindset. These are highlighted and practised through the curriculum.

Model desired behaviours It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with unwanted behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low-key and matter of fact.

Give three positives before a negative This can apply to individuals as well as to classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before challenging the choices of another one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they make the wrong behaviour or learning choices.

Acknowledge feelings Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give children a choice In order to impact on children's ability to make the right choices, staff should give limited choices to the children in order to help them regulate their behaviours, ie a or b. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Be consistent in approach Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger poor behaviour.

Listen to children Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Enforce the consistency of approach during all times of the day (including break and lunchtimes) Teaching Assistants and MSAs responsible for children on the playground use the same language, rewards and sanctions and this is expected at all times including in wrap around care and clubs.

Communicate effectively. Staff communicate effectively with each other and with parents and carers to support pupils in managing their behaviour.

Have high expectations. Children at Wymondley have a right to achieve their full potential – staff

will support them in all endeavours while retaining the consistent expectation that all pupils will follow our school rules.

Roles and responsibilities

Governing Body

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

Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that behaviour is supported across the school in line with this policy and that all staff understand and perform in line with expectations as set out in the policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling the values of the school
- Supporting pupils to utilise taught strategies to self-manage and regulate their behaviour
- Building positive relationships with pupils and their families
- Giving first attention to showing positive behaviour so these behaviours are reinforced
- Be curious - not reactive and punitive - when unwanted behaviours arise to identify root causes
- Meeting the needs of their pupils, including those with SEND
- Addressing all incidents of unacceptable behaviour in line with the policy
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents according to the policy

Senior leadership team

The SLT are expected to:

- Be a visible presence around the school and model appropriate conduct
- Supporting staff in reintegrating pupils back into their classroom following an internal or external suspension from their peers
- Regularly celebrating staff and learners whose efforts go above and beyond expectations through verbal and written public praise
- Liaising with parents/carers of both pupils who are displaying unwanted behaviour and pupils who have been recipients of unwanted behaviour by other pupil/s
- Supporting staff to follow the behaviour policy

Parents

Parents are expected to:

- Support their child in adhering to the school values and implementing this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Liaise with a member of SLT to support their child where appropriate

- Discuss incidents of unwanted pupil behaviour with staff members respectfully - if you have a concern, allow staff to clarify their reasoning and discuss ways forward calmly
- Be a positive role model for their child in communication with the school

Supporting and Managing Pupils' Behaviour

Teachers and support staff are responsible for setting the tone and context for positive behaviour within their classroom and across the school in line with this policy. All staff must demonstrate kindness, make connections, listen to children, be consistent and be reflective about managing behaviour.

To help achieve this teachers and all staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Be consistent, calm, positive and nurturing when communicating with children
- Plan and deliver well sequenced and stimulating lessons
- Provide support for pupils to enable them to access the full curriculum – scaffolding to meet the needs of children where necessary
- Agree class expectations with the pupils that exemplify our rules of being ready, being respectful and being safe
- Regularly revisit class expectations and school core rules
- Develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour through specific verbal praise and recognition
- Teach children what are good and appropriate behaviour choices and how to make them
- Understand that children are not fully emotionally developed, and teach children how to regulate their emotions
- When reminding children of good behaviour choices and recognising when unwanted or unsafe behaviour is occurring, always refer to the school's three core rules

We know long term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviour and strategies that can support this.

Responding as role models and using positive phrasing

- Teachers will give reminders by asking for the wanted behaviour rather than criticising the unwanted behaviour, e.g. "Wait quietly in the line, thank you," rather than "Stop talking in the line."
- Children learn best from being surrounded by good role models. Adults in school will always demonstrate consistent, calm adult behaviour. They will communicate expectations clearly and phrase requests for wanted behaviour positively, avoiding use of sarcasm.
- We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children.
- We walk in the school building, listen to children when they talk to us and take time to teach children prosocial ways to behave, always linking this to our rules e.g. Thank you for holding the door open and showing respect.
- We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

Routines, repetition and structure with established clear and agreed boundaries/expectations

- Having clear, predictable routines that all children are aware of will create a sense of

- feeling safe and prepared.
- Wymondley School has a 'smartphone-free' policy for pupils and no pupils should use or have a mobile phone or other internet-enabled device at school at any time.
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children.
- In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.
- Lists of rules and regulations are to be avoided – always come back to the three core rules – be respectful, be ready and be safe.

Comfort, forgiveness and restorative processes

If children feel safe, happy, respected and a sense of belonging, they are more likely to display wanted, prosocial behaviours. They don't always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.

During difficult and dangerous behaviours, they need to encounter adults who are calm and consistent who respond in a predictable, consistent, empathetic way. Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff are expected to use behaviour analysis tools to identify triggers and plan differentiation measures to reduce the likelihood of escalation.

A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place; this may be the following day. We use our [Reflection Questions](#) to support these conversations.

Teaching strategies to regulate

Strategies to regulate emotions are explicitly taught to children – either in the whole class or individually depending on need. Key elements to this are related to below:

Emotional intelligence

The term Emotional Intelligence refers to a person's overall ability to manage their emotions. It's the ultimate goal we want for our children. It is something we can grow for our children but we are mindful that children will have different starting points and challenges.

Emotional vocabulary

We prioritise the teaching of emotional language so children can describe their own feelings and can understand the feelings of others.

Emotional literacy

If a child cannot communicate how they are feeling and what their needs are, they're unlikely to reach their full potential. We work towards children having the ability to read or recognise their own emotions and feelings and to read or recognise the emotions and feelings of others. The aim is for all children to understand and predict the impact of these feelings on actions and behaviours.

Emotional agency

With the teaching of emotional vocabulary and emotional literacy, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to protect themselves from either the unwanted experience or to manage the resulting unwanted feelings. In time,

children will develop the ability to predict how they will feel as a result of experiences in the future and plan to ensure a prosocial experience or to create the desired prosocial feelings.

Definitions:

<p>Wanted (Prosocial) behaviour</p>	<ul style="list-style-type: none"> • Behaviour which is positive, helpful, and intended to promote social acceptance • Behaviour which is characterised by a concern for the rights, feelings and welfare of other people • Behaviour which benefits other people or society
<p>Unwanted behaviour</p>	<ul style="list-style-type: none"> • Not doing as instructed • Behaviour that causes harm to an individual, the community or to the environment • Behaviour that is likely to cause injury, harassment, alarm or distress • Behaviour that violates the rights of another person
<p>Dangerous behaviour</p>	<ul style="list-style-type: none"> • Dangerous behaviour is behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse or stealing.

Wanted behaviour

The following prosocial choices are promoted by all staff and actively taught to children, with explicit focus on what makes good manners:

- Greeting adults with a 'Good morning'
- Wishing each other a good day at the end of each school day
- Saying please and thank you
- Knocking on a door before entering and saying excuse me
- Walking quietly on the left hand side of the corridor
- Stepping to one side to allow adults through
- Helping children who have fallen over/hurt themselves or who appear to be lonely in the playground
- Listening attentively to learning
- Showing effort and determination in group and independent learning activities

Rewards for appropriate and role model behaviour

Developing intrinsic motivation is at the core of managing behaviour effectively. In simple terms, children are motivated to make positive behaviour choices because they know it is the right thing to do and because it gives them positive feelings. To support this the following are used:

- Praise and positive reinforcement – 'catching children getting it right'. This is the highest priority in our policy.
- Following our core rules, expectations and demonstrating our values. Praise may be given publicly and privately (some children prefer this).

- Positive facial expressions.
- Thumbs up
- Phone call home/conversation at the classroom door/positive message postcard or email
- See another member of staff/senior leadership team member for praise
- Personalised compliments

Whilst intrinsic motivation is our ultimate goal, we understand contextually that many children begin their time at school extrinsically motivated by tangible things. We also acknowledge that all people are influenced by extrinsic factors, some of which will motivate us. The movement from tangible extrinsic motivators to intrinsic motivation and emotional intelligence is a journey that can take years. As such, the following rewards are also used for rewarding appropriate and role model behaviour:

- Marbles in a class jar
- Values certificates and stickers
- Termly values award

At Wymondley we use marble jars in classes as whole class and individual rewards. When the class marble jar is full, the class will receive a reward (e.g. free choice activity time, a non-uniform day etc). Teachers allocate marbles to children based on a 3-tier system.

For daily, expected behaviours = 1 marble

e.g. completion of homework, engaged learning, demonstrating a Wymondley value.

For above and beyond the daily expectations = 2 marbles

e.g. Increased effort in lesson, supporting their peers, or assisting an adult in school.

For exceptional, standout examples = 3 marbles

Representing the school positively, dealing with a difficult situation positively, recognition by the wider school community or SLT.

We also reward children who show exceptional effort or are positive examples of the school values with recognition stickers so others can see they are exemplar models of our values.

A weekly reward assembly is held where, for each year group, one shining example of exceptional behaviour linked to our value of the month is awarded with a certificate, recognition in the weekly newsletter to stakeholders and on our values honour board.

In addition to the weekly award, there will be a termly 'Spirit of Wymondley' award, which is awarded to just one pupil who staff have nominated for showing all the school's values and contributing to the school community consistently through that term.

Modifying inappropriate behaviour and applying sanctions

We understand that children will, at times, display behaviour that is contrary to this policy and contrary to the three core rules of the school. We believe that a consequence should follow unwanted or dangerous behaviour. Teaching staff use their professional judgement to apply consequences with the understanding that all consequences should be **reasonable, proportionate and necessary**. A consequence creates a learning opportunity by directly relating the behaviour to the harm that has been caused. It should contribute to a solution or help to prevent the opportunity to behave in an unwanted way from arising in the future. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts. Consequences are dependent on the behaviour and largely fall under two categories:

Protective Consequence	Educational consequence
<p>Protective consequences are solely actions to ensure no further harm occurs in the short term. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences.</p>	<p>Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Educational consequences rely on finding the answers to two questions:</p> <p>What does the child need to learn? How am I going to teach them?</p>

In order to have consistency in approach, it is expected that classroom staff will liaise with MSAs at the start of lunch break to inform them of children who have had an unsettled morning. This enables MSAs to pre-empt any playground difficulties. At the end of lunch break, MSAs will liaise with class teachers to either pass on praiseworthy behaviour or any negative choices of behaviour that have been dealt with.

Pupils are held responsible for their behaviour. When any of the three core rules (be respectful, be ready, be safe) are not being followed, steps will be taken to address this. Staff working with children should manage the majority of behaviours that are displayed. Restorative conversations and consequences should, in the majority, be led by the member of staff with whom the behaviour occurred or with the class teacher. The SLT may be called upon to support incidents where children are displaying dangerous behaviour. The SLT may also be called upon to cover lesson time so that immediate restorative conversations can be led by the class teacher.

Although behaviour is very complex, the behaviour ladder below categorises this into three stages. **It is important to note, however, that not all behaviour can be predicted or categorised, nor all possible fair and appropriate consequences listed or attributed to a behaviour choice. Teachers are trusted to use their professional judgement to apply strategies and consequences to support pupils to reflect on their behaviour choices so that they might make a better choice next time with the principle that the consequence is reasonable, proportionate and necessary.**

It is essential that all staff are reflective about behaviour and consider how practice and pedagogy can be adapted to support children to develop.

Stage 1 – Unwanted behaviour

Reactions to these behaviours need to be calm, consistent and kind. A conversation must be had with the child to explain why the behaviour was not appropriate. The expectation is that any disruptive behaviour is attempted to be resolved by the adult responsible at the time or the class teacher.

The following may be used:

- General reminders
- Individual reminders (e.g. a quiet word)
- Thinking time (time to regulate) in a space in the classroom.
- Reflection time for conversation about behaviour (break times)

Unwanted behaviour examples	Possible strategies/consequences
<p>Leaving desk without permission Leaving the carpet during input/story without permission Refusing to complete the work set Refusal to carry out an adult's request (e.g. to sit on the carpet or tidy away) Choosing to do another activity than the one the class are doing (e.g. reading/drawing on whiteboard etc.) Not sitting safely Calling out/talking to a friend Not listening to instructions Distracting and/or disrupting others' learning by shouting, banging, making noises Playing/fiddling with equipment Displaying a lack of good manners through any of the following: shouting out, eye rolling, failing to say please and thank you Interrupting others Not responding to a 'Good morning' Moving at pace around the school instead of walking Waiting noisily for assemblies to begin Displaying a lack of tolerance of other children when working in talk partners Failing to apologise when in the wrong Leaving shared spaces untidy</p>	<ul style="list-style-type: none"> ● Restorative conversation including apology if appropriate (which may be held during a break time) ● Missed work to be completed in break time ● Differentiated learning space/work station ● Fiddle toy ● Wobble cushion ● Whiteboard to write ● Timers ● Task planner ● Learning broken down ● Scaffolds ● Additional resources ● Individualised timetable ● Now and next board ● Limited choice ● Brain breaks ● Positive experience ● Conversation or meeting with parent to share concerns and discuss support ● Task differentiation ● Adult support/Peer support ● Learning intervention ● Small group/paired learning

Stage 2 Unwanted behaviour that has a wider impact on the child and/or others

De-escalation strategies should be used to support the wellbeing of the child. The class teacher will decide on any short term restorative consequences during a reflection time (playtime or lunchtime). This should be for a limited amount of time. With the child, an appropriate consequence should be agreed. Parents/carers should be informed by the class teacher.

These behaviour incidents should be discussed with SLT.

The behaviour incident, consequence and outcome of conversation with parent must be recorded on CPOMS.

The SLT may also be called upon to cover lesson time so that immediate restorative conversations can be led by the class teacher.

Unwanted or difficult behaviour	Possible consequences/strategies
<p>Repeated/persistent stage 1 behaviour Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Lying Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Being rude or threatening through spoken words or body language</p>	<p>Educational:</p> <ul style="list-style-type: none"> ● Conversation, restoration and reflection with adults including those involved in incident ● Concept cartoon completed with an adult ● Monitoring and reporting system for free play ● Alternative free play arrangements e.g. supporting as a play leader in another playground ● Research to understand impact ● Restorative apology conversation and/or letters ● Assisting with tidying/clearing related to behaviour ● Meetings or conversation with parents/carers to share concerns and discuss support <p>Protective:</p> <ul style="list-style-type: none"> ● Increased staff ratio ● Limited/reduced access to playtime/lunchtime free play ● Time away from peers/learning in an alternative space.

Stage 3 – Unsafe/dangerous behaviour, or persistent unwanted behaviour that has a wider impact on the child and/or others

This is behaviour that could result in injury to self or others or behaviour that would be considered criminal if the person was the age of criminal responsibility. SLT should be informed immediately and involved in dealing with consequences.

Parents/carers must be informed by the member of staff dealing with the incident and. All notes of the incident, consequences and follow up actions (including conversation with parents) must be recorded on CPOMS.

Time should be taken to check on the welfare of any pupils impacted by the behaviour and their parents/carers informed.

If unwanted behaviours are persistent and signs of improvement are not seen, the SLT will consider next steps which may include a risk reduction plan being written and a referral to seek external support.

Internal exclusion, suspension or permanent exclusion may be used as a last resort.

Unwanted/unsafe behaviour	Possible consequences
<p>Persistent unwanted Stage 1 / Stage 2 behaviour</p> <p>Stealing</p> <p>Leaving the school building/hiding in school grounds</p> <p>Leaving the premises</p> <p>Spitting (directly at another)</p> <p>Physical abuse of peer or staff members including: scratching/hair pulling/hitting /slapping/kicking/punching/biting</p> <p>Physical or verbal bullying/discriminatory behaviour (including homophobic or racist)</p> <p>Sexual violence/sexual harassment towards a peer</p> <p>Misuse of technology on school property, including the use of social media.</p>	<p>Educational:</p> <ul style="list-style-type: none"> ● Reintegration meeting with Headteacher/Assistant Headteacher ● Assisting with tidying/clearing related to behaviour ● Restorative apology conversation/letters ● Good citizenship work ● Research about impact of behaviour ● Potential payment for damage/replacement ● Support from additional adult attuned to need <p>Protective:</p> <ul style="list-style-type: none"> ● Permanent exclusion ● Suspension or internal exclusion ● Managed move ● Risk reduction plan ● Restrictive intervention in line with policy ● Alternative free play arrangements ● Learning in alternative spaces ● Referral to HPOSS for support

Support for staff while working with pupils who are overwhelmed or dysregulated

There will be times in school where pupils are overwhelmed and need support from school staff to regulate their behaviour. We acknowledge the impact on an adult's emotions while supporting pupils whose behaviour is highly dysregulated. There is an expectation that staff will not shout at pupils at any time, as this is counterproductive. Shouting is a form of communication that occurs when a person is dysregulated (shouting 'STOP' across a playground, for example, where pupils are behaving unsafely, would be an appropriate use of a raised voice - the pupil/s could then be spoken to using a restorative approach). If an adult is unable to 'reset' their emotions while remaining with the child who is overwhelmed, they should approach a colleague or a member of

the Senior Leadership Team to change the adult supporting the child who is overwhelmed. This can often support the child also as a 'change of face' can sometimes be positive. Staff can check in on colleagues who are supporting an overwhelmed child by asking them, verbally or non-verbally, 'are you ok?' (rather than engaging the overwhelmed pupil).

Restoration

We believe that nurturing and restorative practice, as well as high expectations and appropriate consequences, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

We understand that each child will need time to reflect, repair and restore. It is important that after an incident there is time to reflect, repair and restore. Staff may use our [Reflection Questions](#) to guide pupils to reflect. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to revisit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion. Staff can also use our restoration booklets, which include symbols and suggestions to support pupils to reflect.

- What happened?
- How were you thinking / feeling and how did it make others think and feel?
- Who has been affected and how? How have you been affected?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time?

Parent communication

We work closely with parents to enable them to engage with school to support their child, as we know that successful joint working between the home and school leads to much better outcomes for our children. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate.

Parents will be informed of concerns early on by the class teacher and incidents of unwanted behaviours will be communicated to parents. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way. When progress is limited, we ensure parents continue to be informed and included through review meetings, led by the SENCo or another member of the senior leadership team, to monitor and track progress. These are an opportunity to share positives about a child, areas that need improvement and strategies in place to support. This may be just a meeting to track progress, or could involve the development of a holistic plan to support the child or a risk reduction management plan. We also have a school family worker who works with families to support them in a range of ways. We support parents to engage with the school family worker if offered as this can have a positive impact.

Behaviour that occurs outside of school premises

The school may sanction pupils for poor behaviour that occurs outside of school premises, where it is reasonable to do so. This includes behaviour that:

- Happens online
- Occurs when taking part in any school-organised or school-related activity
- Occurs when travelling to or from school
- Occurs when the pupil is wearing school uniform or is in some other way identifiable as a pupil at your school
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

In all cases, teachers can only decide to discipline a pupil, and implement this decision, on school premises or elsewhere when a pupil is under their lawful control or charge.

This is outlined in paragraphs 92 to 95 of the [behaviour in schools guidance](#).

Persistent breaches of policy

If a pupil's behaviour continues to be difficult or dangerous, they are not learning from consequences and they are not following our school rules then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed risk reduction plan. This will be shared with all relevant staff and be created with involvement from key professionals, parents/carers and children. If a risk reduction plan is in place, there will be regular review meetings with parents to highlight the success of the plan and make any necessary changes for further success. These reviews will continue until the child has had enough success to manage without a plan in place.

External advice and support may also be accessed e.g. HBOSS referral, referral to specialist teaching team.

If a child continually and seriously violates the rules and supportive measures have been tried without success, the headteacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead they carry out their educational consequences and learning activities away from their classroom with a familiar adult.

Suspensions and permanent exclusions

If there is no improvement in the child's behaviour following the implementation of a risk reduction plan (and where they are in breach of the school's behaviour policy), or for a serious, one-off incident of dangerous behaviour, a fixed term suspension may be implemented. In the case of an extreme one-off incident, the school and governing body may consider a permanent exclusion.

Wyndley JMI School follows the Hertfordshire Guidelines for suspensions and permanent suspensions. The school adheres to the DFE guidance specified in 'Suspensions and Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with legal Responsibility in Relation to Exclusion'.

Suspension: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. During a suspension, pupils still receive their education through the Headteachers ensuring that work is set and marked for pupils during the first five school days of a suspension. This can include the use of online learning. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the Headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Procedures: Suspensions and Permanent Exclusion are considered the very last resort and the decision is not taken lightly. The decision to suspend and permanently exclude must be lawful, reasonable, rational, proportionate and fair. Wherever possible the school engages in early intervention to prevent challenging behaviour and support the pupil to remain in school. External agencies may be contacted to support. Suspensions can be in response to a single, exceptional incident or as a result of a number of incidents, growing in seriousness over a period of time. If a child poses an immediate risk to the safety of others or themselves in school, a decision may be made to suspend. Repeated, inappropriate behaviour, which is not improved through recovery programmes, Parental involvement or sanctions may result in a suspension or permanent exclusion of the pupil.

Reintegration after suspension: The reintegration meetings are designed to offer the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. Targets in a support plan summarises the meeting.

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans): The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN. Schools will ensure that they engage proactively with parents in supporting the behaviour of pupils with additional needs. Where school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan the Headteacher and Assistant Headteacher for Inclusion, in partnership with others, consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, school will contact the local authority

about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, school will endeavour to review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for the school to request an EHC assessment or a review of the pupil's current package of support.

Right to appeal: Parents can appeal against the Headteacher's decision by contacting the Governing Body, who will then follow the Government statutory guidance regarding appeals.

Dangerous Behaviour - the use of Reasonable Force

Dangerous behaviour is assessed using a risk calculator; we would judge behaviour to be dangerous if the predicted outcome would involve medical treatment. On the very few occasions when pupils are at risk of injuring themselves, injuring others or seriously damaging property, there may have to be a physical intervention to remove them from the situation. This will be in line with the [DfE guidance](#) and staff working in the school receive training on Safer Handling.

Staff will always wear a lanyard with a de-escalation script and use this as the first approach to de-escalate a situation before a crisis occurs.

Recording

We record some incidents using an online tool called CPOMS. Any incident of dangerous behaviour, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour. This is led by members of the senior leadership team.

Sexual violence / harassment, discrimination, racial abuse, bullying In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow our policy to apply the right consequence for this serious behaviour.

Incidents of dangerous behaviour will be recorded, analysed and shared termly with governors.

Procedures for review and evaluation

This policy is a 'living policy'. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- Pupil Feedback
- Involvement of pupils in environment walks and interviews
- Classroom observations

Staff are kept informed of changes via staff meetings.

Parents/Carers are kept informed of changes via the newsletter and school website.

Complaints

The school's procedures for dealing with complaints about behaviour are a part of the school's procedures for handling complaints. Appeals regarding pupil exclusions must be addressed by a Governors Disciplinary Committee following the statutory procedures outlined in the DfE guidance 'Suspensions and Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with legal Responsibility in Relation to Exclusion'.

Details on how to appeal a suspension or permanent exclusion will be provided in the letter notifying parents of a suspension or permanent exclusion.