



# **Positive Relationships Policy**

**Updated: September 2023**

**To be reviewed: September 2025**

**Author: Andy Walker / Sarah Wakefield**

**EQUALITY SCHEME  
EQUALITY IMPACT ASSESSMENT FOR  
POSITIVE RELATIONSHIPS POLICY**

Staff / Committee involved in development:	Health Safety Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:	Education Act 2002 Children Act 2004 Education and Inspections Act 2006 DFE 2012 Guidance on behaviour Keeping Children Safe in Education 2023	
Key related Farndon Policies:	Safeguarding Policy Attendance Policy Anti-Bullying Policy Exclusion Policy Positive Handling Policy	
<b>Equality Impact Assessment:</b> Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
<b>Groups:</b>	<b>Yes/ No</b>	<b>Positive/Negative impact</b>
Disability	No	
Race	Yes	Positive handling of any racial incidents
Gender	No	
Age	No	
Sexual Orientation	Yes	Agreed homophobic response in anti bullying
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	Yes	A trauma enforced approach for pupils experiencing trauma and mental health.
<b>Reviewed by</b>	Leadership and Management	
<b>Agreed by</b>	Full Governors	
<b>Next Policy review date</b>	September 2025	
A copy of this form, and any related impact assessment form or action plan must be sent to the school office		

# **Positive Relationship Policy Principles**

Farndon Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We are a trauma enforced school and we aim to have TiS approaches at the core of our whole school ethos and across the whole setting. It is the belief that every child should be given unconditional positive regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively.

As members of our community, we adhere to the following values:

## **‘Respectful, Ready, and Safe.’**

### **Farndon Primary School Behaviour Principles:**

- We, as the adults, always model calm, controlled and caring behaviour.
- Our attention as adults is focused first on those children who are behaving well.
- We don't reward the minimum standard (beyond a simple thank you) - we look to highlight children going 'above and beyond' and give them the formal recognition.
- We define as a school what we will **all consistently do**: recognition, expectations, and routines.
- We make our expectations explicit through clear routines.
- We have 3 simple rules which are referred to in every discussion about conduct.

### **Modelling positive behaviours as adults. As adults we will all:**

- Show the children that we have regard for them as individuals and we will welcome them at our classroom doors every morning with a smile and handshake.
- Teach children what good conduct looks like by setting clear routines and expectations.
- Recognise good conduct publicly and correct inappropriate conduct privately.
- Respond consistently with the same recognition, language and sanctions.
- Remain calm and assertive when managing inappropriate behaviours.

### **All staff must:**

- Take time to welcome children at the start of the day and after lunch
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Establish simple school routines through a 3 – step process.
- For incidents of poor choices, ALL staff follow the clear set of consequences.
- Log and record incidents using CPOMs
- Use Dojo points to reward pupils that positively show school values or learning behaviours
- Have an unrelenting focus on celebrating, promoting and reinforcing positive behaviour.
- Give out a "Star of the Week" certificate in class at the end of the week.
- Where appropriate, issue praise pads or send a text message home when pupils go above and beyond.

### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, texts to parents, and notes home (praise pads)
- Ensure staff training needs are identified and met
- Use behaviour records (CPOMS) to target and assess interventions

- Support teachers in managing children with more complex or challenging behaviours through the application of Behaviour Support Plans.
- Reward 1 pupil where someone has been nominated as a “*Champion for Behaviour and Learning Attitudes*” in Friday assembly.
- Send termly postcards home for pupils who have consistently gone above and beyond consistently through the term. These will be posted.

#### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

#### **Children want teachers to (voice of child through School Council):**

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Be spoken to in a calm consistent manner
- Rewarded for consistently good behavior and good attitudes to learning.

#### **Trauma Informed Schools (TiS):**

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool for tracking change over time, for both individuals and groups of pupils.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

#### **Recognising positive behaviour:**

- A simple ‘**thank you**’: All staff should look to thank children for positive conduct whenever possible as this highlights to all children the positive conduct which we are looking for.
- **Dojos**: These should be used to highlight children who are going ‘above and beyond’ in modelling a particular conduct and school values such as kindness and responsibility or learning attitudes such as

perseverance, pushing themselves, working hard, concentrating or improving their work. Children demonstrating behaviours which we expect of all children **should not** be recognised with Dojos as this is the minimum expectation – a ‘thank you’ will suffice. Dojos for each house are counted weekly and shared in Friday’s assembly.

- **Praise Pads:** When a child’s conduct has been exceptional – a role-model for all – a card with a message home celebrates this effort. Again, these should not be given out for conduct which we expect of all children.
- **SLT Praise Pad:** If a child’s behaviour or work has been exceptional, they might be invited to share it with a member from SLT and have a praise pad home.
- **Phone call or text message:** A powerful form of recognition used to share success with parents.
- **Postcard Home:** A postcard is posted and sent to their home, written by SLT and nominated by staff.
- **Champion of the week:** Nominating a child who consistently goes ‘above and beyond’ to model our values, rules and expectations.

### **Routines:**

**So that every child knows exactly the expectation for common activities, staff will:**

Teach the children a **3 step routine for all common activities** e.g. lining up, getting ready to learn, walking to the hall etc.

Insist that this routine is followed by **every** child, **every** time, **defending the high standard so that it becomes a habit.**

### **Managing inappropriate conduct:**

- All staff should consistently follow the same steps when managing inappropriate conduct with regard to staff conduct and follow through with agreed sanctions.
- Adults will be calm yet **assertive** when managing inappropriate conduct, considering body language and the words used carefully.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed with the SENCO as part of either an Inclusion Plan or specific behaviour plan.
- Conversations correcting inappropriate conduct should be done privately where possible.

### **Cycle of sanctions during learning time:**

<b>Reminder:</b>	The “look”. Praise other children; link back to Ready; Respect Safe
<b>Caution:</b>	Only give once and assertively: “ <i>I expect you to know</i> ” “ <i>Thank you for now doing....</i> ”
<b>Time out:</b>	This may be for a short period of time and is a consequence. Sent to partner class or other. Complete with a restorative conversation.
<b>Imposition:</b>	Child misses 5 minutes of break. Sit in silence. Further rule break in the day and its 10. This should be recorded on CPOMs as a record.
<b>Imposition:</b>	No further improvement then sent to the Head’s Office. Sit in silence for 5 mins. Then complete work in silence.

<b>Imposition:</b>	Where have several imposition consequences over a half term then Class teacher, along with SLT member involves the parents. EYFS and KS1 pupils put on "Report" but it is orally. Staff meet parent at the end of the day. Can be a simple hand signal or quick chat. KS2 have a Report Card. Teachers grade each session and give comments where appropriate. They visit SLT at the end of the day and it goes home on a Friday.
<b>Severe:</b>	For any of the following the above stages are bypassed: Hate speech: Verbal abuse and Swearing; Bullying; Extreme behaviours such as violence, running away, vandalism or dangerous activity; Violence towards adults or other pupils. <b>Parents will be informed and the child put on instant report or depending on the severity a suspension will be considered.</b>
<b>Extreme:</b>	For pupils who have difficulty in regulating their behaviour the class teacher and school need to follow these procedures: " <i>Positive Handling Plan</i> " which includes de-escalation. Also, consider a " <i>Risk Reduction Plan</i> ".
<b>Suspension:</b>	The impact on staff, children and learning is too high This is an extreme step and will only happen in the following instances: Long term mis-behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy. The risk to staff and other children is too high. On return into school there will be a Re-integration Plan.
<b>Exclusion:</b>	Permanent exclusion will be a last resort and the school will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

#### Cycle of sanctions during an Assembly:

<b>Reminder:</b>	The " <i>look</i> ". Praise other children; link back to Ready; Respect Safe
<b>Caution:</b>	Only give once and assertively: " <i>I expect you to listen and not talk</i> " " <i>Thank you for now doing....</i> "
<b>Imposition:</b>	Child misses 5 minutes of break. Sits in the hall in silence with member of SLT.
<b>Imposition:</b>	If class noisy when leaving, then the class come back to the hall to miss 5 minutes of their break to practice coming in and sitting down, the standing to line up in silence.

Where a child over a half term has had several time outs or impositions, then they can be sent to the Head / SLT (see paragraph above) or in more extreme cases be put onto report ( see below for **persistent poor conduct**).

**What to do if a child refuses or their behaviour places themselves or others at immediate risk: If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.**

- Remind the child that their choices are disrupting others and that they must now follow instructions.
- Walk away and allow 30 seconds – 1 minute 'take up time'.
- Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
- Send emergency card to nearest phone (don't bring the child to the HT office). *Do this immediately if the child is placing themselves or others at immediate risk*

**Repair conversation:**

- Takes place at an appropriate time when the child is calm.
- Can be short for minor conduct breaches or may be longer when there have been refusals or deregulated behaviour.
- Focuses on reflection and restoring relationships (not blame or further punishment):

**Cycle of sanctions during break/ lunch times:**

**Listen to the problem:**

- When you haven't seen the alleged incident (which accounts for most incidents at break/ lunchtimes):
- Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.

**Make sure that your body language and voice is neutral.**

- Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.

**Most children just want to be heard, so please invest time in listening.**

- For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.

**Reminder: When a child or group has made a poor (although not deliberate) choice:**

- Link back to the school rules.
- Remind the child of when you saw them playing well.
- Delivered privately away from the group.
- Explain the 'time out' consequence if the conduct continues.
- Tell the child to think carefully about their next choices.

**Time out (after reminders/ cautions, unless someone has been deliberately hurt):**

- Tell the child that they now need some time to think about their choices.
- Ask them to sit on a bench for 2-5 minutes (or inside with member of SLT).
- Talk to them about what happened to lead up to this.

**Caution:**

- Link back to school rules.
- Explain there will now be a time out (**imposition**) where they stand with member of staff on duty and don't talk. If they leave the side of the adult or talk, timer starts again.

**Time Out:**

- Tell the child that they now need further time to think about their choices.
- They have time out and stand adjacent to Squirrels class door. When time is up, have a repair conversation.

**Repair:**

- Before letting the child leave the bench, have a quick conversation about how they will make successful choices.
- End the conversation positively.

**Persistent poor conduct:**

If a child is repeatedly receiving cautions, warnings and time outs, then this pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.

For younger children (EYFS & KS1) this will involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement. The parents and child will meet with a member of the SLT at the start and end of this process.

For older (KS2) children, this will involve being placed on a '**daily monitoring report card**':

The parents will meet with the class teacher and member of the SLT when placed on report. This will be completed for every session showing good choices and poor choices.

At the end of each day the child will bring this to the Headteacher / SLT member to discuss how the day has been. This will look to celebrate the positives as well as discussing poor choices.

At the end of the week this will be sent home to the parent. At the end of the report period, SLT and the class teacher once again meet with the parents. Minutes of the meetings and the report card will be saved onto

**CPOMs**

**Severe Behaviour:**

If a child engages in any of the following severe behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may choose to immediately send for the SLT.

- Hate speech.
- Verbal abuse or swearing at an adult
- Bullying (as defined in Anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.
- Violence towards adults.

Staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear.



## Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' and/or Risk Reduction Plans.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as **last resort** and by trained staff only. The school will record all serious behaviour incidents (or persistent poor choices across the day/week) on **CPOMS** and any restraints using a Serious Incident Report (SIR form) in the Behaviour File which is in the HT office.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## Physical Attacks on Adults

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the child and to others. Our school uses Team Teach techniques. All staff are trained in the techniques, de-escalation and promotion of positive behaviours.

At Farndon Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on **CPOMS** and in the behaviour file. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure and debrief with any other staff involved.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

## Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## Appendix 1: Restorative Conversations.

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc .....)</p> <p>(learner's name),</p> <p>Do you remember when ..... (model of previous good behaviour)?</p> <p>That is the behavior I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work and still talking. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table / Go to the Phase Lead etc)</p> <p><b>Playground:</b> You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p><b>*DO NOT describe child's behaviour to other adult in front of the child*</b></p>
4. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected? What should we do to put things right? How can we do things differently?</p>
<b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b>	

## Appendix 2: 3 Step Processes for routines

<b>Lining Up</b>	<ul style="list-style-type: none"><li>1) Walk to line without talking</li><li>2) Leave space</li><li>3) Hands and feet are still and mouths closed.</li></ul>
<b>How to move round school</b>	<ul style="list-style-type: none"><li>1) Look forwards</li><li>2) Best walking carefully</li><li>3) Keeping space</li></ul>
<b>How to behave in the cloakroom</b>	<ul style="list-style-type: none"><li>1) Hang bag on the lower part of the peg</li><li>2) Hang coat on the upper part of peg</li><li>3) Walk into class straight away</li></ul>
<b>Ready to learn</b>	<ul style="list-style-type: none"><li>1) 5 countdown</li><li>2) Stop signal</li><li>3) Ears listening and eyes on me</li></ul>
<b>Leaving Assembly</b>	<ul style="list-style-type: none"><li>1) Stand when class is called</li><li>2) Turn to the direction walking</li><li>3) Best walking with mouths closed.</li></ul>
<b>Coming into the classroom</b>	<ul style="list-style-type: none"><li>1) Line up sensibly</li><li>2) Enter class and stand behind their chair (or stand on carpet spot)</li><li>3) Sit down on teacher command</li></ul>
<b>Coming into the dinner hall</b>	<ul style="list-style-type: none"><li>1) Line up outside hall door with mouths closed</li><li>2) Walk inside the hall and stand by a chair</li><li>3) Sit down on command (or proceed to hatch for hot meal.</li></ul>

## Appendix 3 - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. Definitions

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. The Legal Position

##### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. When can physical force be used?

##### **Schools can use reasonable force to:**

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- ☐ who disrupts a school event, trip or visit
- ☐ leaving the classroom where this would risk their safety or disrupt others
- ☐ from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on INTEGRIS and any restraints using a Serious Incident Report (SIR form) in the green behaviour log, which is locked in the filing cabinet in the HT office.

## Appendix 4: Child De-escalation Plan

Child's Name:		Date of Plan:		Review Date:
What does the behaviour look like?				
Stage 1 Anxiety Behaviours		Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours
What are common triggers?				
De-escalation skills				
Skill	try	avoid	Notes	
Verbal advice and support				
Giving space				
Reassurance				
Controlled choices				
Humour				
Logical consequences				
Planned ignoring				
Time-out				
Removing audience				
Transfer adult				
Success reminded				
Supportive touch				
Listening				
Others				
Diversion and distractions				

Any medical conditions to be taken into account before using Physical interventions?			
De-escalation skills			
Intermediate	try	avoid	Notes

Farndon Primary School

Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
<b>Other</b>			
Who has been informed/Where has the incident been recorded?			
Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.			
Teacher:			
Parent/Carer:			
Student:			
Educational Psychologist:			
Social Service (if applicable):			
Headteacher:			



## **Appendix 5: Behaviour Outside of School**

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

Expected Behaviour	Level 1	Level 2	Level 3	Level 4	Recovery	Debrief
	Trigger –	Trigger -	Trigger -	Trigger -		
	<b>Behaviours Displayed:-</b>	<b>Behaviours Displayed:-</b>	<b>Behaviours Displayed:-</b>	<b>Behaviours Displayed</b>	<b>Behaviours Displayed:-</b>	

Farndon Primary School

**Strategies to use:-.**

**Strategies to use:-.**

**Strategies to use:-.**

**Strategies to use:-.**

**Strategies to use:-.**

Shared with Parents on: .....

Signed by Parents: .....