BRITISH SCHOOL
MUSCAT

Promoting Positive Relationships & Behaviour Policy

Primary School

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1. Introduction

Good behaviour is a necessary condition for effective teaching and learning to take place. It comprises meaningful praise and rewards; sound relationships between staff and students and stimulating and effective teaching and learning opportunities. To be effective, it requires the consistent application of sanctions when a student does not meet the behaviour expectations of the school.

Our policy has been written in consultation with students, staff and parents. British School Muscat seeks to develop confident, reflective students, to promote self-esteem and to establish a positive ethos which is conducive to learning and in which the individual student feels valued, respected and can thrive.

The school's expectations of good behaviour will be modelled, reiterated, and reinforced by students, parents, governors and staff. This can be found in our Home School Agreement. By attending BSM, all parties agree to uphold the expectations within the Home School Agreement

2. Choice

At BSM, we encourage students to take personal responsibility for their behaviour and support them in managing and understanding their choices. We encourage empathy and that they think of others and the wider world. We offer them lots of opportunities to collaborate together in order to encourage tolerance, acceptance of others' opinions and a sense of community and belonging. We never humiliate or shame a student. We encourage students to make positive choices and to reflect and make amends when they have failed to do so. This supports William Glasser's Choice Theory.

The universal system for empowering individuals and improving relationships.
Choice Theory® is based on the simple premise that every individual only has the power to control themselves and has limited power to control others. Applying Choice Theory allows one to take responsibility for one's own life and at the same time, withdraw from attempting to direct other people's decisions and lives. Individuals are empowered to take responsibility for their choices and support others in taking ownership of their choices. Negative behaviours reduce in frequency and intensity, relationships strengthen and satisfaction in life increases."

See Appendix 1 (Meeting the needs of children at BSM)

Language to support Choice:

- Good choice
- Wrong choice
- Consequences of your choices

Strategies to support Choice:

Restorative Conversations (example, adapt and use your own words)

- What happened?
- How did it make you feel/What did you need/want?
- Who has been affected by what you have chosen to do?
- What has been the hardest thing for you?
- What do you think needs to be done to make it right?
- What have you learnt and what will you do differently next time?

See Appendix 2 (Carrying out a Restorative Conversation) & Appendix 3 (Restorative Conversation Flashcards for further guidance).

3. Expectations

The expectation for all students and adults is that they:

- BE Safe
- BE Ready
- BE Respectful

This supports and underpins our schools' Learning Ethos. Each year group agrees and displays their own definitions of the 3 BEs. These are shared with parents at the beginning of the year.

See Appendix 4 (EYFS Expected Behaviour Agreement) & Appendix 5 (Y1 - Y6 Expected Behaviour Agreement)

4. Rights and Responsibilities

Any approach to promoting positive relationships and behaviour must ensure all members of the school community are aware of their rights and responsibilities and actively uphold these.

Students

All students have the right to:

- Discuss and learn in a purposeful and supportive setting.
- Work and play in a safe and secure environment.
- Receive equal, consistent and fair treatment without prejudice.
- Respectfully be able to express their feelings and opinions.
- Interact with others in a positive atmosphere without fear of harassment, ridicule or bullying.

All students have the responsibility to:

- BE Safe
- BE Ready
- BE Respectful

- Set a good example to other students.
- Take responsibility for their actions and behaviour.
- Make amends for negative behaviour.
- Abide by the Home School Agreement
- Adhere to school rules
- Be loyal to the school by maintaining high standards of behaviour and uniform in public.

Staff

All staff have the right to:

- Work in a safe and secure environment.
- Receive support and additional guidance from Year Leaders, the Pastoral Team and members of the Senior Leadership Team.
- Teach in a purposeful and non-disruptive environment.
- Receive the cooperation and support of parents.
- Be treated in a respectful manner.

All staff have the responsibility to:

- Be familiar with and consistently apply the Promoting Positive Relationships and Behaviour Policy.
- Clearly communicate the school's expectations to students.
- Record behaviour incidents and pastoral concerns and where necessary, seek additional support from Year Leaders and the Pastoral Team to support students behaviour and emotional needs.
- Be a good role model to all students and lead by example.
- Build safe, respectful and secure relationships with the students in their care.
- Keep parents informed of their child's behaviour and if the school has any concerns, to make parents aware.
- Work with parents to support student behaviour.
- Encourage students to take responsibility for their behaviour and to make amends.
- Recognise the individual needs of students and if required, try different strategies to support these needs.
- Actively promote and reward positive behaviour that is "over and beyond" the set expectations.
- If a Year Leader, to have an overview of the behavioural and emotional needs in their year group and to support their team in this.
- If in the Pastoral Team, to track and monitor the behavioural and emotional needs of all students and to support staff by offering guidance, support and strategies.

Parents

All parents have the right to:

- Be treated in a respectful manner.
- Be kept informed of any repeated or significant behavioural incidents involving their child.
- Be kept informed of any ongoing pastoral or emotional needs involving their child.
- Be supported by the school in addressing any behavioural or emotional needs.

- Expect perceived incidents of bullying or racism to be investigated and dealt with.
- Be able to communicate concerns with the school. This should be the class teacher in the first instance.

All parents have the responsibility to:

- Abide by the Home School Agreement
- Support the school in its expectations of good student behaviour and agreeing to our sanctions.
- Maintain regular communication with the school including providing absence notes, attending parents' meetings and keeping appointments made;
- Support the school in implementing all other aspects of school policy including our assessment and discipline procedures;
- Use the appropriate lines of communication to share information or express a concern about their child;
- Send their child to school on time, every day, in uniform, with their homework completed and with all the necessary equipment.
- Be a good role model and lead by example.
- Communicate respectfully with all staff, parents and students.
- Work in conjunction with the school to support the behavioural and emotional needs of their child.

Governors

All governors have the right to:

- Be informed of any bullying or racist incidents on a termly basis.
- Be informed and consulted in the instance of a permanent exclusion.

All governors have the responsibility to:

- Refer any concerns or matters relating to student behaviour to the relevant class teacher/year leader/member of the senior leadership team or Principal.
- Support staff in their decisions.
- Be supportive of the school and staff when speaking to others.
- Make themselves aware of the school's Promoting Positive Relationships and Behaviour Policy.
- Support the expectations outlined in this policy along with the terms and conditions and support the school and its regulations;
- Undertake their duties outlined in the Exclusion guidance if required;

5. Rewards

At BSM we have a range of effective rewards, which celebrate individual, group and class achievements. Rewards are aimed at recognising academic achievement, effort, and good citizenship. This supports the culture of Wellbeing First and HPL.

See Appendix 8 (Rewards and House Points)

6. Sanctions

The sanctions used at BSM are based on the following principles:

- Sanctions must be appropriate to the age of the student.
- We condemn the behaviour, never the student.
- If a sanction is being repeatedly used and is proving to be ineffective, the response to that student needs to be reviewed and an individual support plan created with input from staff, parents and the student.
- Students are responsible for their behaviour and actions and are encouraged and guided in making amends and more positive choices in the future. Appendix 2 (Carrying out a Restorative Conversation) & Appendix 3 (Restorative Conversation Flashcards)

Staff refer to Appendix 9 (BSM Primary Behaviour Levels) for guidance on appropriate responses, consequences and communication with parents.

There are 4 behaviour levels:

GREEN	Minor low level inappropriate behaviour
GREEN ++	Repeated low level GREEN behaviour OR inappropriate behaviour
AMBER	Significant inappropriate behaviour or bullying
RED	Racist and Religious Incidents, or extreme behaviour

Stepped response to negative behaviour are communicated to students, staff and parents in Appendix 6 (EYFS BSM Behaviour Road Map) & Appendix 7 (Y1-6 BSM Behaviour Road Map).

7. Recording Behaviour Concerns and Incidents

This is done through CPOMS. See Appendix 11 (Pastoral and Behaviour Protocols).

Types of CPOMS entries:

1. Behaviour Incident - one off entry for a specific incident. Recorded by the member of staff who is initially involved or observes behaviour. Staff subsequently involved, record follow up as appropriate.

   Behaviour Incidents have 5 sub headings to choose from (See Appendix 9 for levels):
   - Primary Behaviour Green
   - Primary Behaviour Green ++
   - Primary Behaviour Amber
   - Primary Behaviour Red
   - Primary Behaviour Red +

2. Pastoral Concern - ongoing record from multiple sources. Initially recorded by the member of staff who has observed a pattern of negative behaviour or has an ongoing behaviour concern. May list multiple types of ongoing negative or concerning behaviour. All staff can add to this including the strategies they are applying to tackle negative behaviour.

3. Pastoral Action Record - behaviour intervention involving the student, parents, class teacher and a member of the Pastoral Team. This outlines key concerns, strategies and consequences of ongoing negative behaviour both at home and at school. May include a Behaviour Protocol. Reviewed regularly, 6 - 9 weeks.

How to fill in an CPOMS entry:

- Behaviour incidents should be linked to ALL students involved whether they are the perceived perpetrator or not.
- If an action follows on from an initial incident please record it as an action, for example a follow-up conversation with a student or parent.
- Initial and date any follow up comments.
- Entries should be factual and avoid judgements or opinions i.e. they “? didn’t seem sorry”, “? is manipulative”, “That’s typical of children from…(insert country)”
- Be clear on the consequences for behaviour, any contact with parents and add any relevant follow up information.

8. Anti-Bullying

British School Muscat has a zero tolerance approach towards bullying and racism. Any bullying behaviours that come from students, staff or families towards members of the BSM school community will not be tolerated. We are committed to establishing a bully and racist free school and all members of the school community, staff, visitors and parents have a responsibility to provide positive role models for our students.

Definition of Bullying

Guidance from www.gov.uk

There is no legal definition of bullying. However, it’s usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

What is bullying?

“Bullying is the intentional hurting of one person by another. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.”

Child on child abuse is when a student causes intentional harm to another student. Child on child abuse is a safeguarding issue for both the victim and alleged perpetrator.

The teachers, staff, governors, parents and students of BSM believe that negative and devaluing behaviour:

- Is hurtful, threatening, harmful and disrespectful;
- Can include behaviours which hurt, threaten or frighten another person or group of people;
- Can be unprovoked, repeated and sometimes can continue for a long period of time.

Bullying and child on child abuse fall into the following categories:

- **verbal** – such as threatening consequences, spreading rumours, excluding, calling names, teasing, making sexual, racist, sectarian remarks, highlighting physical appearance;
- **physical** – such as kicking, punching, hitting, spitting, biting, tripping;
- **emotional** – such as ignoring, talking behind backs, staring, writing unpleasant notes, letters, graffiti, and text messages;
- **non-verbal** – getting people into trouble, leaving them out of games, writing letters and text messages.

Bullying and child on child abuse behaviours may include, but are not limited to, aspects such as:

- Neglecting, making someone uncomfortable;
- Name-calling, taunting, mocking, making offensive comments;
- Kicking, hitting, pushing and shoving, fighting, spitting;
- Serious physical assault and harm or the threat of harm with a weapon
- Sexual violence
- Sexual harassment
- Taking or damaging belongings, stealing from students’ school bags or lunch boxes;
- Photographing, using or publishing photos without consent;
- Indecent and semi indecent Images that are altered or wholly generated using AI
- Gossiping, spreading hurtful and untruthful rumours;
- Socially excluding people from groups e.g. not talking to them, excluding them from activities;
- Any relate to race, faith, religion or culture; special education needs and disabilities; appearance or health; sexual orientation; sexist or sexual bullying

Any of the above bullying behaviours coming from students, staff or families towards members of the BSM school community will not be tolerated

Our approach to anti-bullying aims to:

- Promote respect and tolerance for each other;
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning;
- Clarify for students through PSHE, across the curriculum and in assemblies what bullying is and that it is always unacceptable;
- Explain to staff, students and the whole school community the impact of bullying on individuals and the school as a whole;
- To have in place an anti-bullying support system that all staff and students understand and to apply the system consistently.

Our School:

- Will be explicit about our values and expectations;
- Will discuss, monitor and review our positive behaviour policy;
- Will support staff to promote positive behaviour and identify and tackle bullying appropriately;
- Will ensure that students are aware that all bullying concerns will be dealt with promptly, sensitively and effectively;
- Will ensure that students feel safe to learn and that students abide by the Positive Behaviour policy;
- Will report back to parents regarding their concerns on bullying and will deal promptly with complaints. Parents in turn will work with the school to uphold the Positive Behaviour Policy.

What is Cyber- bullying?

Cyberbullying is the use of technologies by an individual or a group of people to deliberately and repeatedly upset someone else. Cyberbullying is a whole school community issue and will not be tolerated at BSM.

A wide variety of behaviours can be considered cyberbullying, including:

- Intimidation and threats
- Harassment and stalking
- Vilification/defamation
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of personal information or images (Deepfakes and AI generated images)
- Manipulation
- Misogynistic comments
- Misandrist comments

Cyberbullying may also constitute discrimination and hate crimes, such as:

- Sexist bullying
- Racist and faith-targeted bullying
- Homophobic bullying
- Bullying in relation to a disability.

There are a variety of technologies that may be used to cyberbully, including email, smartphones and a large variety of social media platforms including but not exclusive to; Roblox, Tiktok Facebook, Twitter, Instagram, Snapchat, ASKfm, WhatsApp, Sarahah, Redditt and YouTube.

It is important that the BSM community is aware that any cyberbullying will be dealt with as seriously as face-to-face bullying, regardless of whether the bullying is physically perpetrated on the school site. DfE guidance on cyberbullying states: “Schools should also make clear that it is not acceptable for students, parents or colleagues to denigrate and bully (any member of the school community) via social media in the same way that it is unacceptable to do so face to face.”

Preventing and responding to Bullying, both face to face and cyberbullying

At BSM, we believe that all our students, staff and families have the right to learn, work and visit BSM in a secure, caring and friendly environment. Bullying can spoil lessons and stop learning. Everyone should be able to contribute to lessons and to the life of the school without intimidation.

The school aim is to prevent bullying and create an atmosphere where all students, staff and members of the BSM community feel safe. A school philosophy will be built through the curriculum, extra-curricular activities, assemblies, INSET and staff meetings. Negative or devaluing behaviour will not be tolerated and will be dealt with appropriately and promptly.

All incidents will be treated seriously and may ultimately lead to exclusion.

Positive steps towards prevention

We will:

- Train all staff and students to identify all bullying behaviours and follow school policy and procedures related to bullying.
- Expect all parents to uphold the values of BSM and behave as role models to their children, by demonstrating positive behaviour towards all other members of the BSM community.
- Consider all opportunities for addressing bullying including through the curriculum, assemblies and through student leaders;
- Encourage positive behaviour;
- A Worry Box will be available in the Health Centre where students can, anonymously, post notes regarding bullying issues;
- A box of feelings is available in each classroom where children can share concerns with class teachers

- Supervised break duties and regular patrolling by the Leadership Team and duty staff of areas where bullying can occur at specific times, i.e. playground, corridors, classrooms, toilets.

Developing a common school approach

All staff, students and members of the BSM community have a responsibility to play a part in preventing and eliminating bullying within the school community:

- The referral process should be through the pastoral system (i.e. behaviour policy);
- The safety of the victim is vital; they must feel safe and know that the school is a safe place. Their safety must be monitored after the incident;
- Every incident is serious to the victim and, as such, their anxiety must not be belittled;
- Before any action is taken, it will be discussed with the victim;
- The bully must be dealt with too and it should be done constructively;
- Staff and parents are role models and should not bully;
- Ensure everyone is aware of the consequences and that parents of both the bully and the victim will be contacted.

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to, and that action will be swiftly taken which is sensitive to their needs.

Disclosure (telling an adult/peer) can be direct and open or indirect and anonymous. A Worry box is available for indirect/anonymous disclosure in the Health Centre. There is also the Wellbeing Button on the Parent and Student Portal. Everyone must realise that not telling someone means that the bullying is likely to continue.

Roles

Staff - We expect staff to:

- Provide students with a framework of behaviour including class rules which supports positive behaviour;
- Emphasise and behave in a respectful and caring manner to students, other staff and members of the school community, to set a good tone and help create a positive atmosphere;
- Provide students with a good role model;
- Raise awareness of bullying through stories, role-play, discussion, peer support, student leaders, PSHE;
- Through the Principal, keep the Governing Body well informed regarding issues concerning behaviour management;
- Work with the Senior Leadership Team so that the positive behaviour policy can be properly enforced and monitored;
- Regularly canvas views on the extent and nature of bullying;
- Ensure students know how to express worries and anxieties about bullying;

- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve students in anti-bullying campaigns in schools e.g. during an Anti-Bullying Week;
- Offer support to students who have been bullied;
- Work with students who have been bullying in order to address the problems they have;
- Consistently apply the anti-bullying procedures;

Students - we expect students to:

- Report all incidents of bullying (whether they are bullied or they know of a bullying situation);
- Treat all people as you would like to be treated;
- Be firm – know that the school will support you;
- Put all incidents of negative and devaluing behaviour in writing – provide witnesses if possible.

If you witness a bullying situation and do not report it, you are condoning the behaviour and supporting the bully. This is known as being a Bystander and will be treated severely too.

Parents:

- If you have worries about your son/daughter being bullied, please contact his/her Class Teacher and the Year Leader.
- If you know of any incident of bullying, please contact your child's Class Teacher who will report it to the Year Leader
- Any concerns that parents may have must be referred to a member of staff.

Be aware of signs that your child is being bullied:

- Has their behaviour changed recently?
- Is their relationship with brothers/sisters any different?
- Are they quieter/more boisterous than normal?
- Do they avoid going to school?
- Are they often late in the morning?

Parents must also promote positive behaviour by being a role model to their children at all times.

Communication with Governors

Any Anti-Bullying issues which have implications for child protection will be reported to Governors in line with the procedures set out in the school's Safeguarding and Child Protection Policy.

Any Anti-Bullying issues which lead to fixed term or permanent exclusions will be reported to Governors in the Principal's termly report.

Any bullying trends which are causing concern to the school will be reported to the Governors in the Principal's termly report.

Recording
Incidents clearly identified as bullying must be reported to the Class Teacher or Year Leader and all incidents and follow up action will be recorded and logged by completing a Bullying Incident form on CPOMS. The Head of School and the Principal will be made aware of any bullying incidents and a log of these issues will be kept.

Dealing with an Incident:
Bullying incidents discovered at BSM will be taken seriously, dealt with promptly and support will be provided for the victim and bully.

BSM will support all involved by:

- Talking through the incident with the victim and bully;
- Helping the victim and bully to express their feelings;
- Discussing strategies for making amends.

Parents (of both the victim and bully) will be informed of what has happened, and the action taken.

A record will be made of these discussions and, if necessary, witness statements will be obtained.

Prevention and Intervention

Bystanders can take positive actions to prevent bullying and to address it while it is happening or after it occurs. Parents, teachers, and other caring adults can recommend safe ways that bystanders can prevent, intervene, or address bullying.

Prevention steps include:

- Being inclusive by welcoming others to join their activities and groups
- Being a role model for pro-social behaviour by showing kindness, respect, and empathy for others.
- Walking or sitting with or near vulnerable kids who may be targets of bullying.
- Getting involved with bullying prevention efforts at school or in the community

Bystander interventions during a bullying incident may include:

- Defending the target of the bullying
- Intervening as a group
- Changing the subject
- Questioning the bullying behaviour
- Using humour to lighten up a serious situation
- Openly stating an objection to bullying
- Stating approval of the victim and validating his or her social status

Bystanders can address bullying after it happens by:

- Reaching out privately to the target of the bullying to express support or concern.

- Reporting the bullying to a trusted adult, parent, teacher, or member of the school community.
- Reaching out privately to the person doing the bullying to express concern, if they feels safe to do so

10. Transition

At the end of each academic year, class teachers hold transition meetings where they discuss individual student progress, attainment and pastoral information. Any significant issues relating to behaviour will be shared at this time and copies of all relevant records, including the outcomes of meetings with parents will be forwarded on to the next teacher. Specialist teachers liaise directly with class teachers to pass on information relating to student behaviour in their subjects.

Where there has been an ongoing transition concern relating to behaviour, a Transition Concern Form should have been filled in and the Head of School made aware. When the transition is between the Primary and the Senior School, the KS3 Leader should be informed of any known transition concerns well in advance. The Pastoral Team monitors students with any significant behaviour or pastoral needs during the process of transition and at the start of the academic year. Refer to current Transition Concern guidance.

As per the school admission policy, as a student progresses throughout the school it may become apparent that BSM is not able to provide the most appropriate educational setting that is in the best interests of the student. In this rare event, parents will be thoroughly consulted; however the final decision rests with the school.

11. Guidance on the use of Reasonable Force

Sources

The guidance is written with reference to Use of Reasonable Force - Advice for headteachers, staff and governing bodies July 2013 and The Education and Inspection Act 2006.

Objective of Guidance

Good personal and professional relationships between staff and students is vital to ensure a safe and happy school. It is recognised that the majority of students behaviour and conduct is excellent and students respond positively to behaviour systems. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportional and necessary force is required.

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property.

- Schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Underpinning Values

Everyone attending or working at the school has a right to:

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Who can use reasonable force?

All members of the school staff have the power to use reasonable force. If possible, the Primary Deputy Heads or Head of School should be used. Schools do not require parental consent to use force on a student.

When can reasonable force be used?

- Where possible, reasonable force should be avoided and other strategies applied first. The prime reason to use reasonable force is if the safety of a child/children or adult is at risk.
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder or distress to others.
- In a school, force is used for two main purposes – to control students or to protect them or others.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- Reasonable force can be used on the school site during the school day, school supervised events and on trips and residential trips.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- When there is a known reasonable force protocol for an individual child that has been created in agreement with the Pastoral Team, parents and other relevant staff.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so (call for assistance from Primary Deputy Heads or Head of School);
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

All actions should take account of students:

- Age
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context

Schools **cannot** use force as a punishment - it is always unlawful to use force as a punishment.

Recording incidents of reasonable force and informing parents

- The Primary Deputy Heads and Head of School should always be informed if reasonable force is used.
- All incidents of reasonable force are recorded on Engage as a Behaviour Incident.
- Any incident of reasonable force must be communicated to parents either in person or by phone. Parental feedback is recorded on Engage as a follow up to the initial Behaviour Incident.

Power to search students without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following ‘prohibited items’:

- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules

What about other physical contact with students?

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed student (age appropriate and initiated by the child where possible);
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Apply safeguarding principles and consider location and visibility.

Staff and Student Support Following an Incident

All members of staff or students at the school involved in or witnessing a serious incident involving the use of physical force may require additional support following the incident. Staff should ensure they are fully recovered from an incident before returning to their duties. The wellbeing of students should also be supported. In both instances the school's nursing team will make an evaluation and support any recovery necessary.

Whistleblowing and student or parental complaints

Any follow up complaints or concerns raised by staff, students or parents should be investigated by a Safeguarding Lead and the Head of School and Principal should be informed immediately. This should be in line with the school's Whistleblowing Policy.

12. Exclusions

Fortunately the School rarely has to consider excluding students on disciplinary or health grounds. However, when it does, steps need to be taken in a careful sequence in order to ensure that students are treated fairly and consistently. This policy lays out the steps that must be taken and the points to consider before a decision is made to exclude a student.

BSM is committed to:

- Ensuring that students who are being considered for exclusion on disciplinary or health grounds are treated fairly and consistently.
- Having transparent steps that should be systematically taken and the factors that should be carefully considered before a decision is taken to exclude a student.
- Showing who is responsible for steps in the procedure leading up to exclusion.

Avoiding Exclusion

In most cases exclusion will be the last resort after a range of measures have been tried to improve a student's behaviour. Policy, procedures and training collectively minimise the number of students at risk of exclusion. However, for those at risk, additional measures include:

- Engaging with parents
- A change of teaching class
- Introduction of a specific pastoral support programme
- Outsourced (funded by parents) individual adult support
- Limited curriculum alternatives
- Assessment of Special Educational Needs
- Allocation of a key worker
- Referral to a specific external support service, such as an educational psychologist or child psychiatrist.

The behaviour of students at risk is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of all adults, including parents is carefully coordinated, creating a broadly representative team.

A number of different alternatives to exclusion are available to the Principal and Head of School in response to a serious breach of behaviour policy. These include, but are not limited to:

- Restorative Justice
- Mediation
- Internal Exclusion
- Recommendation for withdrawal to the parents
- Negotiated transfer to another Muscat school

Removing Students from School

There are three exceptional circumstances in which individual students may be removed from school on disciplinary or health grounds, namely where:

1. There is sufficient evidence that a student has committed a serious disciplinary offence. In these circumstances the student may be excluded from school for a fixed period or permanently.
2. A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Principal may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated at home for a fixed period, subject to review at regular intervals. This is not an exclusion.
3. A student's presence in school represents a serious risk to the health or safety of other students or school staff, or themselves. In these circumstances the Principal may send the student home for a period of time after consultation with the parents (where possible). *This is not an exclusion* and may only be done for medical reasons.

A decision to exclude a student should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Only the Principal, (or, in the absence of the Principal, the Acting Principal) can exclude a student.
A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies as outlined in this policy, which have been tried without success. It should be acknowledged by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort
.
There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to recommend the permanent exclusion of a student for a first or 'one off' offence.

These might include but not be limited to:

- Serious actual or threatened violence against another student, staff member or member of the school community.
- Sexual abuse or assault
- Supplying, using or being in possession of an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school's community.

Before Making a Decision to Exclude

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others or the student concerned. Before deciding whether to exclude a student, either permanently or for a fixed period, the Principal should ensure that a thorough investigation has been carried out and consider all the evidence available to support the case for or against exclusion.

When Exclusion is not Appropriate

Exclusion should not be used for any other reasons than those outlined above.

Removal of Students on Health & Safety Grounds

The Principal may send a student home, after consultation with that students parents (where possible) and a health professional (for example, the School's nurse), where because of a diagnosed or potential illness such as a communicable disease he or she poses an immediate and serious risk to the health and safety of themselves, other students or staff. This is not an Exclusion Page 17 British School Muscat | Promoting Positive Relationships & Behaviour Policy - Senior School and should be for the shortest possible time. If difficulties persist, the Principal should seek medical advice.

The Principal has the right to exclude students from the school if they have travelled to areas that are subject to a WHO advice of "essential travel only". The exclusion should be for the shortest length of time, e.g. the incubation period.

Fixed Period Exclusions

The Principal may exclude a student for one or more fixed periods. However, individual fixed period exclusions should be for the shortest time necessary.

Considerations Following a Fixed Period Exclusion
The school's obligation to provide education continues while the student is on the roll, and must be met during a fixed term exclusion. In all cases of more than a day's exclusion, work should be set and feedback provided.

The Principal (or Head of School) should arrange a reintegration meeting with parents following the expiry of a fixed period exclusion. This should represent an opportunity to discuss how best the student can return to school and can be a useful forum to consider with parents the possibility of a parenting contract. However, a fixed period exclusion should not be extended if such a meeting cannot be arranged in time or the parents do not attend. A readmission contract will be signed by students, parents and staff upon return to BSM.

All fixed term exclusions should be reported formally to the Board of Governors in the Principal's report and informally to the Chairman of the Board of Governors on or before the first day of the exclusion.

Parental Co-operation

If a parent does not comply with an exclusion, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of him or her, the Principal must have due regard for the pupil's safety in deciding what action to take. An exclusion will not be enforced if doing so may put the safety of the student at risk. If efforts to resolve the issue with the parents are unsuccessful the Principal should consider whether to contact the ROP or the Ministry of Education about available legal remedies.

Permanent Exclusion

Whenever the Principal decides that a student may be permanently excluded, s/he should exclude the student indefinitely pending the outcome of an Exclusion Hearing. The Principal will make his final decision at the Exclusion Hearing. The parents and students have an opportunity to appeal the Principal's decision by writing to the Pupil Disciplinary Sub Committee. The Pupil Disciplinary Sub Committee will then either uphold the Principal's decision or support the appeal from the parent. This above process should be completed, wherever possible, within 10 school days of the first day that the student is excluded.

Procedures Following Permanent Exclusion

In the case of a permanent exclusion the student remains on the roll of the school until the Principal has made his decision, or the Pupil Disciplinary Sub Committee have decided on the outcome of the parents appeal.

Behaviour Outside School

Student's' behaviour outside school on school business - for example, on school trips, away school sports fixtures, or work experience placements - is subject to the school's behaviour policy. Bad behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Principal may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This will be a matter of judgement for the Principal. Students' behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

Equality

The school has a duty to ensure the absence of racial discrimination and promote equality of opportunity and good relations between people of different racial groups and religious beliefs. The Principal should take steps to ensure that s/he will not discriminate against students on racial grounds and/or religious persuasion when making a decision about whether to exclude a student. For example, the Principal should monitor and analyse, and report to the Board concerning, exclusions by ethnicity and religious belief to ensure that s/he does not treat some groups of pupils more harshly than others.

Informing Parents about the Exclusion

The Principal should follow carefully the following procedures, which are designed to ensure fairness and openness in the handling of exclusions.

Whenever the Principal excludes a student, the parents must be notified immediately, ideally by face to face, followed up by a letter within one school day. Letters of notification of exclusion must state:

- For a fixed period exclusion, the precise period of the exclusion
- The reasons for the exclusion
- The person whom the parent should contact if they wish to make representations (this will usually be the Clerk to the Board of Governors) – for permanent exclusion only
- The latest date by which the Exclusion Hearing must be held to make a decision – for permanent exclusion only
- The parent's right to see and have a copy of his or her child's school record upon written request to the school
- In the case of a fixed period exclusion, the date and time when the student should return to school If the investigation is going to be heard at an Exclusion Hearing for potential permanent exclusion, include the date that indefinite exclusion takes effect
- The arrangements made for enabling the student to continue his or her education, including the setting and feedback of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school

All exclusion cases should only be communicated on a need-to-know basis.

In exceptional cases - usually where further evidence has come to light - a fixed period exclusion may be extended, or converted to a permanent exclusion. In such cases the Principal must write again to the parents explaining the reasons for the change. The Principal may withdraw an exclusion that has not yet been heard at an Exclusion Hearing.

Informing the Board of Governors

Within one school day the Principal must inform the Board of Governors of:

- The date for an Exclusion Hearing for potential permanent exclusion
- Exclusions which would result in the student being excluded for more than five school days in any one term
- Exclusions which would result in the student missing a public examination

The Board of Governors

The Pupil Disciplinary SubCommittee will be in place to hear a parental appeal against the outcome of the Exclusion Hearing.

If any exclusion would result in the student missing a public examination, the Exclusion Hearing should try to meet before the date of the examination. If, exceptionally, it is not practical for the Exclusion Hearing to meet before the time when the student is due to take the public examination, the Chair of Governors - using his or her powers to act in an emergency - may consider the exclusion and decide whether or not to reinstate the student (these are the only circumstances in which the Chair of Governors can alone review an exclusion). In such cases the parent has the right to make oral representations to the Board of Governors or, as the case may be, the Chair.

In some cases, depending on the nature and seriousness of the exclusion, the Board of Governors may exercise its discretion to allow an excluded student on the premises for the sole purpose of taking a public examination. There is no automatic right for any excluded student to take a public examination on the excluding school's premises - this is entirely at the Board's discretion.

Procedure at the Exclusion Hearing - taken from ISBA guidance

Before the hearing:

- Notify the pupil and parents of the hearing by letter
- Circulate the evidence to be relied upon by the school
- Circulate any further evidence produced by the pupil/parents

At the hearing:

- Present - Principal, Deputy Head of School - Pastoral, Parents of student and student (optional), governing body members
- Explain the purpose of the hearing
- The school presents its case
- Allow the pupil/parents to ask questions or present their case
- The head asks questions of the pupil/parents and Deputy Head of School - Pastoral
- Minute the hearing
- Adjourn

Following the hearing:

- Inform all parties of the decision in writing
- Parents have an opportunity to appeal
- Pupil Disciplinary Sub Committee Appeal Hearing

Pupil Disciplinary Sub Committee Decision

There are only two decisions open to the Pupil Disciplinary Sub Committee - to uphold the Principal's decision or to uphold the parental appeal.

The Pupil Disciplinary Sub Committee must inform the parent (or the student if aged 18 or over) and the Principal of their decision in writing within one school day of the decision, stating their reasons. The Pupil Disciplinary Sub Committee may not attach conditions to any direction they may give to the Principal to reinstate the student; however, this does not prevent the school from following good practice in reintegrating the student.

Where the Principal or Pupil Disciplinary Sub Committee (following an appeal) decide to permanently exclude a student, their letter to the parent (or student if aged 18 or over) should also include the reason for the decision.

School Fees

School fees shall not be refunded in the case of any form of exclusion, except at the discretion of the Principal when considering long term or permanent exclusion for medical reasons.

Appendix 1: Meeting the needs of children at BSM

William Glasser's Choice Theory states that all human behaviour is based on 5 human needs. Needs are not hierarchical like Maslow's.

- The need to survive
- The need to feel love and belonging
- The need for power and influence
- The need to be free and make choices
- The need to play, feel joy and have fun

Meeting children's need to survive at BSM:

- Focus on supporting wellbeing: Peaceful Time, Mindfulness etc.
- School Counsellor
- School Nurse
- Medical Protocols
- Pastoral Team
- Feeling safe from shame and humiliation in their environment
- Food and plenty of water to support learning
- A good night's sleep
- Exercise
- A comfortable environment
- Feeling clean
- Healthy teeth
- Box of Feelings
- Kindness Week
- E - Safety
- Health promotions
- Sun hats
- Approachable and friendly staff

Meeting children's need to feel love and belonging at BSM:

- Greet children individually
- Know your students' personalities
- Smile
- Notice changes in children
- Listen, empathise and encourage
- Model forgiveness and tolerance
- An attractive and welcoming learning space
- Children know how to seek help
- Engage children in common goals and tasks
- Help students to work collaboratively

- “Acceptance warmth and kindness” (The Book You Wish Your Parents Had Read)
- Friendships
- Friendship Bench
- Buddies
- Star of the week
- Celebrating their work and the work of others
- House system
- PSHE curriculum: “Us and the World”
- School uniform
- Knowing children’s names
- Having your own peg/tray
- Class mascot
- Learning Ethos
- Class Rewards - working towards a common goal

Meeting the children’s need for power and influence at BSM :

- Allow them to generate questions that guide the direction of learning
- Discovery Learning
- Help them take responsibility for the choices they have made
- Restorative Conversations
- Handling Conflict tool
- Friendship Warriors
- Seeking feedback
- Involving children in setting their own goals
- Involve children in agreeing ways of behaving
- Student Leadership and opportunities for responsibilities i.e. Sports Leaders and Friendship Warriors
- Avoid power struggles
- Involvement in setting Class Reward and Behaviour Agreement

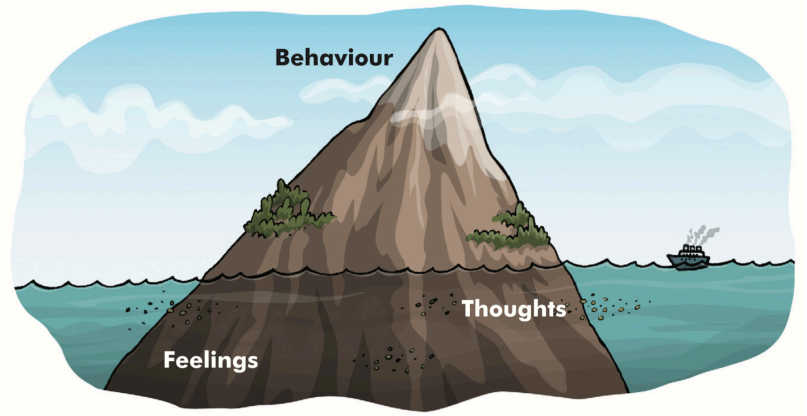
Meeting the children’s need to be free and make choices at BSM

- Independent and self directing students
- Accommodate different ways of learning where possible
- To have free access to water
- Self expression
- Right to your own opinions
- Respecting the opinions of others
- Privacy
- Choice of friendships
- Freedom to move
- To be treated equally and fairly
- Having the option to work independently or in a quiet space

Meeting the children's need to play, feel joy and have fun at BSM:

- Find out what students are interested in
- Provide children opportunities to play and explore
- Provide opportunities for children to be creative
- Humour
- Excitement and surprises
- Hook Days
- Relaxed atmosphere
- Fun for the sake of having fun
- Encouraging curiosity
- Encouraging a joy of learning and discovery
- Continuous provision and provocations

Appendix 2: Carrying out a Restorative Conversation - PROMPT



What happened?

Non-judgemental, models empathy and respect. Objective is for a child to feel understood and heard. Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see','um'… to demonstrate active listening)

- Ask questions to clarify if necessary
- Check if you understand properly (do you mean…?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the child to feel heard and understood, not corrected.
- If what the child is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'

How did it make you feel?

Help them to name the feelings they were experiencing. There are no "wrong" or "bad" feelings. This will support the child in linking the choices they make to the emotions they feel. In turn, this will help them to better understand that these same feelings can be managed differently in the future.
A feelings poster or feelings flashcards may be helpful at this point.

- Suggest feelings if necessary.
- Respond with empathetic body language and facial expressions.
- Repeat back what you have understood i.e "You were angry that ? was at the front of the line so you pinched him"

What did you need/want?

Help to explore the needs / wants that were driving their feelings. Examples: someone to play with, fairness, help, freedom, choice, to be listened to, quiet, sleep, food, water, more to do or to feel safe.

Who has been affected by what you have chosen to do?

The objective is that they identify the consequences of their choices and the impact it has had on others. This encourages the child to have empathy and to take accountability.

- Listen
- Ask questions Check understanding
- If the child is resisting acknowledging the impact of their choices, support them by telling them what you noticed. i.e. “When you pinched ? I noticed that ? cried and became sad.”
- You could also follow up with, “Who else was affected by this behaviour?”. This question is about understanding how the behaviour affects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school.

What has been/will be the hardest thing for you?

This helps the child to identify what they have found difficult i.e. that their parents will be cross with them when they find out; that they don’t feel they have any friends; that they feel embarrassed etc.

What do you think needs to be done to make it right?

The child is given responsibility to make amends. This might include apologising to the class, writing an apology letter, replacing broken equipment, cleaning up any mess that has been made, helping another child with a task etc.

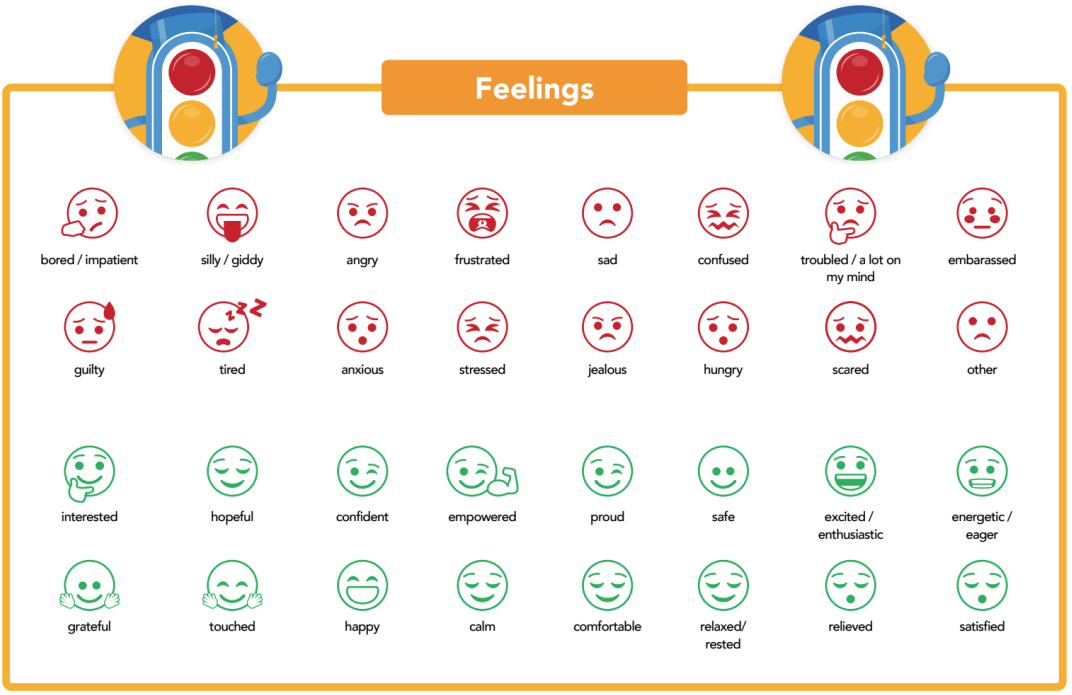
Or What have you learnt and what will you do differently next time? Which choices would you make if you were in this situation again?

An opportunity to respond to the feelings they identified and plan to manage these in a more controlled and positive way. Summarise and reinforce what the child has planned to do next time.

Appendix 3: Restorative Conversation Flashcards

You may want to print and make these into flashcards to have with you around school.

Restorative Conversation	
Practice Active Listening: - Face the speaker - Make eye contact - Put distractions aside - Be aware of your body language - Facial expressions match the message - Paraphrase periodically - Avoid interrupting	- What happened? - How did it make you feel/What did you need/want? - Who has been affected by what you have chosen to do? - What has been the hardest thing for you? - What do you think needs to be done to make it right? - What have you learnt and what will you do differently next time?



Appendix 4: EYFS Expected Behaviour Agreement (Template)

Be Safe	Be Ready	Be Respectful
• We are gentle • We look after ourselves • We look after the world around us • We use Walking Feet	• We are looking and listening • We are thinking and curious • We enjoy speaking about our learning	• We use kind words, and hands • We tell the truth • We share and take turns • We tidy up what we have used
Class Signatures:		

Over and Beyond	Stepped responses
• Verbal or written praise • Celebration of learning • Awarding stickers, stamps and certificates • Extra responsibilities • Class Goals and Reward • Magic teapot time	• Non-verbal signal. • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break/Discovery Learning time followed by a planned Restorative Conversation with Year Leader. Recorded and parents informed. • Serious incidents i.e damage to property, physical aggression with the intent to harm others or bullying will be referred to the EYFS Year Leader. Recorded and parents informed. • Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Head of Primary. Recorded and parents informed.

Appendix 5: Y1-Y6 Expected Behaviour Agreement (Template)

Be Safe	Be Ready	Be Respectful
• We follow instructions straight away • We use the school equipment and property safely • We always walk inside the school building	• We are ready for learning: thinking, listening and engaged • We arrive at our lessons on time and ready to learn • We use our time wisely and try our best • We use the Learning Ethos and Thinking Skills to help us	• We are always thoughtful and nice to others • We show we are listening when others are talking • We are helpful • We use a quiet voice • We are honest about our choices, even our mistakes
Class Signatures:		

Over and Beyond	Stepped responses
• Verbal or written praise • Celebration of learning • Awarding stickers, stamps and certificates • Extra responsibilities or leadership roles • Class Goals and Reward • Golden Ticket	• Non-verbal signal. • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break time followed by a planned Restorative Conversation with Year Leader (recorded and parents informed). • Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the Primary Deputy Head. Recorded and parents informed). • Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Head of Primary (recorded and parents informed).

Appendix 6: EYFS BSM Behaviour Roadmap

<table>
<tr>
<td>Expected behaviours

Be Safe - For example, keep your hands and your feet to yourself, walk in the school building
Be Ready - For example, listen, have the correct equipment for class, wear the correct uniform or sports kit
Be Respectful - For example, say “please”, “thank you”, “excuse me”, hold the doors and listen well</td>
<td>Visible Community Behaviours

● Be courteous
● Meet and greet with eye contact, using names
● Walk through school in a calm and professional manner
● Be a proactive role model in the school
● Think of others</td>
</tr>
<tr>
<td>Over and Beyond

● Verbal or written praise
● Celebration of work
● Awarding stickers, stamps and certificates
● Extra responsibilities or leadership roles
● Class Goals Reward</td>
<td>Stepped responses
● Non-verbal signal.
● Private verbal reminder.
● Private 30 second Intervention Script, consequences of future choices made clear.
● Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions.
● Thinking Time during a break/Discovery Learning time followed by a planned Restorative Conversation with Class Teacher. Recorded and parents informed.
● Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the EYFS Year Leader. Recorded and parents informed.
● Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Head of Primary. Recorded and parents informed.</td>
</tr>
<tr>
<td>Restorative Conversation Script
(example, adapt and use your own words)
● What happened?
● How did it make you feel/What did you need/want?
● Who has been affected by what you have chosen to do?
● What has been the hardest thing for you?
● What do you think needs to be done to make it right?
● What have you learnt and what will you do differently next time?</td>
<td>30 second intervention script

● I have noticed that...
● You know the expectation is…(insert expectations)
● You need to…
● Remember last week when you…(add positive memory) this is the behaviour and choices I need you to make now
● If you choose to carry on…(explain consequence)</td>
</tr>
</table>

Appendix 7: Y1-6 BSM Behaviour Roadmap

Expected behaviours	**Visible Community Behaviours**
Be Safe - For example, keep your hands and your feet to yourself, walk in the school building Be Ready - For example, listen, have the correct equipment for class, wear the correct uniform or sports kit Be Respectful - For example, say “please”, “thank you”, “excuse me”, hold the doors and listen well	• Be courteous • Meet and greet with eye contact, using names • Walk through school in a calm and professional manner • Be a proactive role model in the school • Think of others
Over and Beyond • Verbal or written praise • Celebration of work • Awarding stickers, stamps and certificates • Extra responsibilities or leadership roles • Class Goals Reward • Golden Ticket	**Stepped responses** • Non-verbal signal. • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break time followed by a planned Restorative Conversation with Year Leader. Recorded and parents informed. • Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the Primary Deputy Head. Recorded and parents informed. • Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Head of Primary. Recorded and parents informed.
Restorative Conversation Script (example, adapt and use your own words) • What happened? • How did it make you feel/What did you need/want? • Who has been affected by what you have chosen to do? • What has been the hardest thing for you? • What do you think needs to be done to make it right? • What have you learnt and what will you do differently next time?	**30 second intervention script** • I have noticed that... • You know the expectation is…(insert expectations) • You need to… • Remember last week when you…(add positive memory) this is the behaviour and choices I need you to make now • If you choose to carry on…(explain consequence)

Appendix 8: Rewards and House Points

Individual Rewards:

- Should be consistently awarded across year groups.
- Specific, written or verbal praise.
- Celebration of learning or effort i.e. displaying work, letting the parent know, sending a child to a Year Leader, Deputy Head or Head of School.
- Awarding stickers and stamps (decide on in your year group)
- Awarding Star of the week/day (year groups to decide) certificates. Meaningfully awarded to students who have gone above and beyond in terms of effort/ relationships/attainment.
- Extra responsibilities or leadership roles i.e. line leader, classroom responsibility etc.
- Golden Ticket: “Hot Chocolate Thursday” with Head of Primary. Once a month per year group. Award 1 ticket per class. Recognition of exceptional behaviour/effort or excellent behaviour over time.

Class goals and rewards:

Step 1:
Each class is different; therefore, each class has its own shared goal that ALL students are working towards. In the first few weeks this might be about going to and from specialist lessons sensibly (setting the expectations of what this looks like) or getting to know someone new in your class. Later on in the term it might involve working towards mastering or using an ACP. Students should be involved in identifying the class goal. "What do we want to get better at?". Aim for 2 goals per half term in term 1 and 1 - 2 goals per half term in term 2 and 3. This should not become a weekly reward, it is a goal the class is collectively working towards.

Step 2:
Decide on a class reward for achieving the goal i.e. an extended break time on the adventure playground/class disco/talent show/ visit from the guinea pigs/visit to FS/pizza making/bring a game to school/table tennis competition. Try to make only 1 reward over the year food based. Reward is roughly an hour long.

Step 3:
Decide how they will know if achieved reward i.e. collecting 10 frogs on a lily pad/rocket ship/a set number of marbles in a jar (each marble has a value)/1,000,000 points. Points towards the goal can be awarded to individuals, groups or the whole class. Make both the goal and progress towards achieving this visible and prominent in your class. Try to make this engaging and fun.

House System
The house system operates for sports, inter house competitions and is an option for grouping children i.e. on National Day or a school trip.

Appendix 9: Primary Behaviour Levels 2025/26

GREEN	TYPES OF BEHAVIOUR	RESPONSIBILITY	RESPONSE	COMMUNICATION & RECORDING	PARENTAL INVOLVEMENT
Minor low level inappropriate behaviour	❖ Calling out ❖ Bringing incorrect equipment/kit to a session ❖ Not getting on or arguing with others ❖ Disrupting learning ❖ Not listening ❖ Rough play ❖ Accidentally hurting another child (minor) ❖ Accidentally verbally hurting the feelings of another child ❖ Littering ❖ Avoiding work ❖ Snatching ❖ Running inside or around the school site ❖ Being late to class ❖ Not responding when a whistle blows ❖ Being careless of property (theirs, others and schools) ❖ Not following instructions ❖ Leaving the room without permission ❖ Name calling ❖ Bringing in a mobile phone ❖ Whispering or leaving out out others ❖ Time wasting ❖ Not telling the truth (EYFS) ❖ Copying (KS1)	All teachers and learning support staff.	❖ Non verbal reminder. ❖ Private verbal reminder. ❖ Private 30 second Intervention Script to include consequences of students' future choices. ❖ Consequence carried out followed by an informal Restorative Conversation. Student to carry out restorative actions. Use the *Handling Conflict* tool to support minor falling outs and disagreements.	Not recorded on CPOMS.	Ongoing positive communication with parents is encouraged i.e. a note in the PO regarding forgotten homework/PE kit or an informal comment at pick up/drop off regarding behaviour out of keeping with that student. Significant or ongoing concerns require more formal communication and should be recorded on CPOMS alongside a Pastoral Concern. See **Green ++**

GREEN ++	TYPES OF BEHAVIOUR	RESPONSIBILITY	RESPONSE	COMMUNICATION & RECORDING	PARENTAL INVOLVEMENT
Repeated low level GREEN behaviour OR inappropriate behaviour	❖ *Repeated low level Green behavior* ❖ Name calling/unkind words designed to deliberately hurt the feelings of others (including one off comments seen as sexist or related to a disability) ❖ Hurting another child with intent - minor incident (not EYFS) ❖ Accidentally hurting another child (significant) ❖ Inappropriate and rude language directed at another adult or child ❖ Writing/drawing on school property or somebody else's work (not EYFS) ❖ Minor damage to school or somebody else's property ❖ Not telling the truth (KS1/2) ❖ Copying (KS2)	Year Leaders (Thinking Time/Restorative Conversation) *If ongoing/repeated behaviour, Class teacher/specialists (Pastoral Concern entry on CPOMs).*	❖ Thinking Time during a break time followed by a planned Restorative Conversation with Year. Leader ❖ Student to carry out restorative actions. *Outcome related to repeated behaviour:* ❖ Class/specialist teacher to raise a Pastoral Concern on Engage. ❖ Pastoral Team to work with class teacher, student and parent to create a Pastoral Action Record and, where relevant, a Behaviour Protocol.	Recorded on CPOMS as a Behaviour Incident (Green) or if ongoing, a Pastoral Concern. If a PAR is created, inform all adults involved.	Parents informed by phone or face to face. Meet with parents if setting up a Pastoral Action Record/ Behaviour Protocol.

AMBER	TYPES OF BEHAVIOUR	RESPONSIBILITY	RESPONSE	COMMUNICATION & RECORDING	PARENTAL INVOLVEMENT
Significant inappropriate behaviour or bullying	❖ Physical aggression with an intent to cause actual harm ❖ Deliberate, significant damage to school or somebody else's property ❖ Serious verbal abuse towards another person ❖ Confrontation with a member of staff ❖ Stealing ❖ Refusing to cooperate with an adult ❖ Misuse of ICT equipment ❖ *Behaviour which is potentially identified as bullying, including Cyber Bullying (refer to Anti Bullying Policy)* *Bullying incident (refer to Anti Bullying Policy)*	Pastoral Deputy Head (KS1/KS2) EYFS Year Leader (FS1/2)	❖ Initial full investigation by designated adult. Discuss with the Head of School (Pastoral Deputy Head if EYFS) if necessary. ❖ Restorative Conversation and proportional follow up actions by students (may need to be ongoing). ❖ Consider internal fixed term exclusion. ❖ If relevant, a Behaviour protocol as part of a Pastoral Action Record. ****** *Outcomes of a bullying incident:* ❖ *Restorative Conversation and proportional follow up actions by student (may need to be ongoing).* ❖ *If appropriate, whole class PSHE focus.* ❖ *Further support student(s) in reflecting on and upholding good choices.* *If behaviour is seen as deliberate and knowing:* ❖ *Internal or external fixed term exclusion depending on age and child's ability to engage and reflect on their behaviour.*	Record on CPOMS as a Behaviour Incident (**Amber**) Inform Head of Primary. ***Bullying Incident:*** *Complete a Bullying Incident form. All behaviour potentially identified as bullying is to be reported to the Senior Leadership Team and Governors by the person investigating. If bullying is perceived as deliberate and knowing, update to a **Red** Behaviour Incident on CPOMs.*	Parents informed by phone or face to face. If a parent has been informed by phone, offer a follow up meeting on request. Meet with parents if setting up a Pastoral Action Record/Behaviour Protocol. ***Bullying incident:*** *If bullying is perceived as deliberate and knowing, meet with parent(s) in person.*

RED	TYPES OF BEHAVIOUR	RESPONSIBILITY	RESPONSE	COMMUNICATION & RECORDING	PARENTAL INVOLVEMENT
Racist and Religious Incidents, or extreme behaviour	Extreme behaviour: seen as highly unusual, raising significant alarm and having potentially far-reaching consequences. Religious/Racist incident *Behaviour which is potentially identified as bullying, including Cyber Bullying may be deemed to be Amber or Red*	Head of Primary (KS1/KS2) Pastoral Deputy Head (EYFS) Religious/Racist incidents are also to be reported to the DEIJB lead	❖ Initial full investigation by a designated adult. Discuss with the Pastoral Deputy Head if necessary. ❖ Restorative Conversation and proportional follow-up actions by students (may need to be ongoing). ❖ If relevant, a Behaviour protocol as part of a Pastoral Action Record. ❖ Fixed-term exclusion in extreme cases of deliberate and significant harm to another person or destruction of property, or behaviour which is reckless to the extent of risking the safety of others. ****** *Outcomes of a racist/religious incident:* ❖ *No response, recorded only.* ❖ *Restorative Conversation and proportional follow-up actions by student (may need to be ongoing)* ❖ *Whole class PSHE focus.* ❖ *Further support student(s) in reflecting on and upholding good choices.* *If a racist/religious incident is decided to have been carried out deliberately and with a full awareness of its potential impact:* ❖ *Internal or external fixed term exclusion depending on age and child's ability to engage and reflect on their behaviour.*	Record on CPOMS as a Behaviour Incident (**Red**). Head of Primary to inform Principal ***Religious/Racist Incident:*** *All behaviour potentially identified as racist or prejudiced towards another's religion must be reported to the Senior Leadership Team and DEIJB lead, and to the Governors by Deputy Head Pastoral*	Meeting with parents.

RED +	TYPES OF BEHAVIOUR	RESPONSIBILITY	RESPONSE	COMMUNICATION & RECORDING	PARENTAL INVOLVEMENT
Extreme behaviour causing harm to another or repeated Red behaviour incidents	Extreme behaviour: causing harm to a member of the school community Repetition of Red Behaviour incidents	Head of Primary (EYFS/KS1/KS2) School Principal	❖ Full investigation by designated adult including discussions with all relevant staff. ❖ Restorative Conversation and proportional follow-up actions by students (may need to be ongoing). ❖ If relevant, a Behaviour protocol as part of a Pastoral Action Record. ❖ Fixed term or permanent exclusion in extreme cases of deliberate and significant harm to another person, destruction of property, or repeated behaviour which is reckless to the extent of risking the safety of others.	Record on CPOMS as a Behaviour Incident (**Red**). Head of Primary to inform Principal Principal to inform Governors Parents informed in writing of the the Principal and Governors' decision.	Meeting with parents.

Definition of terms within the Behaviour Levels

Bullying:

Guidance from www.gov.uk
There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Racist: A person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another.

Racist Incident: Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race.

Religious incident: Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's religion or perceived religion.

Restorative Conversation: A practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences of their actions. It supports children in developing, maintaining and repairing relationships, building a community based around empathy and self-learning.

Significant: Sufficiently great or important to be worthy of attention; noteworthy.

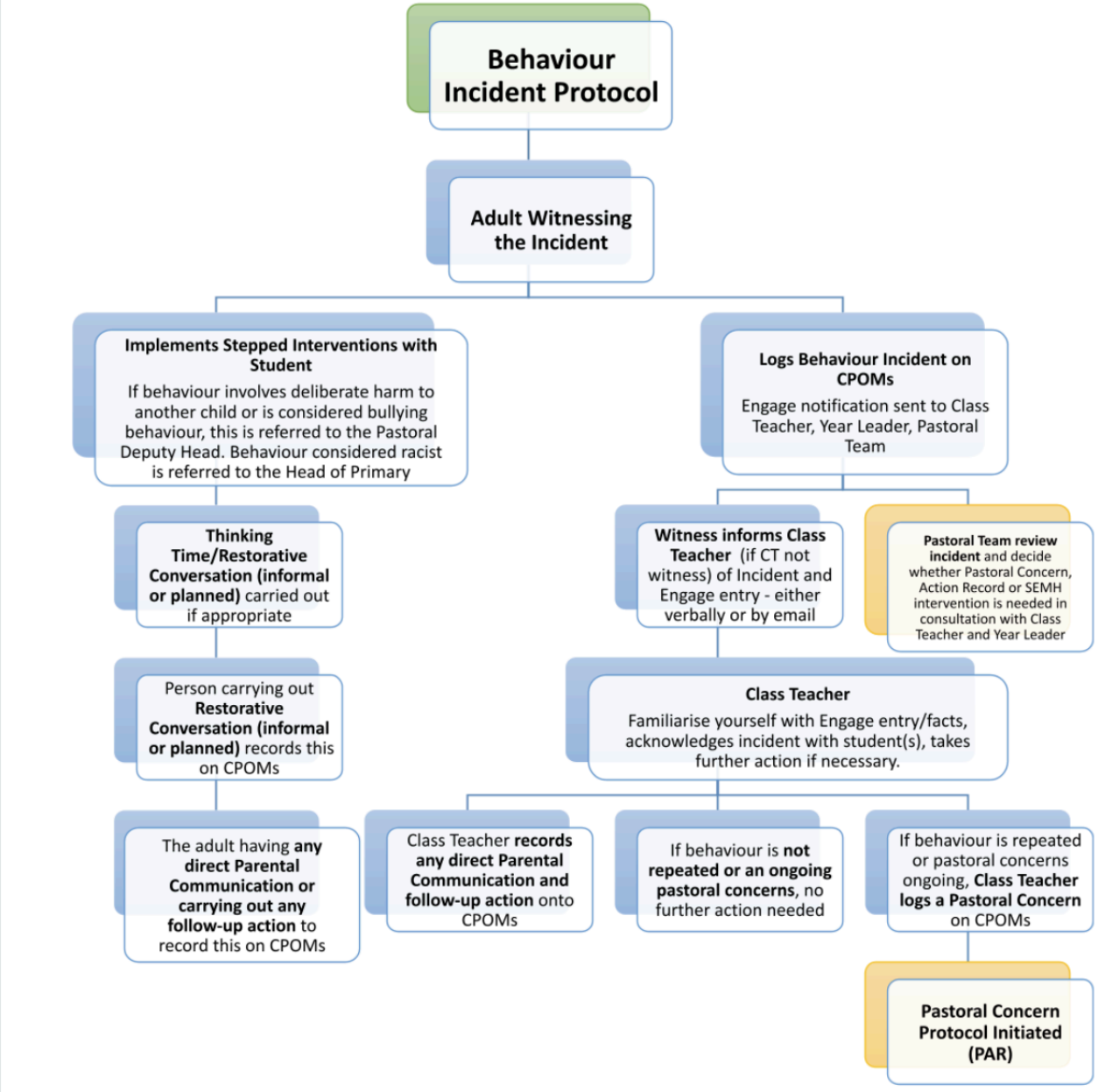
Proportional: Corresponding to the significance of the behaviour and the intent to ignore known expectations or cause disruption, damage or harm.

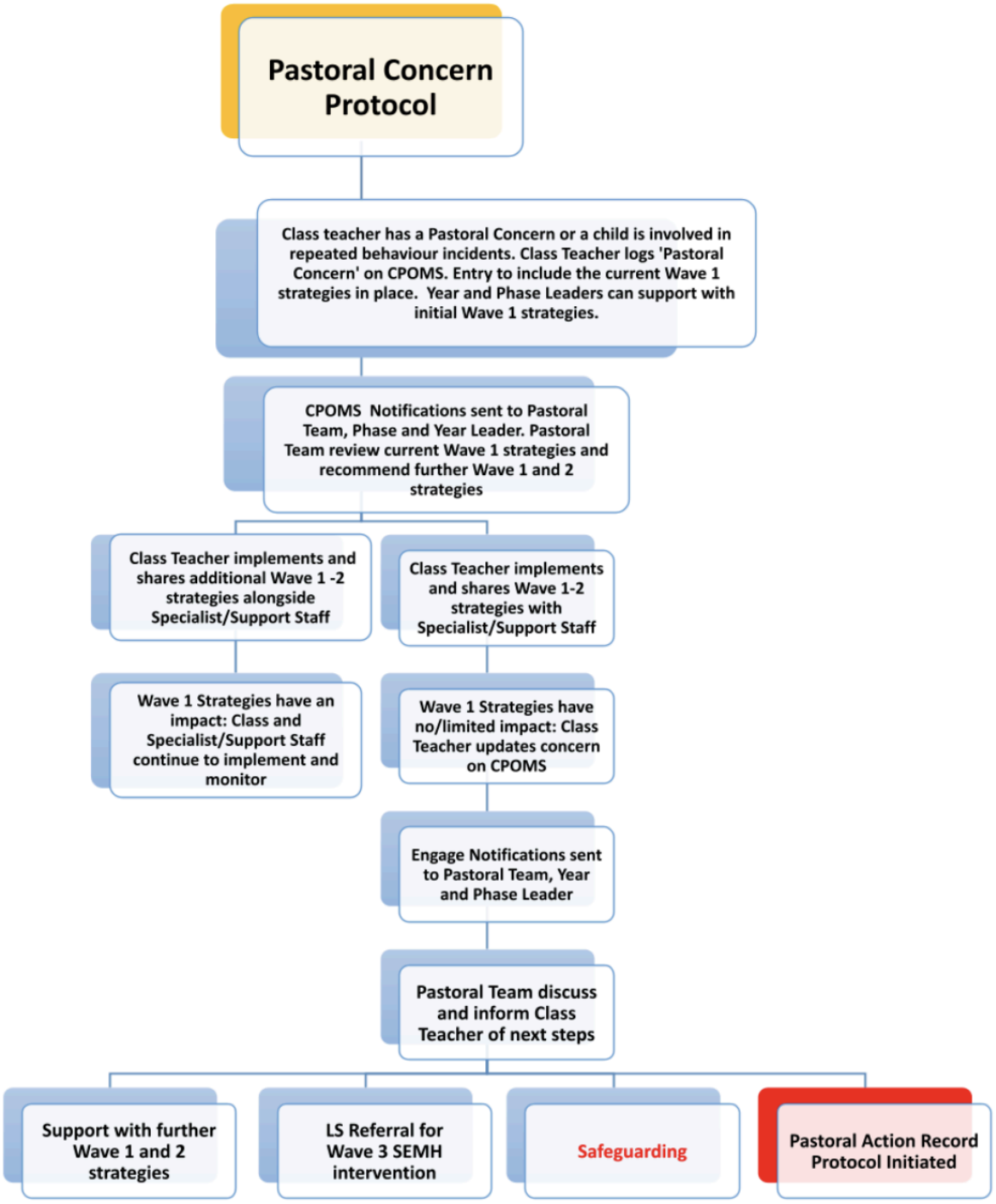
Extreme behaviour: Behaviour seen as highly unusual, raising significant alarm and having potentially far reaching consequences.

Any response should:

- Happen as a result of having a full understanding of the incident.
- Take account of the age and stage of the child.
- Be carried out calmly.
- Aim to support the child in taking responsibility, making amends and making future positive choices. (Restorative Conversations)
- Be consignant of the fact that class teachers have overall responsibility for managing and supporting the behaviour of the children in their class.

Appendix 10: Pastoral & Behavioural Protocols




Pastoral Concern Protocol
Class teacher has a Pastoral Concern or a child is involved in repeated behaviour incidents. Class Teacher logs 'Pastoral Concern' on CPOMS. Entry to include the current Wave 1 strategies in place. Year and Phase Leaders can support with initial Wave 1 strategies.
CPOMS Notifications sent to Pastoral Team, Phase and Year Leader. Pastoral Team review current Wave 1 strategies and recommend further Wave 1 and 2 strategies
Class Teacher implements and shares additional Wave 1 -2 strategies alongside Specialist/Support Staff
Class Teacher implements and shares Wave 1-2 strategies with Specialist/Support Staff
Wave 1 Strategies have an impact: Class and Specialist/Support Staff continue to implement and monitor
Wave 1 Strategies have no/limited impact: Class Teacher updates concern on CPOMS
Engage Notifications sent to Pastoral Team, Year and Phase Leader
Pastoral Team discuss and inform Class Teacher of next steps
Support with further Wave 1 and 2 strategies
LS Referral for Wave 3 SEMH intervention
Safeguarding
Pastoral Action Record Protocol Initiated

Appendix 11: Handling Conflict

Use this with your friends to resolve disagreements and falling outs.



Step 1: You are having a disagreement – **STOP!** Go and find the Handling Conflict card. Sit in a place where you can both see each other.



Step 2: **THINK!** – Think about how you are feeling and what you want to say to your friend.



Step 3: **TALK!** – Take turns to explain to your friend how you are feeling and why you are upset. Make sure you listen and don't interrupt each other.



Step 4: **MAKE UP** – Together, decide how you can solve the problem. Agree on your solution and make up.

Step 5: If following these steps has not helped you to resolve your disagreement, ask an adult to help you work through these steps again.

Handling Conflict - Staff Guidance

We use this process to help and support children to resolve disagreements they may have had with one another. Once children have practised this process a few times with you, use this prompt with the expectation that children work through steps 3 to 5 independently.

Step 1: Approach calmly – kneel down to be at the children' s level.

Step 2: Acknowledge feelings - if the conflict is over an object, gently take it from the child/children and hold it.

Step 3: Gather information - ask all children involved what has happened and then word the problem for them so they understand what the conflict is about, getting agreement from all.

Step 4: Restate the problem for the children

Step 5: Ask the children for ideas for solutions - ask questions such as 'What do you think we can do about this problem?'. Repeat the children' s solutions and act as a mediator. All must agree on the shared solution.

Step 6: Offer follow up support - congratulate the children on solving a problem/conflict and observe children for a minute or so.

When we fall out we….

