



St. James' Blackburn
CE Primary School

Vision Statement

Guided by our Christian Values, we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone'

(Peter 1 2.17)

LOVE

'Serve one another in love'

(Galatians 5.13)

RESPECT

'Show respect to everyone'

(Peter 1 2.17)

COURAGE

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'

(Joshua 1.9)

Behaviour and Rewards Policy

Date reviewed by school: 12/2025

Next review date: 01/12/2026

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Statement of intent

School Vision

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'Serve one another in love' (Galatians 5.13)

School Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone' (Peter 1 2.17)

School Values

The school has 9 school values underpinned by 3 core Christian Values of:

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Love

'Serve one another in love' (Galatians 5.13)

Respect

'Show respect to everyone' (Peter 1 2.17)

It is the primary aim of the school that every member of the school community feels valued and respected and that each person is treated fairly and well. This is reflected in the school's ethos, values and the belief of the Governing Body and staff at St. James' Primary School, that good behaviour of pupils is necessary for effective teaching and learning to take place.

School Values

As a Church of England School, the school aims to reinforce the school values of hope, respect, trust, honesty, kindness, love, friendship, courage and forgiveness whenever appropriate. These are reflected within the school's behaviour expectations.

Objectives of the Policy

The Behaviour and Rewards policy is designed to support all members of the school. It is a means of promoting positive relationships and creating an environment which encourages and reinforces good behaviour. It aims to promote self-esteem, self-discipline and aims to define standards of behaviour. This is to ensure consistency to both positive and negative behaviour and ensure that the school's expectations and strategies are widely known and understood. The policy supports the school community in encouraging the involvement of both home and school in the implementation of this policy.

The Behaviour Policy aims to promote an environment where everyone feels happy, safe and secure and can become positive, responsible and increasingly independent members of the school and wider community. The school recognises that modelling and teaching children social, moral, spiritual and cultural values is an on-going task and is a very important role for every adult in school. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE 'Keeping children safe in education'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Respect for all and Anti-bullying Policy

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

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

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Reporting incidents of behaviour on CPOMs.
- Keeping SLT up-to-date with any changes in behaviour and the relevant member of staff e.g. SENCO, Phase Leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

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

Definitions

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

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

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork

- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

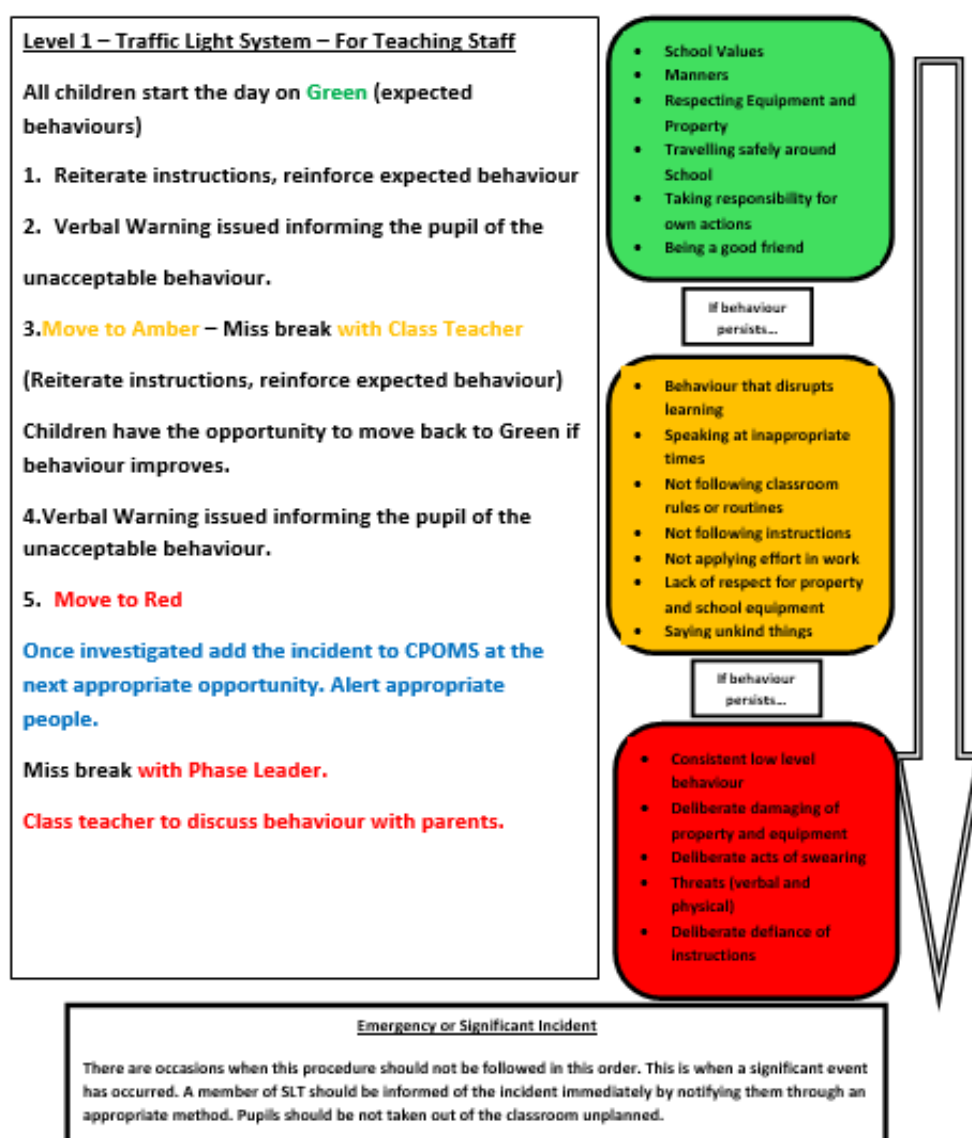
Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The Vulnerable Groups Team will review all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented:

Hierarchy of Sanctions



Following further incidents of unacceptable behaviour, the following sanctions are implemented:

Level 2 For AHT

1. If a pupil continues to display poor behaviour choices, the pupil goes to KS leader/ AHT who introduces a 2 week log.
2. Parents are informed and invited for a meeting to discuss the way forward.
3. If appropriate, support put in place e.g. lunchtime friendship groups / groups to improve transitions.
4. Review meetings with the pupil, parent and AHT at the end of week 1.
5. At the end of the two weeks, review log with AHT to see if the child can return to Level 1 and parents informed of the progress made.

Level 3 For SLT

1. If poor choices are continued to be made after the 2 week log is completed, a meeting is established with the SLT, AHT, class teacher and pupil.
2. Behaviour targets are agreed and reviewed daily by class teacher and AHT.
3. A loss of privileges or participation in events may be used.
4. Weekly review meeting (s) with parents. DHT and Headteacher informed for the next 2 weeks.

Level 4 For Headteacher and Deputy headteacher.

1. Parent Meeting with DHT or Headteacher.
2. Consultation with outside agencies if appropriate.
3. Internal exclusion or fixed term exclusion.
4. Review meeting with HT and parents.
5. As a last course of action, a decision to permanently exclude can be made by the HT.

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

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

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

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

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

Isolation rooms

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.

The school will only move pupils to isolation rooms where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

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

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

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

Bullying and Radicalisation

The school does not tolerate bullying of any kind. If an act of bullying has taken place, the school acts immediately to stop any further occurrences of such behaviour, and would expect the support of parents in doing this. Please refer to the Respect for All and Anti-Bullying Policy.

The school aims to build children's resilience to radicalisation by promoting British Values alongside the school values. As part of the PSHE curriculum, a safe space is provided in which children and staff can debate controversial issues. This opportunity to explore sensitive issues equips children with the knowledge and skills to understand and manage difficult situations.

Staff should be alert to any changes in children's behaviour which could indicate instances of bullying or which could indicate children who may be in the need of protection. Staff should be alert to changes in behaviour and be alert to children who may be susceptible to radicalisation. In line with the Safeguarding Policy, should the school have any concerns regarding a pupil who may be vulnerable to radicalisation, staff liaises with the Designated Safeguarding Leads.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Policy.

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

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

[The list below was created using the DfE's [‘Searching, screening and confiscation’](#) guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.]

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

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

Pupils Code of Conduct (as part of the Home School Agreement signed by parent/ carer and pupil)

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of school values which define what is acceptable behaviour. Linked to the school values, class teachers will discuss and form their own rules with their class and should be written in a positive manner and displayed for all to see and follow. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. visual representation of rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

Class teachers have the discretion to introduce and refresh bespoke reward systems within their classes.

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

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

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

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

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

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. dojos/house points, stickers, postcards, and activity-based rewards, e.g. additional play times, pizza party.

Good to be green – traffic light monitoring system

Each class has a traffic light system for monitoring and managing behaviour. All children begin the day or week on green on the traffic light. Pupils who make poor learning or behavioural choices will be given a private verbal warning to rectify the behaviour choice in the first instance, with expectations explained and reminded. This is repeated a second time to allow the child to make the changes. However, if a child continues to make poor choices, the child's name will be moved to amber. This results in the child missing a short period of playtime or lunch time, where the behaviours are discussed and expectations are explained by the class teacher to the individual(s). If the behaviour occurs in the afternoon, the child will be spoken to at the end of the day as children are leaving. Should a child be moved to red for behaviours described in the flow chart above, the child will miss break with the phase or key stage lead. A CPOMs record is made by the class teacher and the incident(s) will be conveyed to the child's parents or carers at the end of the day. During the time of discussion with the class teacher or phase or key stage lead, the pupils will reflect on their behaviour choices and discuss how they will improve their behaviour in the future and strategies discussed that will help to improve their future behavioural choices.

If a child's behaviour improves whilst on amber, they can move back to the green section and the positive behaviour discussed with the pupil.

House Points

House points (1 point for each occasion for consistency across school) can be given by members of staff who observe good behaviour or work by a pupil. These may relate to the school values or for good work in school.

House points will be added to a whole school and class team collection for visual purposes. House points will be collected, displayed and celebrated using the Dojo App in all classes. Children are assigned a house team to be part of and this will inform the house winner each week. The team winner will be celebrated in each class at the end of the week and the title held until the next house point collection. The house winner will be displayed in class.

The whole school Dojo house point winner will be celebrated during the following Monday's worship and the overall house winner will be displayed in each key stage until the next team point celebration.

Star of the Week

Each week in the Friday Celebration Assembly two certificates are awarded by the class teacher. The first is for the value of the week and the second is for demonstrating excellent work. The certificate is taken home by the pupils to be celebrated by their family and are also celebrated in the school newsletter. Staff can further celebrate individual achievement through messages to parents/carers through the one-way messaging service provided on the Dojo App.

SLT Awards

Teachers are encouraged to send children with examples of good work to other staff in school to be celebrated. This may be further celebrated by a prize for the individual, Dojo message or a postcard being sent home for families to celebrate further.

End of Term/Year Awards

At the end of each half term, SLT members will award certificates for outstanding achievement or behaviour. These will be displayed in a Hall of Fame display.

At the end of every year, a special award is given by members of SLT to children who demonstrate exceptional and outstanding values, achievement or behaviour. Parents of individuals of those awarded will be invited to the celebration in school.

Playtime and Lunchtime Rewards

House Dojo points are awarded for school values demonstrated at break times.

Attendance Rewards

Good attendance is celebrated weekly. The best class attendance in school will be celebrated with an extra play time, trophy for the winning class and an attendance sash around the door to promote the importance of good attendance.

A pizza party or similar half termly prize will be awarded to the class winner for the half-term. This will also be celebrated in the school newsletter and school displays.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Respect for All and Anti-Bullying Policy.

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

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with accordingly.

Monitoring and review

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