

Victoria Junior School

Behaviour Policy



Written by SLT Spr 2025

Next Review Spr 2026

BEHAVIOUR POLICY

INTRODUCTION AND AIMS

At Victoria Junior School, we aim for all pupils to be the best versions of themselves. This is in line with our ethos, vision and values.

Our ethos:

Proud To Be Me, Proud To Belong

Our vision:

We want our pupils to be able to live fulfilled, curious and compassionate lives, and feel successful in whichever paths they choose to take in life.

Our values:

Fulfillment

Curiosity

Compassion

Kindness

Honesty

Problem-solving

The purpose of this policy is to guide teachers, pupils and parents on our **restorative and relationship focused approach** to behaviour management. This will allow the pupils at Victoria Junior School to enjoy a calm, nurturing and caring environment which will support every pupil both emotionally and educationally to give them the best possible chance of success.

Victoria Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is because we recognise the link between positive behaviour and effective learning. Our behaviour policy guides echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

STATUTORY REQUIREMENTS

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), outlining a school's duty to safeguard and promote welfare
- Sections 88 to 94 of the [Education and Inspections Act 2006](#)
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

REPORTING

It is very important that any concerns or issues are reported to the school straight away. Pupils can report any issues to any member of staff, though the primary point of contact is the class teacher; as is the case for parents and carers. If parents and carers are unable to meet the class teacher in person, the school can be contacted by email at office@victoria.hounslow.sch.uk or by telephone on 020 8890 9624 to arrange communication with appropriate members of staff, such as class teachers and school leaders.

OUR APPROACH

At Victoria Junior School, we have high expectations for all pupils. Excellent behaviour is a minimum expectation for all.

The behaviours we expect to see demonstrated daily are informed by three rules: Be Ready, Be Respectful and Be Safe. These simple rules are designed to be applied across a range of contexts and will be supported by proactive teaching.



The way pupils behave at school can have a lasting impact on their life chances and outcomes as well as making their time at school more enjoyable. Through actively learning self-governing behaviours, pupils will become more socially adept and better able to respond to the challenges they will face beyond their time with us.

We place relationships between all parties at the heart of everything we do to create and maintain the culture we want to see together.

What we believe in affects how we behave. At Victoria, we believe that learning to behave well can make your time at school more fun but also helps you to lead a positive and happy life once you leave school.

We have three rules: Be Ready, Be Respectful and Be Safe. We will spend time teaching you how to use these rules in many different situations.

Our six school values also help to shape how we all behave:

- We are fulfilled when we achieve our goals
- We are curious about ourselves and others, showing respect for our differences
- We are compassionate as we show empathy and understanding for one another
- We are kind with our words and actions towards each other
- We are honest when we make mistakes so we can learn from them
- We are problem solvers as we work together to find solutions

Positive relationships are at the heart of everything that we do.

ROLE AND RESPONSIBILITIES OF THE STAFF

Staff are responsible for:

- Creating a calm and safe environment for all pupils
- Establishing and maintaining expectations in accordance with the school's values
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and vision through direct teaching and in interactions with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school standards and expectations
- Dealing with and recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Keeping parents informed of persistent incidents (Tier 1) and all tier 2 and tier 3 incidents. **Appendix 2**

EQUAL OPPORTUNITIES

All pupils have equal access to the curriculum. This is monitored through lesson observations, book scrutiny and analysis of pupil performance throughout the school to ensure there is no disparity between groups.

This policy takes into account the school's Equalities Act. The views of pupils, staff, parents, governors and wider community will be taken into account, and each recognised as an important part of the school community. This policy applies to all these members and we share equal responsibility for its success. This policy is also linked to our Equalities Policy.

PARENTAL INVOLVEMENT

The school will build a positive relationship with parents and carers by keeping them informed about their child's achievements, development, relationships, behaviours and the school's policy, working in collaboration with them to promote positive relationships and behaviours.

We encourage parental involvement in the following ways:

- Parents are encouraged to get to know the school's behaviour policy and reinforce it at home where appropriate
- Work in partnership with the school through the Home School Agreement (**Appendix 5**)

- Engage in communication from the school, including newsletters, meetings, telephone conversations, emails, throughout the academic year
- Review and engage in any home learning activities
- Support their child in reading daily
- Support their child in adhering to the school's behaviour policy
- Attendance at school events and meetings, including parent consultations to discuss their child's progress, attainment and learning behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following concerns or developments (for example, attending reviews for individual plans)
- Raise any concerns with the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

OUR VISIBLE CONSISTENCIES

We inspire the culture we want to see at Victoria Junior School through our visible consistencies.

Pupils can expect:

- To be met and greeted at the door when they arrive to school
- For adults to raise their hand to signal they require the class's attention
- For adults to communicate expectations regarding relationships and behaviours, not just verbally but in a variety of ways, including modelling, highlighting and promoting good behaviour
- A range of strategies that address low-level disruption
- To be given time to talk to a partner before contributing to whole class discussions when appropriate
- To have a clear weekly focus on recognition boards that they can work towards
- Their successes to be celebrated through certificates of achievement and positive calls or notes home
- To receive appropriate sanctions with clear reasons given

Pupils are expected to:

- Focus on their learning and positive relationships with others
- Show respect to all members of staff and each other
- Develop relationships and attitudes that demonstrate respect and readiness to learn
- Show independence as they move quietly around the classroom and school
- Line up calmly and quietly, demonstrating they are ready
- Leave learning spaces in a calm and orderly manner
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Contribute positively to class discussions
- Cooperate fully with staff regarding advice and support given
- Behave in a way that supports the school's expectations when outside school boundaries (e.g. on trips)
- Be polite, kind and thoughtful to all members of the school community

REWARDS

Celebrating success is a foundation of our school. Rewards play a vital role in our school culture.

A wide range of strategies are employed to promote, reward and develop positive behaviour:

- Praise
- Recognition boards
- Certificates
- Individual class/year group rewards
- Merits linked with Merit prizes.

MANAGING RELATIONSHIPS AND RESPONDING TO BEHAVIOURS

Universal Approaches

These are basic expectations in the management and development of behaviours and relationships:

- A calm, consistent and positive approach should be used by all members of the school community to develop positive relationships
- Pupils should be praised and rewarded for good behaviour, with specific reference to what they have done well

- All pupils will have a clear understanding of the school's values and expectations, and be encouraged to take responsibility for relationships
- Challenging relationships and inappropriate behaviours should, as far as possible, be discussed quietly with the pupil, and corrected with non-verbal signals where appropriate
- More challenging or persistent difficulties require further action, including involvement of senior leaders and parents/carers
- It is the responsibility of all staff to develop positive relationships, ensuring that class teachers are informed of any significant developments or incidents, whilst senior leaders are informed of more serious concerns regarding relationships, incidents and behaviours.
- Class teachers will consult with senior leaders regarding persistent challenges relating to relationships and behaviours
- We ensure accurate records are kept, and facilitate consistent follow up of serious incidents (such as racism, bullying, refusal to co-operate or physical aggression) using the school's own behaviour log

RESPONDING TO BEHAVIOURS THAT DO NOT MEET EXPECTATIONS - RESTORE AND REPAIR

We expect pupils to demonstrate our three rules - Ready, Respectful and Safe - in everything they do. This applies to the classroom, outside the classroom, when representing the school externally, when travelling to and from school and in their wider lives (online and offline) as members of our school community.

When pupils do not demonstrate these three school rules, staff will respond in order to support improved behaviours. This is because it has a negative impact both on themselves and on the wider school community. The steps we take in response to such situations are based on alerting pupils to the negative impact of their actions at the earliest opportunity, providing opportunities for pupils to correct such behaviours, while also ensuring that any examples of negative behaviour are learning opportunities.

Staff will endeavour to create a calm, safe and secure environment that fosters the development of relationships and behaviours in line with agreed expectations and values. They will respond in a consistent, fair and proportionate manner, so pupils have security and understanding of expectations, behaviours and consequences when support and advice is provided.

When sanctions are put in place, such as 'Reflection Time', our aims are twofold. We want to protect and preserve the right of fellow pupils to study, work and play in a positive atmosphere. We also want to ensure that pupils are given the opportunity to positively move forward from the identified negative behaviour, positioning them in a better place to act in a ready, respectful and safe manner in the future.

Equally, where there are pupils who are the victims of the behaviour of others, we are committed to ensuring they get the support and help they need following an incident. We ensure there is support put in place for perpetrators of incidents.

The school's focus is on developing an environment that fosters the development of positive attitudes, relationships and behaviours. However, there are times when there are consequences, and actions are needed in response to behaviours that do not meet expectations. The following strategies are employed:

- There is a staged/stepped response to inappropriate behaviour which is used across the school for different circumstances, providing a consistent, effective approach
- There is a focus on the behaviour without labelling the pupil; disapproval is directed at their actions, not themselves
- Quiet reminders or non-verbal signals may be used to clarify expected behaviours without disturbing the class, other pupils and drawing attention to the pupil
- Use of intentional language, de-escalation strategies for 'calming down', dysregulation and conflict resolution is employed where appropriate
- Problem solving strategies may be used to resolve conflicts and address concerns
- Persistent or serious incidents may require further sanctions; this may involve 2 minutes owed, the loss of break-time or reflection time to reflect on the impact of their behaviour
- Occasionally, time-out from the classroom gives opportunity for pupils to reflect in a calm and comfortable environment away from others, where they are not subject to additional noises, stresses or concerns
- Parents and carers may be informed of their child's difficulties; sensitively and providing confidentiality, usually with the pupil present and contributing to the discussion
- For identified pupils with more challenging behaviours, including those with SEND and Autism Spectrum Conditions (ASC), the school uses Zones of Regulation to support the pupils, and promote self-regulation. With support, pupils recognise their own feelings, experiences and circumstances, as Blue, Green, Yellow or Red Zones, so they can take appropriate action themselves
- Pupils should be referred to members of the Leadership Team if concerns are serious, persistent, or if there are concerns for Health and Safety

Practical Steps in Managing and Modifying Poor Behaviour

We take a stepped approach to most incidents of behaviour. This approach allows pupils to correct their behaviour at the earliest opportunity, both within and outside the classroom.

	Steps	Actions
1	Reminder	A reminder of the three simple rules (ready, respectful, safe) delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	2nd Reminder	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Allow space and take up time.
3	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Always attach 'stay 2 minutes after the lesson' to this step. That two minutes is owed when the child reaches this step; it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time Out	Time out might be a short time outside the room, on a thinking seat or side of the playground. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Linked Class	Time out in a linked class might be necessary when pupils have not regulated their emotions/behaviour and need further opportunity to put things in perspective in another class. Between 10 and 20 minutes.
6	Repair	This might be a quick chat a break time or a more formal meeting involving all parties involved and using 'restorative' techniques.

Tiered Approach to Behaviour

While the stepped approach to behaviour is appropriate in the vast majority of cases, there are situations where it is necessary to issue immediate or further sanctions or consequences depending on the behaviours displayed. With every incident, staff are encouraged to use their professional judgement, acknowledging that there may be mitigating or aggravating factors in individual cases. The below serves as guidance to inform such decisions.

	Behaviours / Actions	Sanctions / Consequences could include:	Role
T I E R 1	<ul style="list-style-type: none"> ● Low level disruption ● Calling out ● Chatting in class ● Walking around classroom ● Not completing work 	<ul style="list-style-type: none"> ● Follow steps ● Quiet reminders ● Minutes owed equate to action/Behaviour ● Time out ● Time in with CT at break 	Class teacher/Adults in the year group to action and follow up consequences.

	<ul style="list-style-type: none"> ● Being unkind / name calling in the moment ● Late returning back from break/lunch ● Not following instructions ● Swearing 	<ul style="list-style-type: none"> ● up to 15 minutes ● Linked class ● Restorative conversation 	
T I E R 2	<ul style="list-style-type: none"> ● Continuation of above ● Refusal to follow instructions ● Throwing or damaging property ● Completely stopping teaching and learning ● Aggressive swearing towards someone. ● Answering an adult back ● Leaving classroom without permission 	<ul style="list-style-type: none"> ● 2 Minutes owed ● Lunchtime – timeout with adult. ● Time out in class or linked class ● Parent contact / meeting ● Reflection time ● Restorative conversation ● Reflection letter sent home generated by class teacher if pupil attends reflection x2 a week. 	<p>Must CPOMs before the end of the day.</p> <p>Class teacher/Adults in the year group to action and follow up consequences.</p> <p>In the second instance use available adults to distract and remove pupils from class room environment/retrieve pupil from outside.</p> <p>If unable to resolve and tried the above, escalate to SLT</p>
T I E R 3	<ul style="list-style-type: none"> ● Fighting / physically hurting another pupil/adult ● Discriminatory words/actions against others. 	<ul style="list-style-type: none"> ● Reflection time ● Equipment or play area ban ● Adaptations to timetable ● SLT involvement ● Parent contact / meeting ● Internal exclusion. 	<p>Must CPOMs immediately and inform a member of SLT.</p> <p>Escalate to a member of SLT to action.</p>

	<ul style="list-style-type: none"> ● Bullying ● Destruction of school property ● Complete refusal to engage. ● Inappropriate physical contact 	<ul style="list-style-type: none"> ● Fixed term exclusion 	<p>Inform parents of incident/action and consequence.</p>
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Restorative Conversations

Restorative conversations form the basis for how we respond to incidents of negative behaviour. We encourage such conversations to be based around the following questions:

What happened?

What were you thinking at the time?

Who has been affected? How?

What have you thought since?

What should we do to put things right?

How can we do things differently in the future?

Uniform

Pupils should be reminded to be in full school uniform unless agreed with SENCO reasonable adjustment. The first step if they are not wearing uniform is to kindly contact the parents to bring in uniform. In the second instance, a letter is shared with the parents. If it continues, then a meeting with parents needs to be organised. If the outcome after the meeting, is that the pupil is choosing to not wear the correct uniform and it continues, then keep pupils in for a part of their break time, going up in 5 minute intervals. Praise pupils for wearing the correct uniform. **Appendix 4**

SPECIAL EDUCATIONAL NEEDS

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that behaviours are not necessarily connected to their SEND. Decisions

on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with addressing relationships and behaviours of pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely stimuli and triggers for behaviour, and put in place support to address these. These actions may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still and may become dysregulated
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or medical needs
- Training for staff in understanding conditions such as autism, and managing regulation
- Use of safe separate spaces where pupils can regulate their emotions during a moment of sensory overload

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We aim to ensure that all pupils progress and achieve in relation to prior attainment, regardless of their behaviour. We will identify which pupils or groups of pupils are under-achieving and take the following steps in response to individual needs to improve their attainment:

- Differentiated teaching and learning in class
- In class targeted support (e.g. with TAs)
- SEND provisions coordinated by the SENDCO
- Targeted provisions for individual classes delivered by the class teacher
- Nurture lunchtime provision; a quieter space for meeting the individual needs of pupils (enabling pupil choice and targeted provision)
- 1:1 support by TAs or SSAs
- Additional provisions for developing learning behaviours, mental health and social skills

When considering actions and sanctions for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', we understand that there are legal requirements related to actions regarding the pupil. The school will then assess the appropriate and legal use of actions or sanctions, and make reasonable adjustments.

The school's special educational needs and disabilities coordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a pupil, senior leaders, including the SENDCO will liaise with the local authority and external agencies for support programmes and an individual plan for that pupil. We will work with parents and carers to create the plan and review it on a regular basis.

BULLYING

The school does not tolerate bullying of any kind. If bullying is reported to the school, it is referred to a member of the School Leadership Team to be investigated, identified and addressed as soon as possible.

Definition

Bullying is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derived from an imbalance of power or intellect, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence, and by isolating them either physically or online.

Bullying is "behaviour by an individual or a group, **repeated over time** that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, mocking, offensive graffiti, hurtful rumours
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory	<p>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic:</p> <ul style="list-style-type: none"> ● Bullying related to race or culture ● Bullying based on religion faith or beliefs ● Bullying based on sexism and sexual harassment ● Bullying related to sexual orientation (homophobic bullying). ● Bullying based on identity ● Bullying related to appearance or physical/mental health conditions ● Bullying of young carers, children in care or otherwise related to home circumstances ● Bullying related to SEND (Special Educational Needs or Disability). ● Bullying related to socio-economic backgrounds
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Preventing and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff, parents and carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches consistent with the school's values; through class-based activities, displays, assemblies, peer support and pupil voice including ambassadors
- Regularly update and evaluate our approaches, to take into account the developments of technology, and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train staff to identify all forms of bullying, follow the school policy and procedures (including addressing recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and relationships so as to effectively develop strategies to prevent bullying from occurring
- Actively create 'safe spaces' for vulnerable pupils
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- Use appropriate sanctions and actions to safeguard individuals from exposure to bullying
- Provide opportunities for those responsible for bullying to consider actions and relationships to change behaviours
- Work with other agencies and the wider school community to prevent and tackle concerns
- Celebrate success and achievements to promote and build a positive school environment; in line with the school's values

Involvement of pupils

We will:

- Interview all necessary pupils to investigate an allegation of bullying
- Ensure that all pupils know how to express concerns and anxieties about bullying

- Ensure that all pupils are aware of the range of consequences which may be apply, regarding those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages; using a range of resources in the wider school curriculum
- Provide support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Liaising with parents and carers

We will:

- Make sure that key information, including policies, are available to parents and carers
- Ensure that all parents and carers have access to key contacts (including senior leaders) if they are concerned about bullying
- Ensure all parents and carers have access to our complaints procedure, to use it effectively
- Support parents and carers regarding access to independent advice about bullying as required
- Work with all parents and carers and the local community to address issues beyond the school boundaries that give rise to bullying
- Ensure that parents and carers work with the school to role model positive behaviour for pupils, both in person and online

Dealing with incidents

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has become aware of the concern
- A clear and precise account of the incident will be recorded and given to a senior leader (SLT)
- A member of the SLT will interview all concerned and will record the incident
- Class teachers, senior leaders and staff working directly with those pupils will be kept informed
- Bullying is reported to governors termly through the Head Teacher's Report
- Parents and carers will be kept informed
- When responding to cyberbullying concerns, the school will take all available steps to identify the source, including looking at the school systems and online access outside school, identifying and interviewing witnesses where possible, and may contact the service provider as well as other adults and professionals if necessary (The police may need to be involved to enable the service provider to look into the data of another user)

- Where the bullying takes place outside of the school site, then the school will ensure that the concern is investigated and that appropriate action is taken, including communication with parents and carers
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted
- Records of all incidents of bullying are made using the school's secure behaviour log, including actions taken; monitored to ensure any bullying is addressed effectively

Supporting pupils

Pupils who have been bullied will be supported in the following ways:

- Offer an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Provide advice and maintain communication in order to keep a record of potential or confirmed bullying as evidence, and discuss how to respond to concerns and build resilience as appropriate.
- Reassure the pupil and provide continuous support
- Restore self-esteem and confidence
- Work with the wider community and local/national organisations to provide further or specialist advice and guidance where appropriate

Pupils who have bullied will be supported in the following ways:

- Discuss what happened, establish the concern and the need to change
- Inform parents and carers to help change relationships, attitude and behaviours
- Provide appropriate education and support
- If bullying is online, request content be removed and report accounts or content to service provider where appropriate
- Take action in line with school behaviour policy; which in extreme cases may involve fixed-term and permanent exclusions
- Speak with police or local services where appropriate

Supporting adults

Adults (staff and parents) who have been bullied or affected will be supported in the following ways:

- Offer an immediate opportunity to discuss the concern with a senior member of staff, senior leader or the Headteacher
- Advise adults to keep a record of the bullying as evidence and discuss how to respond to concerns, and build resilience as appropriate
- Where the bullying takes place outside of the school site, then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with

other policies, such as the Complaints Policy and Staff Discipline, Conduct and Grievance Policy

- Reassure the individual and offer appropriate support
- Work with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be addressed in the following ways:

- Discuss what has happened with the Headteacher or a senior leader, and establish what the concerns are
- Clarify the school's official procedures for complaints or concerns
- If bullying is online, request content be removed and where appropriate report the account and content to the service provider
- Instigate disciplinary, civil or legal action as appropriate

Senior Leadership Team

The Senior Leaders are responsible for:

- Addressing concerns relating to reported bullying and taking appropriate action
- Monitoring all incidents of bullying, including trends in behaviour and effective resolutions
- Recording or monitoring the recording of incidents of bullying on the school's secure behaviour log
- Analysing trends in behaviours including the rare incidence of bullying
- Identifying training needs through a strategic plan of Continued Professional Development and the provision of training and activities across the school community
- Taking the lead in policy development

SPECIFIC BEHAVIOURS AND CIRCUMSTANCES

Off-site relationships and behaviour

Actions may need to be taken regarding a pupil's behaviour or relationships off-site, when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Action may also be taken where a pupil behaviours off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Action would be taken on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Relationships and behaviours online

The school can take action when pupils' online activity and behaviours:

- Pose a threat or causes harm to another pupil
- Have repercussions for the orderly running of the school
- Adversely affect the reputation of the school
- Identifies the pupil as a member of the school

Actions relating directly to the pupil are carried out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher or designated member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and take appropriate action, as long as it does not conflict with police action.

If a report to the police is made; where a safeguarding concern has been identified, a designated safeguarding lead (DSL) will record the concern, and make a report to children's social care, if appropriate.

Sexual harassment and sexual violence

The school ensures that all incidents of sexual harassment and/or violence are referred immediately to designated members of the senior leadership team.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be: proportionate, considered and supportive, with decisions made on a case-by-case basis.

The designated members of the senior leadership team will respond straight away to any allegations or concerns regarding a pupil's safety or wellbeing; assessing risk, where appropriate, determining whether to: manage the incident internally, refer to early help, refer to children's social care or report to the police. In all cases, parents and carers of pupils involved are notified by the senior leader.

Also refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether action relating to the pupil is required, in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), where relevant, will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Mobile phones

The school does not permit pupils to bring in and carry mobile phones on site. In exceptional circumstances and only after agreement with the Senior Leadership Team, some Year 5 and Year 6 pupils may be permitted to have a mobile phone with them when they travel to and from school on their own.

This is permitted only when sanctioned by a designated Key Stage 2 Senior Leader under the following circumstances:

- The parent or carer has written to the school requesting permission for a mobile phone to be carried by the pupil to and from school and has received communication from the designated school lead agreeing to this
- A risk assessment has been carried out by the school, following communication with the parent or carer regarding the risks involved in carrying a mobile phone and the risks involved in the Year 5 or Year 6 pupil travelling to and from school on their own
- The phone is only carried by the designated pupil when they travel to and from school on their own
- The mobile phone is switched off as the pupil enters the school site and they do not use the phone on site at any time
- The mobile phone is handed in at the class teacher and stored in the safe
- The mobile phone is collected by the pupil at the end of the day
- The mobile phone will not be turned on again by the pupil until the end of the day

The school reserves the right to withdraw this sanctioned carrying of a mobile phone to and from school, at any time in order to safeguard pupils and protect the wider school community.

CONFISCATION AND SEARCHING

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) (July 2022).

Prohibited items and confiscation

In our school, the use, threatened use, or possession of prohibited items such as offensive weapons, including any items which can be considered as such (including 'toy' or replica items) **is not acceptable**.

Prohibited items in schools, recognised as such by law, include: knives, other weapons, illegal drugs, alcohol, tobacco, cigarette papers, e-cigarettes/vapes, fireworks, pornographic images, stolen items, and articles used or likely to be used to commit an offence, including personal harm to persons or damage to property.

This means that we will take a **zero-tolerance approach**, and will take appropriate action should any pupil or adult in our school community, or other person on our site, be in breach of this aspect of our behaviour policy.

The school is entitled by law to search for such items in bags and coats, where there is any evidence that they are on site, and may be required to contact the Metropolitan Police if a criminal act has taken place, or evidence that one is intended. In cases of serious incidents and/or persistent difficulties the Head Teacher may enact the Local Authority's agreed exclusion procedure.

Any prohibited items found in a pupil's possession, including those as a result of a search will be confiscated. These items will not be returned to the pupil. These items will be returned only after discussion between senior leaders, parents and carers.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher or designated senior leader.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

A search can be carried out by the authorised member of staff if there are reasonable grounds for suspecting that the pupil is in possession of a prohibited item or that there is risk of harm.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails (e.g. “I will ask you to turn out your pockets and remove your scarf”)
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search and refuses to cooperate, the member of staff would need to take further action in consultation with the Headteacher or a senior leader.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. The authorised member of staff can use reasonable force to search only for prohibited items identified in section 3. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil’s

possessions (such as desk drawers and bags) or outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Any search that has been carried is recorded on the school's secure behaviour log.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of the senior leadership team will contact the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any actions taken that relate to their child

POSITIVE HANDLING AND REASONABLE FORCE

Positive handling and reasonable force covers a range of interventions that involve physical contact with pupils, including control or restraint. Any use of reasonable force is carried out in line with DfE guidance on Use of Reasonable Force in Schools (July 2013). In accordance with Section 93 of the Education and Inspections (Act 2006). all members of staff have the right and 'legal power' to use reasonable force. However, the school limits the use of positive handling and restraint to those designated members of staff who have received positive handling training wherever possible.

The school may only use this in exceptional circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force are always:

- Used as a last resort
- Applied using the minimum amount of force and for the minimum amount of time possible
- Used in a way that maintains the safety and dignity of all concerned
- Used to prevent disruption, harm or damage and never as a form of punishment
- Recorded in a logbook kept by the Headteacher
- Reported to parents and carers

When considering using reasonable force, staff consider the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

EXCLUSIONS

The school, working alongside the parents and carers will make every effort to support every pupil's needs and put provisions and plans in place to address more serious behavioural concerns. However, the school may use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school actions and interventions. As a last resort, 'the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.'

A decision to suspend or exclude a pupil will be taken only:

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

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to:

- Suspend or exclude, unless it would not be appropriate to do so.
- Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.
- The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Following a suspension or fixed term exclusion, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. These could include measures like:

- Reintegration meetings
- Daily or regular contact with a senior lead
- A personalised plan or report card with targets and goals

During a suspension or fixed term exclusion, pupils will still receive education. The school will take steps to ensure that work is set during the first five school days of a suspension. This can include utilising any online pathways. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

In extreme cases, when every effort has been made to support the pupil and meet their needs, and behaviours compromise the safety of the school community and learning within school, then the school may carry out permanent exclusions. In accordance with the Education and Inspections Act 2006, headteachers of maintained schools working with pupil referral units will determine measures to be taken with a view to:

- promoting self discipline and proper regard for authority among pupils
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- securing that the standard of behaviour of pupils is acceptable
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

Without delay, parents, carers, the governing board and the local authority are notified regarding the decision to exclude. All exclusions are carried out in accordance with the Equality Act 2010 and Children and Families Act 2014, with no discrimination with relation to protected characteristics such as sex, race, disability, religion or belief; sexual orientation or gender reassignment. For pupils with Special Educational Needs and Disabilities, every reasonable adjustment to provisions is made before the decision

All exclusions are carried out in accordance with:

- DfE Guidance for maintained schools, academies, and pupil referral units in England September 2023; Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- the Education Act 2002, as amended by the Education Act 2011
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996;
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2011
- Equality Act 2010
- Children and Families Act 2014

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection (safeguarding).

We will consider whether a pupil's behaviours, relationships and welfare may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy. A concern is raised with a Designated Safeguarding Lead (DSL) straight away. The school's DSLs will consider whether intervention pastoral support, an early help intervention or a referral to children's social care is appropriate.

The school carefully records and monitors behaviours and relationships to address welfare and safeguarding concerns in order to support the pupil, communicate with parents and carers, and establish provisions.

Please refer to our Safeguarding and Child Protection Policy for more information.

MONITORING AND EVALUATION

The policy will be monitored and reviewed regularly to ensure that it is being implemented successfully and all staff are following procedures consistently.

All members of the school community will be aware of expected values, standards and expectations; using positive strategies to ensure all pupils are able to achieve and meet these expectations. Inappropriate or challenging behaviour will be reported and consistently followed-up.

The school carefully monitors relationships, behaviours and wellbeing to support pupils, identify needs and plan additional provisions. In order to do this, the school will collect information on the following:

- Significant behavioural incidents
- Significant welfare concerns, emotional needs, Special Educational Needs and Disabilities
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and positive handling
- Attendance and exclusions
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The information is examined, reviewed and discussed regularly throughout the year by senior leaders in order to monitor relationships behaviours and welfare; support the provision of support, interventions and actions.

The school will use information and interactions with pupils to monitor developments and trends relating to individuals, groups and protected characteristics, to make sure it is meeting its duties under the Equality Act 2010, and maintain the school environment as a pleasant, safe, secure and caring environment, where the whole community is respected.

GOVERNING BOARD

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (see Appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher annually
- Monitoring the policy's effectiveness, alongside the progress and achievement of pupils
- Monitoring any incidence of bullying, racial incidents and discrimination, reported by the Headteacher to the Governing Board each term
- Holding the school to account for the implementation of the policy and procedures

Appendix 1: Written Statement of Behaviour Principles

This written statement of behaviour principles is reviewed and approved by the full governing board annually:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and adults working at the school model positive relationships and behaviours, setting an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are supported to make good decisions and take responsibility for their actions
- Parents, carers and families are involved in the development of relationships and behaviours, as well as the management of significant incidents to foster good relationships across the school community

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



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Appendix 2:

Date 2025

Dear Parents and Carers,

RE: Reflection [Pupil's Full Name]

[Pupil's Name] has attended reflection twice this week due to behaviour that does not meet the expectations outlined in our behaviour policy.

Reflection is used as a consequence measure to address behaviour that disrupts the learning environment or contravenes our school's code of conduct. During reflection, pupils are given the opportunity to reflect on their actions and agree steps to move forward.

We are committed to working with you to support [Pupil's Name] in reflecting on their behaviour and making positive changes. However, if their behaviour does not change it could lead to an internal or external exclusion.

If you have any questions or would like to discuss this further, please do not hesitate to contact the class teacher by booking an appointment through the school office.

Thank you for your support in this matter. Together, we can help [Pupil's Name] to reflect on their actions and make positive choices in the future.

Kind regards,

Signature

Name

Class Teacher



Appendix 3:

Date 2025

Dear Parents and Carers,

RE: Internal Exclusion of [Pupil's Full Name]

I am writing to inform you of a decision to place [Pupil's Name] in an internal exclusion at Victoria Junior school on [date(s)]. This decision has been made in response to behaviour that does not meet the expectations outlined in our behaviour policy.

Internal exclusion is used as a consequence measure to address behaviour that disrupts the learning environment or contravenes our school's code of conduct. During the period of internal exclusion, they will work in a supervised setting away from their peers. They will be given appropriate work to complete and provided with necessary support to ensure they continue their learning.

The internal exclusion has been issued due to the following reason(s):

- .
- .
- .

We are committed to working with you to support [Pupil's Name] in reflecting on their behaviour and making positive changes.

Please note that internal exclusions are a serious disciplinary measure and are recorded on [Pupil's Name] school record. However, this does not equate to a formal suspension or permanent exclusion, and it is intended as an opportunity to address the behaviour constructively.

If you have any questions or would like to discuss this further, please do not hesitate to contact a member of SLT by booking an appointment through the school office.

Thank you for your support in this matter. Together, we can help [Pupil's Name] to reflect on their actions and make positive choices in the future.

Kind regards,

Signature

Name

Senior Leadership Team



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Appendix 4:

Date 2025

Dear Parents/Guardians,

This letter is to remind you and your child about our school uniform and the importance of wearing uniform in school.

A school uniform provides pupils with a sense of belonging. We are proud of our uniform at Victoria Junior School and we would like to remind parents that we expect the correct uniform to be worn every day in school. The P.E kit is the uniform for P.E lessons and must only be worn on P.E days along with the school jumper.

Our school uniform consists of:

- A maroon sweatshirt or cardigan
- Grey or black trousers, shorts or skirt.
- Pale blue or white polo shirt or blouse.
- Summer: as above, or a blue and white or striped or checked dress.

Our P.E Kit consists of:

- Plain white t-Shirt
- Black shorts
- Black jogging bottoms
- Trainers or plimsolls
- The School jumper must be worn over the T-Shirt
- No hoodies or designer wear

Please do not send your child to school wearing jewellery unless it is for religious reasons. Earrings should only be plain, small studs and removed for P.E/Swimming.

You can order the school uniform from ParentPay and collect from the office.

If you need any support with ensuring your child is wearing the correct school uniform, please do speak to the office or the class teacher.

Thank you for your continued support.

Kind regards,

Signature

Name

Class Teacher



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Appendix 5:

Victoria Junior School

Proud To Be Me
Proud To Belong

Parents' Home School Agreement

We want all pupils to be able to live fulfilled, curious and compassionate lives, and feel successful in whichever paths they choose to take in life.

Together we can make a difference.

Please can you read and sign the Home School Agreement below.

Attendance and punctuality

- Ensure your child arrives at school on time and avoid taking holidays during term time.

Absence

- Inform the office if your child is unable to attend for any reason before the school day starts.

School Uniform

- School uniform and PE kit should be worn in line with the school policy.

Planners

- Ensure your child is reading daily, read any teacher comments and sign their diary at the end of the week.
- Ensure your child has their school planner in school every day and taken home every evening.

Homework

- Homework should be completed and given in on the due date. If there are any issues with this or your child requires help, the child/parent must inform the class teacher.

Curriculum

- Actively engage in your child's learning.

Phones & Social Media

- Phones can be brought if a pupil walks to and from school alone. It must be switched off and handed into class teachers on arrival to be locked in the safe. The pupil's phone will be confiscated and returned to parents if the rules are not followed.
- Parents/carers should monitor recommended guidelines of age restrictions of using social media apps and ensure their children are being safe online.

Parents Evening

- Use the opportunity to make an appointment to meet with your child's class teacher in the autumn and spring terms.

Contact information

- Ensure that the school has up to date information of your address, telephone numbers and emergency contact details. It is your responsibility to inform the school of any changes.

Signed from home:

Relationship to pupil: -----

Signed from the school:



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Appendix 6:

Victoria Junior School

Proud To Be Me
Proud To Belong

Pupil's Home School Agreement

At Victoria Junior School, we want you to be able to live fulfilled, curious and compassionate lives, and feel successful in whichever paths they choose to take in life.
Please can you read and sign your Home School Agreement below.

At Victoria Junior School, we expect our pupils to uphold our core values:

Fulfilment

- Attend school regularly and on time.
- Do all my classwork and homework as well as I can and challenge myself.
- Be brave enough to attempt things that make me feel uncomfortable.

Curiosity

- Commit to staying focused, asking and answering thoughtful questions to deepen my understanding.
- Complete independent research to extend learning.
- Fill my mind with knowledge and wisdom about the world around me.

Compassion

- Treat other people as I like to be treated and follow the school's behaviour policy.

- Join the school in celebrating, and enjoying diverse cultural events with mutual respect.
- To demonstrate empathy by helping others.
Kindness
- Be polite and helpful to others and take good care of the equipment and building.
- Be friendly, kind and respectful to all.

Honesty

- Be responsible for my actions and accept consequences when I make a mistake.

Problem Solving

- Commit to staying resilient and thinking creatively when facing challenges and finding solutions.
- Solve real-life problems, confidently and creatively.
- Work collaboratively when solving problems in a group, listening to what people are saying and sharing my own suggestions.

Pupil's signature _____