

Julian's Primary School

Behaviour and Anti-Bullying Policy



Change Record

Date	Author	Version	Change Reference
240425	Becky Coburn	2025	Format change Amended aims Addition of pupils and Inclusion Team to roles and responsibilities, additional TA responsibility Development of bullying section Added definitions for suspensions and exclusions Additional policy links Added behaviour principle Additional UNCR article links

Distribution

Reviewers	Approvers	Distribution
Achievement Committee	Governing Body and Executive Head Teacher	All staff and families

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JULIAN'S PRIMARY SCHOOL

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Aims

The aims of this policy are to:-

- Sustain the outstanding behaviour of pupils at Julian's in all year groups and on both sites, as well as when on educational visits off site, and provide a safe learning space for all, where the school values are upheld at all times;
- Provide consistency in approaches to behaviour from EYFS to Year 6;
- Provide a clear framework for excellent behaviour for learning and routines in which pupils understand the importance of keeping themselves, their peers, staff and their families safe in the classroom, playground and around school;
- Respond swiftly and decisively to all forms of bullying and inappropriate behaviour in a way that resolves situations for all involved;
- Engage parents/carers in supporting the school with positive behaviour strategies for their children.
- Ensure that children's rights and responsibilities are respected (using RRSA as a guideline - Appendix 3)

Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

The DfE requires maintained schools to publish their behaviour policy on the school website.

The policy sits alongside the Staff Code of Conduct, Staff Handbook and Disciplinary Policy.

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Behaviour Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of schoolwork
- Poor attitude towards adults or peers (including but not limited to answering back, refusing to follow instructions, speaking in a derogatory or dismissive manner)
- Not upholding the school values or rules

Serious misbehaviour is defined as:

- Repeated breaches of the school values
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or deliberate destruction of school property or the learning environment
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. e.g.:
 - Weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images (including images on phones)
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this.

Using a Restorative Approach

At the heart of our behaviour policy is a restorative approach, embedded within a **conception pedagogical routine**—a consistent and thoughtful practice that aligns our values, teaching methods, and responses to behaviour in a cohesive and educative manner. This approach prioritises relationships, responsibility, and reparation over punitive measures, supporting the holistic development of every child.

A restorative approach recognises that behaviour incidents are learning opportunities. When harm occurs, our aim is not simply to manage the behaviour but to understand its root cause, rebuild trust, and restore relationships. This aligns with our core belief that children thrive in an environment where their voices are heard and their social-emotional needs are acknowledged.

The conception pedagogical routine refers to the deliberate use of planned, repetitive routines to embed restorative practices into the everyday life of the classroom. These routines include regular circle times, check-ins, and structured responses to incidents using restorative conversations. Teachers and staff model empathetic listening, fair dialogue, and collaborative problem-solving—ensuring that restorative practice is not an occasional intervention, but a daily pedagogical approach.

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When behaviour incidents occur, staff follow a restorative sequence:

1. **What happened?**
2. **What were you thinking or feeling at the time?**
3. **Who has been affected and how?**
4. **What needs to happen to make things right?**
5. **What can we do differently next time?**

These questions support children in developing empathy, accountability, and emotional literacy. The restorative routine ensures that children are not only held to account but are also supported in re-integrating into the classroom and/or playground with dignity.

Teachers use this approach consistently and reflectively, adapting the language and structure to suit the developmental stage of the pupils. In this way, restorative practice becomes a pedagogical tool that teaches essential life skills – self-regulation, communication, and conflict resolution – alongside academic learning.

By embedding restorative practice into our conception pedagogical routines, we build a culture of safety, respect, and responsibility. This proactive, relational approach helps prevent future incidents and promotes a positive school climate where all members of the school community feel valued and connected.

Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff in order that it may be dealt with. Bullying is rare at Julian's. It is discussed openly and children are supported in taking responsibility for their behaviour, making amends and moving on. Suggestions of bullying are always investigated by senior members of staff.

What is Bullying?

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.

Bullying:

- Is deliberately hurtful
- Is repeated, often over a period of time
- Is difficult to defend against
- Results in pain and distress to the victim

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

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Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

Responding to Bullying

Bullying will not be tolerated.

Allegations of bullying will be investigated in the following way

- Refer to a member of SLT immediately
- SLT to speak with the child about what has happened (this may need to be clarified by conversations with other children)
- Speak to the child accused of bullying
- Work with both children involved to share experiences and resulting emotions
- Set clear boundaries and expectations for future interactions
- Inform both sets of parents/carers
- Monitor future interactions
- In the case of repeated incidents, the school may need to explore the use of fixed term or permanent suspension

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

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Pupils who have bullied others will be supported by:

- Having rules and expectations made explicitly clear
- Ensuring their parents/carers are aware of what has been happening so they can support positive choices at home
- Working with Learning Mentors to understand the impact and consequences of their actions and to develop positive behaviour patterns
- Having the opportunity to explore the possible reasons behind their behaviour - and working to change these

Roles and Responsibilities

The Governing Body

The Achievement Committee is responsible for reviewing and approving a written statement of behaviour principles (appendix 1).

The Achievement Committee will also review this behaviour policy in conjunction with the Executive Head/Heads of School and monitor the policy's effectiveness, holding them to account for its implementation.

The Governing Body will review reports of the following on a termly basis:

- racist incidents
- homophobic incidents
- sexist incidents
- other discriminatory incidents
- suspensions and exclusions

Executive Head/Heads of School

The Executive Head and Heads of School are responsible for reviewing this behaviour policy in conjunction with the Achievement Committee, giving due consideration to the school's statement of behaviour principles. The Executive Headteacher will also approve this policy.

The Heads of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will also monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Parents/Carers

- Uphold this policy and encourage their child(ren) to behave in accordance with the policy.
- Praise children for rewards given
- Support sanctions set by school
- Communicate openly with relevant school staff about any difficulties a child is facing at home or school which may affect his/her behaviour.

Pupils

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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All school adults

- Model the behaviour and language we expect from children and their families through the practice of **Protect, Relate, Regulate and Reflect**. (see Appendix 2)
- Provide consistent behaviour sanctions in line with school policy,
- Recognise and praise good behaviour,
- Challenge unacceptable behaviour from any child in the school and ensure that they have the opportunity to correct poor behaviour,
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Speak respectfully to children and to each other at all times,
- Relate classroom behaviour to behaviour for learning,
- Encourage children to reflect on their behaviour choices and present rewards and sanctions for corresponding behaviour choices,
- Refer to the school rules when discussing rewards and sanctions,
- Ensure consistency in the way that behaviour expectations are presented in class,
- Will use and refer to the Zones of Regulation to help de-escalate situations and address incidents before these arise

Class teachers

- Will use the behaviour flowchart consistently in accordance with school policy,
- Ensure that behaviour incidents are regularly recorded onto CPOMs
- Ensure that children fully understand what sanctions are for and that sanctions are given fairly
- Have a system of rewards (stars/smiley faces/postcards) for children who make positive behaviour choices and who are good role models,
- Keep a log of children who have received achievement certificates and recognise all forms of children's achievements
- Ensure achievement is not just recognised on the basis of parental involvement, but on individual merit and effort.

Learning Mentors

- Share behaviour strategies with teachers and teaching assistants
- Monitor behaviour tracking, contact parents/carers to discuss any issues arising with class teacher
- Mediate in situations which children find difficult to resolve independently
- Support pupil mental health and well-being concerns
- Share information on behaviour with SLT
- Monitor playground peer mediation
- Monitor dinner-hall behaviour

Teaching Assistants

- Support the class teacher in the consistent delivery of behaviour expectations
- Ensure the playground is organised so that pupils can play in a safe and engaging environment that enables collaborative and respectful play and interaction
- Actively monitor and challenge behaviour outside the classroom - in the playground and when circulating the building
- Ensure that playground behaviour issues are logged onto CPOMS as quickly as possible after any incident and share details with the class teacher and DHoS Team

Year Group Leaders (YGLs)

- Act as a role model in positively dealing with children's behaviour,
- Take responsibility for general day to day behaviour challenges (including playground related challenges) across the year group,
- Lead on positive behaviour strategies in the classroom,
- Be proactive in advising teachers and support staff,

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- Liaise with learning mentors and Phase Leaders to pick up on any behaviour trends in relation to attendance, attainment and progress

Inclusion Team (Inclusion Manager and Phase Leaders)

- Review and monitor behaviour across their respective phases
- Work with SLT, YGLs and class teachers to promote higher standards of behaviour where necessary
- Review patterns of behaviour to identify any links with SEND,
- Liaise closely with YGLs, PLs and DHoS Team to share information,
- Advise on any adjustments for children with SEND,
- Ensure appropriate provision for children with SEND to mitigate negative behaviour.

Deputy Heads of School (DHoS)

- Meet parents/carers to discuss behaviour issues arising,
- Offer support/advice/strategies to class teachers on challenging behaviour,
- Act on more serious behaviour incidents or direct to HoS if necessary,
- Coordinate playtime/lunchtime behaviour support and sanctions,
- Liaise with Learning Mentors to ensure they are kept up to date,
- Monitor the attainment of children with identified behaviour or attendance concerns,
- Coordinate TA/LM support for children whose learning is affected by their behaviour,
- Follow up behaviour incidents, transferring information to CPOMS regularly.

Heads of School/Executive Headteacher

- Monitor school attendance/punctuality and link to any behaviour issues arising,
- Intervene with serious behaviour incidents.
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour,
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Meet parents/carers to discuss behaviour issues arising,
- Offer support/advice/strategies to class teachers on challenging behaviour,
- Coordinate playtime/lunchtime behaviour support and sanctions,
- Liaise with Learning Mentors to ensure they are kept up to date,
- Monitor the attainment of children with identified behaviour or attendance concerns,
- Coordinate TA/LM support for children whose learning is affected by their behaviour.

EYFS

The EYFS follows a modified version of the behaviour flow chart. Children develop rules with their class teacher, linked to the values, and are given sticker rewards. Behaviour in the EYFS is closely linked to PSE development within the curriculum and it is acknowledged that children are beginning to learn the norms of school behaviour. Rewards include stickers, 'star of the day', special jobs etc. A weekly achievement award will be given to two children that shows good behaviour for learning above what is normally expected of them. Certificates should reflect the school values and positive mindset.

Children who persistently misbehave after they have learnt and understood the school values are given time out in their own classroom. If challenging behaviour continues, the child is given time out in another classroom or member of SLT. This should be recorded on CPOMS and communicated to parents/carers. Where behaviour difficulties continue, the EYFS YGL, Learning Mentor and Inclusion Manager will support and work closely with parents/carers.

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Rewards and Consequences

It is expected that pupils will follow the school values. Positive behaviour will be celebrated through incentives such as:

- Praise, verbally given to pupils
- Class dojo points, leading to termly regards for House winners - with weekly shout outs to the top 3 classes each week in the newsletter/website/twitter
- Headteacher and Deputy Headteacher awards/stickers
- Displaying children's work to acknowledge their achievements
- Marble rewards for classes (50 marbles)
- Stickers to acknowledge expected behaviour
- Achievement assembly certificates
- Well done postcards to take home
- Positive comments to parents/carers (in person, over the phone or via email)
- Public praise and rewards by other pupils and/or adults for behaviour

Rewards are used as an incentive for children to behave well. We expect children to take responsibility for following the school values in order to create a secure and happy environment in which to learn.

Should pupils be unable to behave appropriately within the classroom then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent sanctions. These should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of a sanction is to:

- Help pupils learn that consequences follow actions
- Deter the pupils from misbehaving again
- Deter other pupils from misbehaving
- To show that Julian's, as a functioning section of society, has rules

Suspensions and Permanent Exclusions

These are explained fully in the Suspension and Permanent Exclusion Policy. For the purposes of this policy, the definitions relating suspension and exclusion are:

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Cross-site suspension - this is an informal and internal suspension where the pupil is required to attend the other school site for a period of one or more days. It is a way to avoid external suspension - although if the cross-site suspension is not available or is refused, then the suspension will be external.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Alternative site provision – when the Executive Head together with the Head of School requires a pupil to attend an alternative provision for a period of time in order to avoid permanent exclusion.
- Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

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Behaviour Tracking Flowchart

Process	Consequence	Contact	Recording
1 - Verbal warning			
2 - Move to reflection table within class	In class reflection		Adult to informally monitor
3 - Send to room next door to reflect	In reflection class for 10 minutes. Discussion with Learning Mentor during the school day	Parent/carer is contacted by class teacher	Entered onto CPOMS
4 - Sent to YGL or identified adult	Child in YGL class for remainder of lesson	Learning Mentor contacts parents/carer	Entered onto CPOMS
5 - Sent to Learning Mentor/Phase Leader	Internal suspension for am/pm	Learning Mentor contacts parents/carer	Entered onto CPOMS
6 - Sent to DHoS Team / HoS	Internal suspension for day	DHoS / HoS contacts parents/carer for a formal, in person meeting	Entered onto CPOMS - development of a behaviour contract
7 - Sent to EH/HoS	Internal cross site suspension	EH/HoS contacts parents/carers and arranges a formal meeting	Entered into EH/HoS incident report and CPOMS
8 - Sent to EH/HoS	External suspension	EH/HoS contacts parents/carers and arranges a formal meeting. Governors and LA are informed	Entered into EH/HoS/LA incident report and CPOMS. Reintegration meeting with parents/carers on pupil's return

At all stages, if the child has an Access Passport or EHCP, the Inclusion tab should also be used on CPOMS when recording. This will alert Inclusion Managers so they can work with the children they support.

Each classroom must have a designated Quiet Work area. This should be distinct from any individual work stations provided for children, to be used when children have reached Step 2 and need to spend 10 minutes working apart from their class. It is also where any children who have reached Step 3 may be sent from another class for the remainder of the lesson. The area must be calm and have appropriate resources for reflection or work completion.

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If a child reaches Stage 3, the class teacher will contact the parents/carers to explain and discuss what has happened. If a child is being sent out/repeatedly, the Learning Mentor will contact parents/carers and arrange a meeting to discuss strategies and next steps, such as a behaviour contract.

If a behaviour incident is more serious, a letter will be sent home and we may request a meeting with parents/carers to discuss ways of moving forward.

In cases of physical assault against a pupil/adult; verbal abuse/threatening behaviour against a pupil/adult; persistent bullying; racist abuse; damage; theft; persistent disruptive behaviour; the school will consider a cross site, fixed term or, in the most serious cases, a permanent suspension.

A serious bullying incident by a pupil will be immediately referred to the Head of School, who would contact parents/carers and request that the parents/carers visit the school to discuss the child's behaviour and the bullying incident with the Executive Headteacher and/or Head of School, along with the class teacher.

Playground Behaviour

Process	Consequence	Contact	Recording
1 - Verbal warning			
2 - Move to designated reflection area	In reflection area for 5 minutes		
3 - Move to designated reflection area	In reflection area for 10 minutes	Class teacher is informed	Entered onto CPOMS
4 - Child sent to LM or DHoS	Misses remainder of break	DHoS or Learning Mentor contacts parents/carers	Entered onto CPOMS

If the behaviour is more serious and includes threatening behaviour, hurting others or refusal to follow an adult's instructions, the child will be immediately referred to SLT for Stage 4 sanctions. If there is a lunchtime incident which cannot be dealt with in the playground, the child must be brought in by an adult and/or a member of SLT called to assist. The incident must be recorded on CPOMS. Parents/Carers will be informed if their child has been fighting, repeatedly breaking the playground rules, has deliberately injured another child or has deliberately broken play equipment. We hope that by working in partnership with parents/carers we can resolve issues quickly.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the school rules and their own classroom rules
- Develop a positive relationship with pupils, which includes:
 - Treating children respectfully and as individuals
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile phones

Mobile phones should only be brought in by pupils if essential and will be stored in the school office until the end of the day for collection by the pupil. Parents/carers may request that their child brings a phone to school. While Julian's will endeavour to keep pupils' mobile phones safe, we cannot be held responsible for any loss or damage.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

It will sometimes be necessary to introduce an individual behaviour programme which will help the child to learn appropriate social behaviour in school, with the cooperation of parents/carers, e.g. the parent/carer agrees to meet the teacher regularly to be informed about behaviour and progress, or a record book is sent home regularly in which the teacher and parents/carers record positive and negative behaviour and/or progress against set targets. A system of sanctions is established with parents/carers for poor behaviour, and a system of rewards is established with parents/carers for good behaviour. This system requires constant review, monitoring and dialogue with parents/carers.

Any behaviour intervention programme must be agreed with the behaviour mentor and Inclusion Manager or Deputy Head of School. The behaviour intervention programme should be monitored in the classroom, with parents/carers, and by senior leader(s) involved. Notes must be kept in case the child requires further intervention and to report back to parents/carers. It is important that any intervention is a positive experience for the child and family. It should not lead to any form of labelling.

If the school intervention programme is not successful, further behaviour support will be sought from an educational psychologist and/or Alternative Provision

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Off-site behaviour

Sanctions will be applied where a pupil has misbehaved off-site when representing the school, such as on an educational visit or around the school locality before or after school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been untrue or malicious, the Executive Headteacher and/or Head of School will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

Staff Welfare and Conduct

Behaviour training is delivered to staff at least yearly. It is a subject and should be taught to pupils.

It is important that staff remain calm at all times when dealing with challenging behaviour. Using a calm, low pitched voice is the most effective way of getting across a message when working with children who have not followed school rules and it is important that the language of choice is used.

If a member of staff feels unable to manage a situation in a calm manner they must seek assistance from another member of staff and remove themselves from the situation until they are able to continue in a calm manner. It is important to de-personalise the situation and remember that it is the behaviour or an incident which is being challenged and not the child.

Any persistently challenging behaviour, particularly when directed towards one member (or group of members) of staff must be reported to the Senior Leadership Team.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Only be used by staff that have been trained in positive handling techniques (excluding exceptional circumstances)
- Be recorded and reported to parents

Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher/Heads of School and Achievement Committee every year. The policy will be approved by the Executive Headteacher annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Achievement Committee every year.

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Links with Other Policies

This policy should be read in conjunction with

- SEND code of practice
- Inclusion Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Play Policy
- Anti-Racism Policy
- Suspension and Permanent Exclusion Policy
- Attendance Policy

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APPENDIX 1: Behaviour Principles

These principles drive the practice described in the behaviour policy. The behaviour principles align with Julian's School values of *Respect, Integrity, Creativity, Excellence, Resilience*.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others and free from any form of discrimination
- Staff and pupils are polite and respectful and set an excellent example at all times, both in school and out in the community (e.g. on educational visits)
- Julian's is an inclusive school. It is recognised that the use of rewards and sanctions must have regard to the individual. Staff, supported by the inclusion team, consider SEND and the needs of vulnerable children when implementing the behaviour policy
- Staff are fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated by ensuring that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships
- To ensure effective management of teaching and learning, classes are well-organised with lessons that are creative and challenging; support is given when needed
- Expectations are explicit and consistent to ensure that pupils understand the consequences of disruption to learning and that sanctions are applied in a fair and consistent manner
- To ensure a happy and positive play experience, staff in the playground will ensure that resources are well cared for, games are taught and reviewed, behaviour expectations are explicit and that rewards and sanctions are fairly and consistently applied according to policy
- Staff are empowered to take prompt and effective action when pupils behave inappropriately
- Julian's School works in partnership with parents/carers and external agencies to maximise the chances of every pupil behaving responsibly
- Pupils are helped to take responsibility for their actions; the school takes a restorative rather than punitive approach as much as possible
- Suspension or permanent exclusion is used but only in extreme circumstances or when all other strategies have been exhausted

Agreed by the Achievement Committee on behalf of the Governing Body June 2026

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APPENDIX 2

Our school is invested in supporting the very best possible relational health between:

- Parent/Carer and child
- Child and child
- Child and school staff
- Parent/Carer and school staff
- School staff
- School staff and Senior Leads
- School staff and external agencies

To this end Julian's School is committed to educational practices, which Protect, Relate, Regulate and Reflect.

Protect

- Increased 'safety cues' in all aspects of the school day, e.g. in primary schools meet and greet at the school entrance and in secondary schools at the classroom door.
- School staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathetic, playful and curious (proven to shift children out of fight/flight/freeze positions).
- School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (fight/slight/freeze).
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children to have access on a daily basis to at least one named emotionally-available adult, and these children know when and where to find that adult if that child does not wish to connect with this adult, an alternative person is found.
- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgemental way from situations that they are not managing well (e.g. children who keep 'triggering' into alarm states in the main playground given access to a separate calmer smaller playground).
- Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

Relate

- All school staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through the lens of a threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

RESPECT

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Regulate

- The implementation of interventions designed to bring down the stress hormone levels (e.g from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued, calmed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/giving lectures).
- The provision of skills and resources to support parents and staff to have meaningful empathetic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff ('working alliance'), children are to be provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' and memory reconsolidation. To this end, there is the provision of different modes of expression for children e.g. art/play/drama/music/sand-play/emotional worksheets).
- PSHE (personal, social and health education) informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions) , relationship health: family, parenting, intimate relationships and tools for how to do life well. Curriculum content to enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathetic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives.
- A behaviour policy, which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair, (e.g. restorative conversations).

(Please note the term *children* refers to both children and teenagers)

RESPECT

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APPENDIX 3

Julian's is a Rights Respecting school which shows a commitment to promoting and realising children's rights. These rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day and as such, have been incorporated into our behaviour policy. This is in line with Article 42; to ensure that everyone knows the children's rights.

The UNCRC articles which inform this policy are:

- **Article 2: Non-Discrimination**
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 3: Best Interests of the Child**
The best interests of the child must be a top priority in all decisions and actions that affect children
- **Article 12: Respect for the Views of the Child**
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- **Article 15: Freedom of Association**
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- **Article 19: Protection from Violence, Abuse, and Neglect**
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- **Article 28: Right to Education**
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- **Article 29: Aims of Education**
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and oth
- **Article 31: Leisure, play and culture**
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.