



Happiness at the Heart of Learning

Behaviour Policy

School Vision

In our welcoming and inclusive school, we strive to be the best in everything we do.

School Values

Bravery (persevering when things are difficult, facing learning challenges)

Respect (respect for ourselves and others)

Integrity (being honest and trustworthy)

Determination (challenging ourselves to improve)

Generosity (thoughtfulness, cooperation and emotional growth)

Excellence (taking pride in everything we do)

Approved by:

WJS Governing Board
(Pupils' Committee)

Date: 02.12.2025

Last reviewed:

Autumn Term 2025

Next review due by:

Autumn Term 2026

1. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

This policy includes Anti-Bullying.

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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

2. Definitions

Misbehaviour is defined as:

- A breach of our Ready, Respectful, Safe behaviour code
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of our Ready, Respectful, Safe behaviour code
- Seriously injuring another child deliberately
- Leaving the classroom without permission/running away
- Violent behaviour
- Vandalism

- Swearing/verbal abuse at an adult
- Possession of inappropriate objects/materials
- Theft
- Any form of repeated bullying
- Peer on peer abuse, including sexual abuse
- Racist, sexist, homophobic or discriminatory behaviour

In some cases, a child's behaviour can be so serious that the general behaviour management system outlined within this policy is overridden:

These incidents will be fully investigated and will result in at least one of the following:

- Letter/phone call home
- Meeting with parents
- Related sanction proportionate to the offence/child
- Internal suspension
- Fixed term suspension
- Permanent suspension (consistent breaches of the behaviour policy/one-off significant events - see also Suspension Policy)

This process will be led by the Headteacher, in conjunction with the class teacher.

3. Anti-Bullying

At Whitehall Junior School we believe that preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole school community is clear that bullying is completely unacceptable and will not be tolerated.

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 (see also appendices).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

4. Off-Site Behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour 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

Consequences may also be applied where a pupil has misbehaved 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 or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip). See appendices.

5. Our Approach

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We seek to create a caring and safe school by:

- Encouraging and acknowledging good behaviour
- Encouraging children to take responsibility for their behaviour
- Promoting self esteem
- Encouraging learners to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring consistency of response to positive and unacceptable behaviour
- Seeking to develop positive relationships with parents and carers to support the development of children's behaviour and the implementation of this policy and the associated procedures
- Promoting early intervention

It is extremely important that parents and carers understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

The Whitehall Approach



We have high expectations for all and expect **everyone** involved with the school to behave in keeping with the Whitehall approach in order to ensure that all children have the best school experience they can.

In and around the school, we expect **everyone** to keep to this simple behaviour code:

- Ready
- Respectful
- Safe

Whitehall Junior School Behaviour Management Values

The values we will uphold in our management of behaviour are:

Bravery

- We have **high expectations** for all children's behaviour – we face challenges with bravery.
- We never give up, even when things seem hard we remain **positive** and model **positive** interactions to/with children.

Respect

- We aim for interactions that maintain and model **mutual respect**.
- Where necessary, we work proactively with families to support a child's behaviour development.
- We manage behaviour in a **consistent** way, with clear boundaries.
- We aim to develop children's understanding of the intrinsic value of behaving well, encouraging them to **take ownership** of their behaviour.

Integrity

- We have **unconditional positive regard** for all of our children; we give every child a chance.
- We always consider what a child's behaviour is communicating to us.
- We are **rigorous about routines and expectations** and always follow-up behaviour matters.
- We focus on **de-escalation** before resolving issues or giving consequences and then aim to reflect, repair and restore relationships.

Determination

- We give **first attention to best conduct** and work hard to use praise and rewards to promote positive behaviour.
- All children experience positive praise from us for their achievements and effort.
- We teach children about **rights, responsibilities** and how to improve their behaviour.

Generosity

- We model **kindness** as an example to all pupils.
- We aim to know children well and build trusting relationships that are based on **positive interactions**.
- We **invest** in **restoring** relationships.

Excellence

- We expect **everyone** to demonstrate that they are ready, respectful and safe.
- We always show **consistent, calm adult behaviour**.

6. Who's responsible?

Throughout this policy, 'we' refers to the whole school of teaching and non-teaching staff, volunteers and Governors as well as all children and their families.

It is essential that families take responsibility for the behaviour of their child, both inside and outside the school. We will seek to develop positive relationships with families so that we can work in partnership to maintain the high standards of behaviour expected in school.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

A consistent culture of behaviour management



Consistency lies in the behaviour of adults and not simply in the application of procedure.

The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

All staff will:

1. **Meet and greet** at the door (**relentless routines**).
2. Refer to '**Ready, Respectful, Safe**'.
3. **Model** positive behaviours and build relationships (**consistent, calm, adult behaviour**).
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (**first attention for best conduct**).
6. **Be calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners (**scripted intervention and restorative follow-up**).
8. **Never** ignore or walk past learners who are behaving badly (**relentless routines**).

Leaders



Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Leaders will:

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence to encourage appropriate conduct.
3. Support staff in returning learners to learning by sitting in on restoration meetings and supporting staff in conversations.
4. Regularly celebrate learners whose efforts go above and beyond expectations.
5. Regularly share good practice.
6. Encourage use of positive notes and positive phone calls.
7. Ensure staff training needs are identified and targeted.
8. Use behaviour data (CPOMS) to target and assess interventions.
9. Regularly review provision for learners who fall beyond the range of written policies.
10. Make sure that the **policy is fit for purpose.**

7. Recognition and rewards for effort

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are a range of reward opportunities (class 'Star of the Week', stickers in planners, notes to families/pupil), our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'



The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all learners.

Expected behaviour is clearly defined and communicated to all learners. Good behaviour is valued

and the system of positive praise and rewards is used to encourage and motivate learners. Rewards and praise will be used as much as possible to reinforce our whole school values (BRIDGE) and code (Ready, Respectful, Safe), as well as class charters (independent agreements drawn up by each class, formulated by pupils and their teacher as to what they will demonstrate as positive behaviour within their own class).

Positive phone calls and 'excellent' postcards

At the top of the hierarchy of recognition is acknowledgement that communicates positive messages to the child's home. The positive phone call/note is high level recognition. It is sincere recognition for those learners who have gone over and above consistently in the last week or previous series of lessons. It also pays a large amount of emotional currency into the bank.

Recognition boards

A recognition board is the simplest way to shift the culture in the classroom. It doesn't prevent you from dealing robustly with poor behaviour; it just means you will be dealing with less of it. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you *do* want does.

Simply write on the board the behaviour on which you want to focus – this can be social behaviours or learning behaviours (SEAL examples are contained within the appendix). When you see the children demonstrating the behaviour well, place a green card by the child's name. The recognition board is not intended to shower praise on the individual. **It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. Pupils who continually go 'over and above' can be awarded a **golden ticket**. Each half term, a raffle will be drawn from each class (of pupils with a golden ticket) – the pupil will then be invited to a celebration event with the Headteacher. On a weekly basis, teachers have the discretion to award class recognition time (maximum of 20 minutes) to celebrate success.

House Teams and Good Book Assemblies

There is a house system within the school. Children can earn points by:

- showing brilliant effort in their work in school and at home.
- being extremely kind, helpful and polite, without being asked.
- being an amazing role model to others or to have a great change in their behaviour.
- representing our school, for example, sports competitions, choir performances, etc.
- demonstrating our school values consistently.

The class houses will increase the feeling of identity and belonging and encouragement for every learner to do their best.

Weekly Good Book assemblies provide an opportunity to celebrate individual, class and whole school

SUCCESSES.

8. Managing Behaviour

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take-up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The redirection

Gentle encouragement, a 'nudge' in the right direction, small act of kindness.

The reminder

A reminder of the expectations for learners (**Ready, Respectful, Safe**) delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour, its impact and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see appendices):

30-second intervention



- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d) Walk away from the learner; allow them time to decide what to do next. If there are

comments, as you walk away, write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others.
- Boundaries are reset.
- Learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning/follow instructions.
- If no re-engagement, learners go to a 'buddy classroom' (see p.14). They are encouraged to cool down and/or to defuse the situation. In general, **five minutes** should be enough. This time-out is recorded in the teacher mark book. If behaviour is at lunchtime, there will be a designated area of the playground for the five minutes of time-out (blue bench).
- If the above step is unsuccessful, or if a learner refuses to go to take a time-out, then, if appropriate, a member of SLT will escort the learner to a workspace outside the teaching room for the remainder of the lesson. This is an internal referral. A red card will be sent to the school office and a member of SLT will be called. This is recorded as a red card behaviour in the teacher mark book and as a behaviour matter on CPOMS. When a red card is issued, the teacher (who was leading the class) must inform the family.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. When outlining behaviour incidents to a colleague, discretion must be applied, particularly when the child is present.

Restoration



Restoration meetings at Whitehall Junior are a core part of repairing the damage to trust between staff and learners. They are also used between learners. They are part of the 'Whitehall Way'.

Our restoration meetings are structured in four steps (see display page in appendices):

1. What happened?
2. How did I feel?
3. Who has been affected?
4. How can we move on?

Staff at all levels will take responsibility for leading restoration meetings; SLT will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Whitehall Junior, we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or make examples of those who choose not to meet our high standards of behaviour.

Partnership stage

The partnership stage will be implemented where there is a cause for concern with behaviour. The learner will be allocated a member of staff who will:

- Support and if necessary facilitate the Restoration Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner.
- Monitor, review and mentor using the action plan (SENDCo has masters).
- Develop a home-school partnership.
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.
- If a learner does not achieve the required change in conduct agreed within the action plan, consequences will be set-out.

All of these matters will be confirmed in writing and recorded on CPOMS. This process will be led by a member of SLT in conjunction with the class teacher.

Whilst the consequences guidelines provide a guide, all behaviour will be dealt with on an individual basis and consequences applied are at the discretion of the Headteacher and staff involved.

Buddy Classes

An annual list of 'buddy classes' will be published to pair classes up for this purpose.

9. 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 determine consequences for the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual harassment or violence against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will determine consequences for the pupil 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, 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 (or allegations against staff, which details our school's procedures for dealing with allegations of abuse against staff) for more information on responding to allegations of abuse against staff or other pupils.

10. Policy Procedures

Whitehall Junior School will ensure this policy is used for the promotion of good behaviour and will keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which learners develop self-discipline and personal responsibility.

All staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, gender, culture, religion, gender, disability or sexuality. They will also ensure that the

concerns of pupils are listened to and appropriately addressed. Each member of the school community has a responsibility towards the whole community in which we live.

Whitehall Junior School will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Associated policies

In order for the behaviour policy to be effective, it should be read in conjunction with other school policies, particularly: Suspension, Equalities, Child Protection & Safeguarding, Online Safety, Reasonable Force and Special Educational Needs & Disabilities.

Monitoring, evaluation and review

The Headteacher will undertake termly monitoring and conduct regular reviews of the behaviour policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied. The Headteacher will report to the Governing Board each term on trends, impact and equalities data. The policy is reviewed annually and approved by the Governing Board.

We acknowledge the work of Paul Dix's *'When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour'* in reviewing our behaviour practice.

APPENDICES

Behaviour for excellent teaching and learning – Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Whitehall approach, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

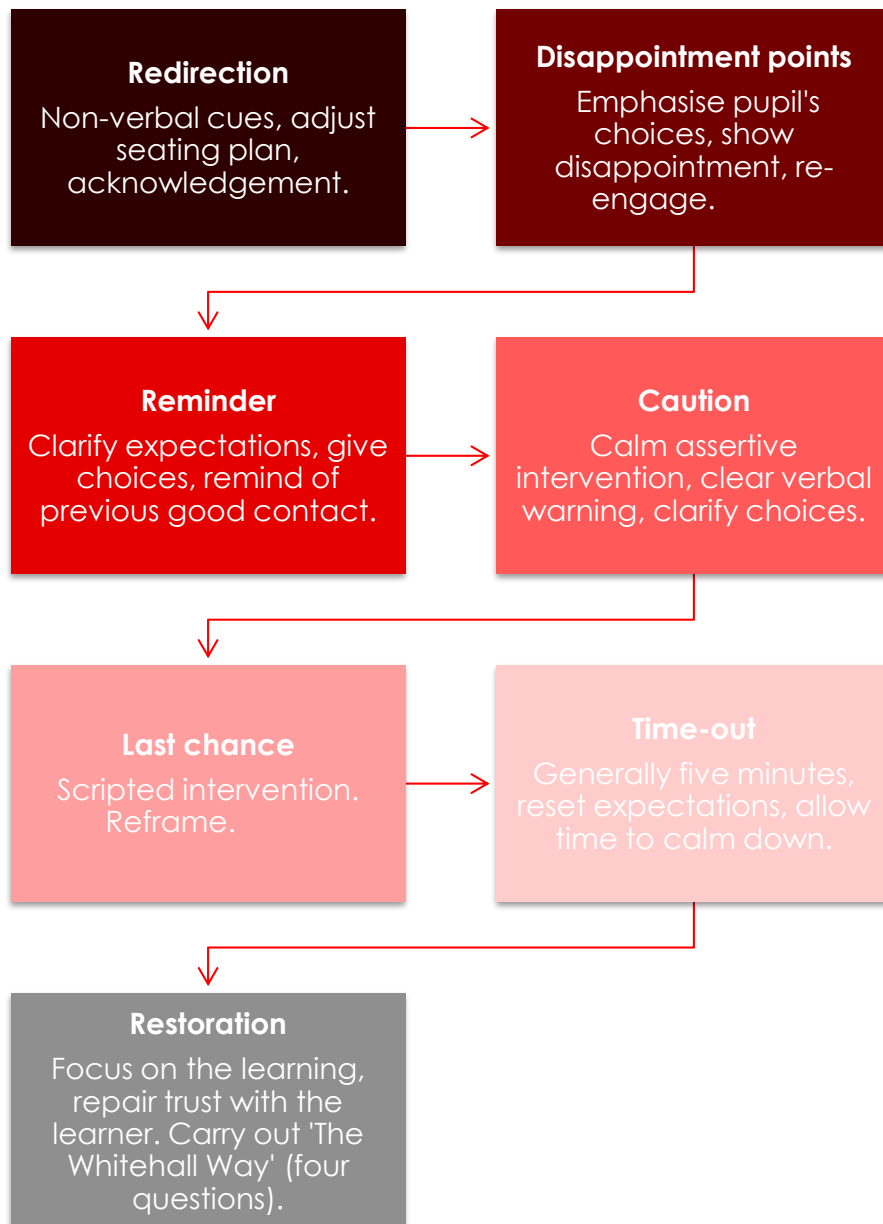
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7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners (*scripted intervention and restorative follow-up*).
8. **Never** ignore or walk past learners who are behaving badly (*relentless routines*).

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Time-out	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. <i>Learners should go to a 'buddy classroom' to cool down and/or to defuse a situation. In general, five minutes should be enough. Record in teacher mark book.</i>
Internal Referral	At this point the learner will be referred internally to another room in the school for the remainder of the lesson by SLT. <i>Record in teacher mark book and on CPOMS.</i>

Steps	Actions
Restoration	A restorative meeting should take place before the next lesson. Support can be sought from SLT.
Formal Meeting/Partnership Stage	A meeting will be convened with agreed targets that will be monitored over the course of two weeks.

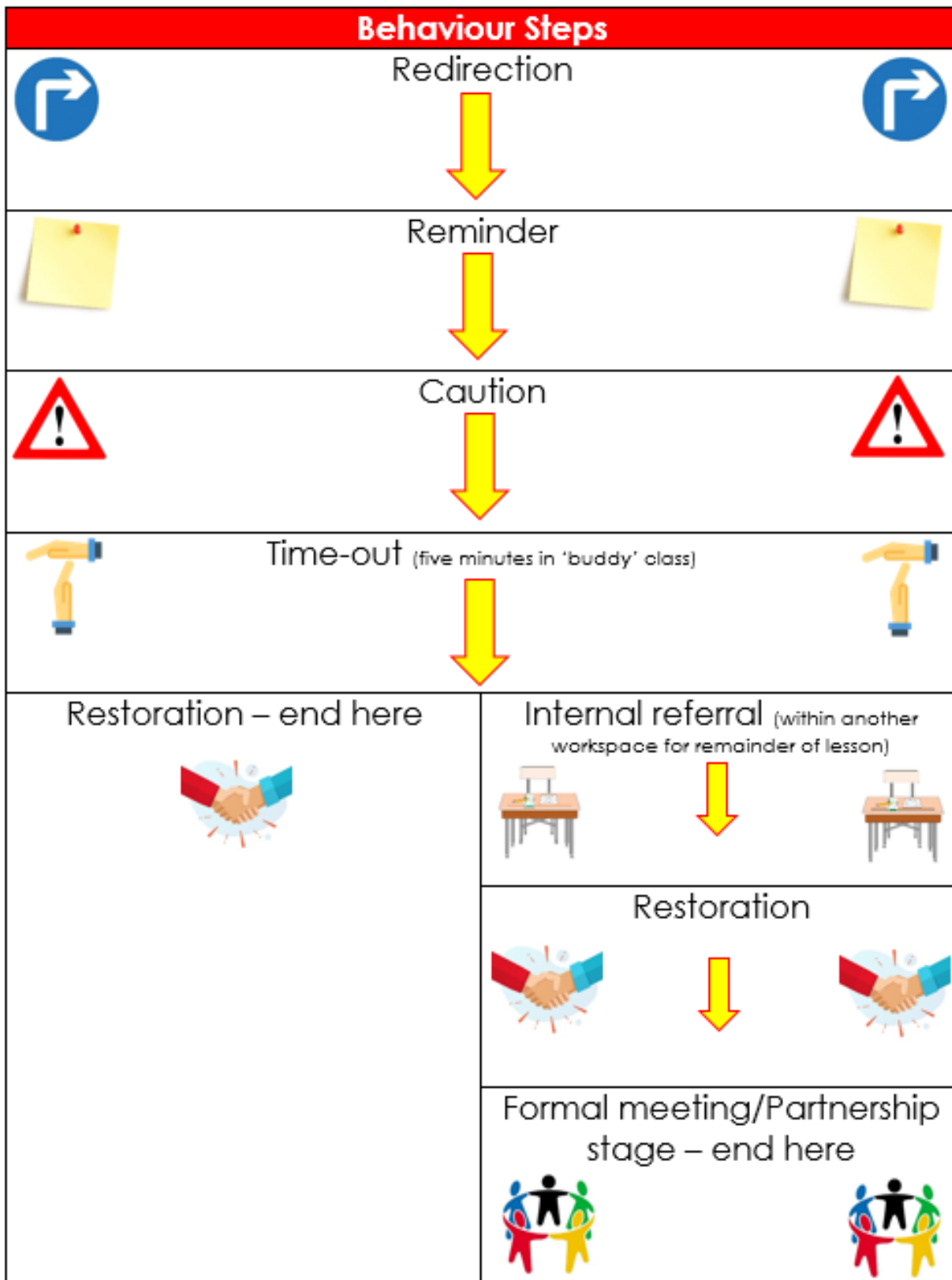
A **serious breach** is an incident that may lead to a fixed term suspension. Alternatives to suspension, where appropriate, include community service (contributing to the life of the school).

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.



The Whitehall Approach

Ready, Respectful, Safe



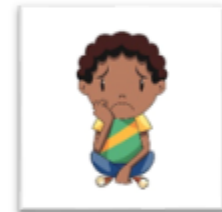


The Whitehall Way



What happened?

How did I feel?



Who has been affected?



How can we move on?





Behaviour Expectations for 'The Whitehall Approach'

Movement around school

Watch how we move around our school. We will show you excellent walking! We move silently on the left hand side. We walk with our hands by our sides. Our teacher leads from the centre of our line (that way, they can see our whole class). If our whole class is moving, the first two pupils will hold the doors open for the rest of our class; when everyone has passed by, they join the back of our line and so it continues. Listen to us – we will move quietly but we are keen to greet the people we pass with a 'good morning' or 'good afternoon'. If we spot someone coming, we will hold the doors open for them too.

Assemblies

Again, we model excellent walking into and out of our assemblies. We move silently so we can enjoy listening to the background music. The first child in our line, walks to our year group's area and the rest of the class form a row across the hall. We stand with our feet hip width apart; this ensures that we have enough space around us when we sit down. When our teacher is happy with our lines, they signal to us (using their arms) to silently sit down and we sit cross-legged on the floor. If a friend has a medical need or injury, we help to make sure they have a chair at the side to sit upon. It's good to look out for others. When it is time to return to class, we stand silently, when a teacher directs us, turn to face our exit and walk out, a line at a time, in silence. The back row of our class moves first if we are using the rear doors, otherwise, the front row leads us forwards.

Taking pride in our uniform

We like to look smart at Whitehall Junior School. We follow our uniform guidelines. On PE days, we make sure that we look like a team; we wear our plain red, white and black uniforms and we don't wear hats or hoodies inside the building. We remove jewellery for PE. You will notice that at Whitehall Junior School, only small stud earrings are worn. If you spot our class doing indoor PE, come and look at our trainers stored neatly against the wall in the hall. Watch our silent movement to and between gym equipment.

Respecting property

Respect is one of our six school values. We can demonstrate that we respect one another through the ways in which we manage our relationships (for example, we don't talk over others or interrupt when our teacher is teaching), however, you will also see that we respect and look after school property. At the end of each day, we **tidy our classroom** – we want it to look spotless. This shows respect to our cleaners; we leave our rooms so they can be cleaned easily. Similarly, we all use the **ICT Suite** so we ensure that we log off, as directed, and leave the keyboards and mice neatly positioned so the work stations can be cleaned. We also tuck the stools under the work station so everything is left smart. Collectively, we respect our **school reading scheme** – all of us access these shelves, so we make sure we put our books back in the right box and facing forwards so the next pupils can make a choice efficiently. We show respect for our **library** – it's a great place to learn so we leave it tidy and put books back correctly on the shelves. We also love to play sport, so we ensure that our **PE cupboard**, where resources are shared, is left as we found it, so we can easily find the equipment required. Communal areas are everyone's joint responsibility – we can all demonstrate respect and play our part.

Readiness for learning

As the adults in our school **meet and greet** us, so we meet and greet them. We show that we are ready for learning by looking at the staff in our classrooms, listening well and showing that we are focused and ready to try our best in all that we do. Our teachers stand and move around our classroom so they can spot us being fantastic! After playtime and lunchtime and when we walk out for dismissal, we demonstrate excellent **lining up**. We wait, one behind the other, a sensible distance apart and we face forwards, ready to receive our next instruction. At the end of the day, we are proud to show how well we can do this in front of our families. Our teachers lead us out, walking in the middle of our line; that way, they can easily turn their head to see how well we are doing this.

Scripted responses/conversation starters

I noticed you are... (having trouble getting started/struggling to get going/wandering around the classroom).

It was the rule about... (lining up/staying on task) that you broke.

You have chosen to... (move to the back/catch up with your work at lunchtime).

Do you remember last week when you... (arrived on time every day/got that positive note)?

That is who I need to see today... (Your amazing focus last week, that is what I'm looking for).

Thank you for ... (listening, etc. Then give the child some take up time).

I know you'll do the right thing and ... (Then give the child some take up time).

In our school we...

You need to... (speak to me at the side of the room).

I need to see you... (following the agreed routine).

I expect... (to see your table immaculately tidy in the next two minutes).

I know you will... (help X to clean the paint off the table).

I have heard what you said. Now you must... (collect your things calmly and move to the buddy class).

We will... (have a better day tomorrow!).

What do you think the poor choices were that caught my attention?

You need to understand that every choice has a consequence and so...

Do you remember yesterday when you...(helped me to tidy up, etc.).

I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.

Remember, consider the 'parent on your shoulder' (see Paul Dix's book) as instructions are given/requests are made.

Types of Bullying

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• 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, 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 or gaming sites

Educational Visits

Educational visits are an important part of the school curriculum and the same standard of behaviour is expected as in the classroom and around the school. However, poor behaviour on a school visit can have an effect on the supervision and safety of the other children in the group.

In light of this, should any child's school and classroom behaviour give frequent cause for concern prior to the visit, the child's involvement on that visit will be seriously considered. This will be discussed with the Headteacher, Year Leader, class teacher and parents of the child.

During an educational visit, the Ready, Respectful, Safe rules should be adhered to where appropriate. Should a child display continued poor behaviour the follow procedures should apply:

- The child should be placed under the supervision of the party leader;
- The child should be spoken to in a 'private' manner – not reprimanded/ridiculed in public and;

- On return to school, the incident should be discussed with the Headteacher or a member of SLT and their family. Plans should be made so that a repetition of this behaviour does not happen on future trips.

SEAL 'I can...' statements for desired behaviours

Strands: Empathy, Social skills, Motivation, Self-awareness and Managing feelings

Empathy

- I understand why we need to have different rules in different places.
- I can tell if someone is feeling happy, sad, scared or excited.
- I know how to make someone feel welcomed.
- I can tell you lots of ways to be friendly to other people.
- I know different ways to sort out problems with my friends.
- I know why it is important to try and clam down before I get too angry.
- I know how to give and receive compliments.
- I can use peaceful problem solving to sort out arguments with my friends.
- I know that it is sometimes hard to be friendly because we are different.
- I am able to see a situation from someone else's point of view.
- I understand how I might hurt others.
- I know how people feel when they lose something that they love.
- I know ways I can make someone happy.
- I know how to make things better if I am cruel or unkind.
- I know what it means to feel guilty about something.
- I know how feeling guilty can help me make a choice.
- I know we can remember people even if we no longer see them.
- I can tell you about someone that I no longer see.
- I understand that people show their feelings in different ways.
- I know how to forgive.
- I know how to make people feel good about themselves.
- I know how to help/support someone who is unhappy.
- I know who the important people to us are.
- I know what things make me feel embarrassed.
- I know it is important for people to feel they belong to a group.

- I am aware how people respond to change.

Group work - Social skills

- I know something about everyone in my class.
- I know how to make someone feel welcomed.
- I have worked with and talked to everyone in my class.
- I can work well in a group.
- I know some ways to solve problems.
- I know how to look and sound friendly.
- I know how to be a good listener.
- I can tell you lots of ways to be friendly to other people.
- I join in when I am working with a group.
- I can tell when my group is working well together.
- I know different ways to sort out problems with my friends.
- I can use peaceful problem solving to sort out arguments with my friends.
- I know what a good leader is.
- I can listen to people in a group when they don't agree with me.
- I can teach someone else something that I can do.
- I can tell you how it feels to belong to a group.

Motivation

- I know some ways to solve problems.
- I understand my rights and responsibilities in the school.
- I know what a good leader is.
- I know how to complete tasks I know some of the things that help me to learn and achieve my goals.
- I know that if at first I don't succeed it's worth trying again.
- I know that it is up to me to get things done by taking the first step.
- I know when I am making excuses for not doing something I can really have a go at.
- I sometimes set myself personal challenges or goals.
- I know I should not give up at the first problem.

Self-awareness

- I know that I am valued at school.

- I can give and accept a compliment.
- I understand my rights and responsibilities in the school.
- I know that I am valued.
- I can tell you one special thing about me.
- I know how to calm myself down when I need to.
- I know what things make me I know how my behaviour can change when I get angry.
- I know why it is important to try and clam down before I get too angry.
- I know the correct behaviour to use in different situations.
- I know what my triggers for anger are.
- I can use peaceful problem solving to sort out arguments with my friends.
- I know what a good leader is.
- I know what happens when I get angry.
- I know some ways to calm myself down when I get angry.
- I can consider the consequences of my actions.
- I know I am responsible for the choices I make.
- I can stop and think before I act.
- I can say and do things to make a situation better.
- I can tell you some things, which might make a situation worse.
- I know why some of the people in my class like me.
- I know that it is up to me to get things done by taking the first step.
- I know when I am making excuses for not doing something I can really have a go at.
- I know what I need to do to be an effective learner.
- I have an idea of what I need to develop to become a more effective learner.
- I know why some of the people in my class like me.
- I know if I am liked for negative or positive reasons.
- I know when I am making excuses for myself.
- I can recognise when I have achieved something.
- I know that it is up to me to get things done.
- I know what helps me to learn.
- I know what I am good at.
- I know how to express myself.
- I can accept myself for who I am.
- I know how boasting can upset other people.
- I know when something is my fault.

- I know the things that hurt my feelings.
- I know when to take responsibility for my behaviour.
- I understand how I might hurt others.
- I know when I am starting to feel upset.
- I know who the important people to us are.
- I understand what grief is.
- I know what things make me feel embarrassed.
- I know when I am using a put down.
- I know that change can be really good for me.
- I know that what we feel and think affects the way we behave.
- I can tell you why I behave the way I do when I am finding change difficult.
- I know some of the reasons why change can feel scary.
- I know what things make me feel embarrassed.
- I can tell you some things my classmates like about me.
- I understand how I might feel when change takes me away from familiar things.

Managing feelings

- I know how it feels to be happy, sad, scared or excited.
- I know how to calm myself down when I need to.
- I have strategies to cope with uncomfortable feelings and to calm myself when necessary.
- I know what things make me I know how my behaviour can change when I get angry.
- I know some ways to try and calm down when I get angry
- I know why it is important to try and clam down before I get too angry.
- I know different ways to sort out problems with my friends.
- I know why it is important to try and clam down before I get too angry.
- I know the correct behaviour to use in different situations.
- I know what my triggers for anger are.
- I know what happens when I get angry.
- I know some ways to calm myself down when I get angry.
- I know that if at first I don't succeed it's worth trying again.
- I know that it is up to me to get things done by taking the first step.
- I know how to cope when something is difficult.
- I can explain what disappointed means.
- I know it is important to stop when we get angry or distressed.

- I know when I should share my worries with someone.
- I know when I am starting to feel upset.
- I know how to express myself.
- I know ways to calm myself down if I am upset.
- I can use a calming down strategy.
- I know how to do something about my worries.
- I know to stop and think before I act.
- I can cope if someone disagrees with me.
- I know how to express myself.
- I know some of the ways to cope with my feelings when I am dealing with change.
- I can tell you my 'sore-spots'.
- I recognise that my behaviour is my responsibility.
- I can recognise when I might over-react because someone has touched a 'sore-spot'.
- I know that many children have mixed feelings about going to secondary school.
- I know that people respond differently to changes and challenges.