



Wallsend Jubilee Primary School

Behaviour Policy

Governance	
Version	
Policy Officer	
Adoptive Date	February 2026
Readopted Date	
Next Review date	
Statutory	

Version History Log

Version 1	Description of Change	Date/Author

WALLSEND JUBILEE'S MISSION STATEMENT:

We are committed to being the best we can be!

We are committed to equal opportunities and this policy has been written in conjunction with our Equality and Public Service Equality Duty Policy. We are committed to keeping all children safe and this policy is written in conjunction with all relevant Health and Safety Policies, including the school's Safeguarding and Anti-bullying policies.	
We follow Department for Education documents (DfE) and government statutory documents and guidance on: Behaviour and discipline in schools: advice for Headteachers and school staff, 2016, 2022 Searching, screening and confiscation at school 2018 and advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education 2025 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. DfE Attendance guidance 2017	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. Exclusion from Mainstream schools, academies and pupil referral units in England 2017 DfE guidance explaining that maintained schools should publish their behaviour and Anti-bullying policies online DfE guidance- schools must publish their behaviour policy online

This policy needs to be read in conjunction with Wallsend Jubilee's Safeguarding Policy, Wallsend Jubilee's Anti-bullying Policy, Wallsend Jubilee's Uniform and Appearance and Wallsend Jubilee's Equality Duty Policy.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied to all pupils;
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Roles and Responsibilities

The Governing Body is responsible for:
• Reviewing and approving the Behaviour Policy • Reviewing this behaviour policy in conjunction with the Headteacher • Monitoring the policy's effectiveness • Holding the Headteacher to account for its implementation
The Headteacher is responsible for:
• Promoting ethos of the school • Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance • Giving due consideration to the school's behaviour policy and its effectiveness • Ensuring that the school environment encourages positive behaviour • Ensuring that staff deal effectively with poor behaviour • Monitoring that the policy is implemented by staff consistently with all groups of pupils • Overseeing that all staff understand the behavioural expectations and the importance of maintaining them • Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully • Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy • Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary • Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
Senior Leaders are responsible for:
• Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning • Ensuring that all staff understand the behavioural expectations and the importance of maintaining them • Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully • Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy • Leading on the behaviour and conduct of key phases in school and working with the Head and Deputy to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect • Day to day monitoring of this policy

Teachers and Staff are responsible for:
Promoting the values of the school - Creating a calm and safe environment for pupils - Taking responsibility and maintaining clear boundaries of acceptable pupil behaviour - Implementing the behaviour policy consistently, making expectations easy to understand and follow - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils - Modelling expected behaviour and positive relationships - Providing a personalised approach to the specific behavioural needs of particular pupils - Considering their own behaviour on the school culture and how they can uphold school rules and expectations - Recording behaviour incidents promptly - Challenging pupils to meet the school's expectations - Talking in an appropriate voice using acceptable and effective words - Displaying Core Values and Expectations in each classroom
Parents and carers 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. Parents and Carers are responsible for: • Making sure that the child is in school on time, every day and ready for learning • Making sure that the child is dressed appropriately for school in line with the School's Uniform policy • Supporting their child in adhering to the school's behaviour policy • Informing the school of any changes in circumstances that may affect their child's behaviour • Being a good role model for their child on and around the school premises • Discussing any concerns regarding their own child with the class teacher promptly and respectfully • Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child) • Getting to know the school's behaviour policy and reinforce it at home where appropriate

Pupils will be educated on the following in regard to the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for managing their behaviour, and the consequences they will face if they breach the behaviour policy

- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Values and Beliefs and the Rights Respecting Culture

At Wallsend Jubilee we value each person as a unique individual. It is our aim that everybody is the best they can be and reaches their true potential and therefore have very high expectations of behaviour.

We believe that people respond and can be the best they can be when their effort is recognised and when appropriate rewarded. We also believe that adults should model the behaviour they wish their pupils to aspire to. In other words, all adults will lead by example. Behaviour management should also be age appropriate. Everyone needs to be consistent in managing behaviour in accordance with this policy. This also promotes pupil well-being and helps to build self-esteem and an 'I can be the best I can be' attitude amongst all our children. We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of culture, race or gender. We aim to be actively involved in the learning of our children. Therefore, we provide a range of broad, creative and balanced learning opportunities, which adhere to the National Curriculum. We use constructive feedback and positive language to signal when a child's efforts are valued, which also avoids alienation and disaffection. We aim to develop self-efficacy and the ability to self-regulate the choices and decisions our children make. We aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners.

We aim to promote:

- Our beliefs and values
- Honesty
- Respect
- Punctuality
- Responsibility
- Resilience
- Compassion
- Risk taking
- Readiness
- Resourcefulness

This links in with our schools three core values:

- £ **To develop self efficacy of all learners**
- £ **To develop the skills of independent and collaborative learning**
- £ **To develop the emotional intelligence of all learners. To be able to make mistakes, examine mistakes and learn from them**

Also, the key British Values:

- Mutual respect and tolerance of those with different faiths and beliefs
- Democracy
- Rule of Law

Rights and Responsibilities at Wallsend Jubilee Primary School- Our Behaviour Curriculum.

During the establishment phase of behaviour management at the beginning of each new school year teachers will teach standards and expectations for behaviour and will explain everyone's role in achieving it. Teachers should spend time explaining and reinforcing positive behaviour and routines, so that pupils are really clear on what's expected from them

Classroom Management

Good Classroom management is essential as it positive pupil teacher relationships

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Prioritise the safety of all children by using peripheral vision, placing themselves in positions where all children can be seen at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with all pupils, which may include:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption
 - o Using positive reinforcement
 - o Addressing concerns regarding misbehaviour with children quietly, fairly and proportionately

Pupils who struggle the most with achieving consistently positive behaviour will need more support to meet our school's behaviour expectations. Staff can reinforce the behaviour curriculum in every interaction they have with pupils, by:

- Modelling what positive relationships look like, in their interactions with all members of the school community
- Acknowledging and praising behaviour that meets the expected standard

- Giving pupils clear reminders about what the consequences of their actions will be if they don't manage their behaviour
- Being clear and consistent in the use of sanctions
- Implementing a restorative approach to behaviour management, giving the pupils the opportunity to move on quickly.
- Celebrating successes regularly in accordance with the need of the the individual pupils
- Implementing additional strategies to support those with additional needs to navigate the school day

Praise and Rewards

Praise and Rewards - As a school we recognise that praise and rewards are key to making a child feel valued and ensuring their work will be valued and celebrated

- ∄ Praise can be immediate after the desired behaviour
- ∄ The way we give praise is varied
- ∄ Praise will be related to effort and going above and beyond the expected behaviour and behaviour for learning
- ∄ Stickers and certificates are visual ways of giving praise
- ∄ Communication of praise to parents
- ∄ On the spot praise from staff from evidential feedback. Staff will verbalise the positive behaviour observed.
- ∄ Stickers for exceptional effort, work or homework may also be given
- ∄ 'Being the best you can be' Headteacher award
- ∄ 'Star of the week' award from teachers
- ∄ Attendance and punctuality rewards

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

Immediate - immediately rewarded following good behaviour

Consistent - consistently rewarded to maintain behaviour

Achievable- keeping rewards achievable to maintain attention and motivation

Fair - making sure pupils are fairly rewarded

Unacceptable behaviour also causes negative consequences:

- Meetings with parents
- Exclusion from lunchtimes and playtimes
- Internal exclusion
- Fixed term suspension
- Permanent exclusion

Negative behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude

Definition of serious Unacceptable Behaviour

For the purposes of this policy, Wallsend Jubilee Primary School defines this as any behaviour which will cause harm to oneself or others, damage to the reputation of the school within the wider community, and or any illegal behaviour. This includes

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others or damage property
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Refusal to comply with disciplinary sanctions
- Cyberbullying
- Vexatious behaviour - deliberately accessing in a manner so to cause annoyance or irritation
- Fighting and aggression
- Theft
- Extreme behaviour such as violence or serious vandalism
- Any behaviour that seriously inhibits the learning of others

We use the pace approach at Wallsend Jubilee to support behaviour management for children who have suffered trauma who are in a state of dysregulation (Addition in January 2026)

The PACE approach (Playfulness, Acceptance, Curiosity, Empathy) is a therapeutic, trauma-informed model developed by Dr. Dan Hughes to build secure attachments in children. By responding with a light-hearted, non-judgmental, and understanding attitude rather than merely focusing on behavior, adults create safety, reduce defensiveness, and encourage regulation.

Key Components of PACE Behavior:

- [Playfulness](#) (P): Using a light-hearted, fun, and engaging tone to create a sense of joy and safety. It helps to de-escalate tension and makes children feel connected, similar to parent-infant interactions.
- [Acceptance](#) (A): Unconditionally accepting the feelings, thoughts, and inner struggles behind a child's behavior, even if the behavior itself is not acceptable. It involves validating their inner world without judgement.

- [Curiosity](#) (C): Wondering aloud about the meaning behind a child's behavior without judgment, such as using "I wonder if..." phrases. This helps children connect their actions to underlying emotions.
- [Empathy](#) (E): Feeling the child's distress with them and offering comfort to show they are not alone, demonstrating that the adult can handle their difficult emotions.

How PACE Impacts Behavior:

- **Reduces Defensiveness:** It focuses on connection over correction, lowering a child's need to defend themselves.
- **Builds Trust:** By feeling understood and safe, children are more likely to trust caregivers and adults.
- **Encourages Regulation:** It helps children manage intense emotions and behaviors by staying calm and offering co-regulation.
- **Provides Safety:** It allows children who have experienced trauma to feel secure and understood.

Wallsend Jubilee use the Nest approach for children who have ASD and Autism

The NEST framework (Nurturing, Empowering, Safe, and Trusted) is a comprehensive, whole-system approach for developing mental health and wellbeing services for children, young people, and their families in Wales.

- **Nurturing:** Emphasises care, protection, and cherishing of individuals.
- **Empowering:** Focuses on making people feel confident, in control of their lives, and ensuring their voices are heard.
- **Safe:** Prioritises physical, relational, and emotional safety, providing a secure base for individuals to express emotions and feel valued.
- **Trusted:** Built on reliability, truth, and ability, focusing on consistent, positive relationships with trusted adults.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. These include

- € Allow 'calm down time in a quiet area if not ready to engage
- € Presenting calmly and using an appropriate tone of voice
- € Use simple direct language
- € State reality - explain what the children are doing to lead to this interaction

- ⌘ Avoid being defensive
- ⌘ Provide the person with adequate personal space and not blocking child's escape route
- ⌘ Reassuring the pupils and creating an outcome goal
- ⌘ Identifying any points of agreement to build a rapport
- ⌘ Using positive language

Support for de escalation Processes

Each situation where a child is not managing their behaviour is dealt with in the same way , regardless of the individual, and the severity of the behaviour

1. We determine how receptive the child is to dialogue. We will only talk to a child when we feel the child is receptive to the conversation.
2. When we are ready to discuss the incident or concern, we outline the concern, 'state reality' quickly and clearly and give the child time to give an opportunity to respond
3. We begin the process of reflection and repair
4. We finish the conversation by asking if the child feels they have had the opportunity to give their point of view and do they feel they have had a fair hearing.
5. we finally administer the consequence or sanction which is fair and reasonable. Where the adult feels the sanction needs to be decided by someone more senior, the child is brought to that senior member of staff and given the opportunity to summarise the issue.
6. Decisions will be made of fair and reasonable sanctions

Behaviour Policy Breaches (Low Level)

For the purpose of this policy Wallsend Jubilee define low level behaviour breaches as:

- ⊄ Disruption in lessons, in corridors between lessons, and at breaktime and lunchtime
- ⊄ Non completion of classwork
- ⊄ Poor attitudes

The use of sanctions for unacceptable behaviour, should be characterised by certain features

- ⊄ It must be clear why the sanction is being applied
- ⊄ It must be made clear what changes in behaviour are required to avoid future sanctions
- ⊄ There should be a clear distinction between low and high level behaviours
- ⊄ It should be the behaviour that is challenged rather than the person
- ⊄ Group punishments should be avoided as they breed resentment

Low level behaviour	Strategies to support
Lack of concentration/focus on work Ignoring instructions/not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Running/being noisy on the corridor Getting out of seat Swinging on seat Tapping equipment on desk Unintentional physical hurting Inappropriate undirected language Refusal to work Refusal to follow instructions/co-operate Persistent invading of personal space Persistent lack of effort with presentation Deliberately provoking others Deliberate unkindness to others Persistent low level negative behaviour despite warnings	Strategies ≠ Non-verbal cues ≠ Further spoken request to modify behaviour ≠ Speak to pupils privately within classroom setting ≠ In class consequences will be put in place ≠ Restorative conversation outside of the classroom setting ≠ Consideration made to inform parents if these behaviours are occurring on a regular basis ≠ Cpoms entry ≠ Behaviour plan may need to be implemented two week cycle only to be used three times Approaches, for example: Use positive language I'm here for you. What would help you right now? Language of choice e.g. would you like me to help you or a friend to help you? When and then/ Now and next

Serious unacceptable Behaviour (High Level)

For the purposes of this policy, Wallsend Jubilee Primary School Defines this as any behaviour which will cause harm to oneself or others, damage to the reputation of the school within the wider community and or any illegal behaviour

Unacceptable behaviour can be addressed in the following ways

- ⌘ If the incidents occur on the school yard removal from the yard can be deemed necessary (see lunchtime section of the policy)
- ⌘ Internal suspension for a period of one day - Children will be supported by a SLT member for the day of the suspension
- ⌘ Fixed term suspensions - The head teacher will consider whether the pupil should be suspended for a fixed term, in line with the schools suspension and exclusion policy and will determine the length of the suspension
- ⌘ Meeting with parents
- ⌘ Although serious unacceptable does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to whether there are any undiagnosed learning that may be contributing to the pupils behaviour
- ⌘ Where a pupil has SMEH related difficulties, SEND support will be put in place if this is not already in place
- ⌘ Where SEND is not identified, but the head teacher determines that support is required for a pupil, an Early Help Assessment will be initiated to ensure that provision can be put in place
- ⌘ Permanent exclusion - in extreme circumstances

Serious Behaviour	Strategies for Managing Action to be taken
• Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn • Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy) • Physical violence or verbal aggression directed towards an adult or pupil • Use of object/weapons to hurt others or damage property • Serious/ continued bullying incidents • Vandalism leading to significant damage of school property and resources • Refusal to comply with disciplinary sanctions • Cyberbullying • Vexatious behaviour - deliberately acting in a manner so to cause irritation • Fighting and aggression • Theft • Extreme behaviour such as violence or serious vandalism	Instances of serious unacceptable behaviour are dealt with immediately. School will keep a record of all incidents ⌘ The incident is investigated/addressed by the class teacher or teaching assistant who will decide if it serious unacceptable behaviour ⌘ If deemed to be serious unacceptable behaviour, they will record the incident on CPOMs and the Head Teacher is alerted ⌘ All cases of serious unacceptable behaviour require the Head Teacher to inform the pupils parents and invite them in to discuss the incident

Any behaviour that seriously inhibits the learning of others	
--	--

Removal From the classroom (Addition in January 2026)

Removal from the classroom for continuous low level disturbances that affect the learning of the child and or the children in their class should be rare. This should only occur after all behaviour strategies have been implemented to rectify the behaviour. If this does occur the teacher will ensure the child is removed to a safe place where the child has supervision, this will be either with the Head teacher, deputy head teacher or other SLT if they are not available. The HT should be informed and the teacher should record the reasons why the child was removed in the relevant removal documentation. Parents should then be informed that evening of the removal and the reasons for that removal.

If the child needs to be removed for serious behaviour incidents - The Headteacher should be informed immediately (or their deputy) and they will come and remove the child from the classroom. A meeting with the parent will be arranged by the Head Teacher. This meeting will include the Headteacher, the teacher and the parent

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to external factors, or being likely to risk significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Inclusion

At Wallsend Jubilee we respond to the different talents and needs of all our children so that they can be the best that they can be. Reasonable adaptations should be made for children who struggle to manage their behaviour

Support Strategies that school will use to support Positive Behaviour Management

Behaviour Support Plans - See appendix 1

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. Our school we ensure that reasonable adjustments and supportive plans are put in place to help those who need it.
Behaviour support plans (BSP) – See high level low chart:

- Describe the behaviours

- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Risk Assessment

All plans are formally reviewed and updated every half term with the class teacher, SLT, SENCo and parents/carers. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents/carers are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and the completion of all records. The review will also discuss what the triggers were, and what might help in the future. Behaviour support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a short term support plan may be considered as part of a re-integration package.

A short term support plan will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion in conjunction with support from the local authority.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff.

Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.*

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children. Reasonable – ‘using no more force than is needed’:

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What will happen when reasonable force is use - See appendix 4

School will record what has happened including who witnessed it.

School will record the views of pupils involved.

Schools will ensure that staff have used force reasonably, proportionately and appropriately. School will ensure that parents/carers are informed.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

Playtimes/Lunchtime Rules:

Playtimes and lunch times are designed to be an enjoyable and positive experience where children can play, exercise and socialise.

Our playtime and lunchtime expectations rules, are shared with all and are designed to enable us all to:

- Have the right to feel safe
- Have the right to respect and dignity
- Have the right to learn
- Adults has the right to do their job

Lunch time

Lunch Hall Expectations

- ✗ Say please and thank you when making your meal choices
- ✗ Use your knife and fork to eat your meal
- ✗ Lunchtime is a social time so when you are talking to your friends use an inside speaking voice
- ✗ Respect people's personal space when lining up and eating
- ✗ Line up quietly in the hall whilst you are waiting to choose your meal
- ✗ Remove your outdoor clothing before you line up for dinner
- ✗ Always put your trays on the racks and your cutlery in the box when you have finished
- ✗ Leave the hall quietly and walk through school to your yard
- ✗ Listen for the whistle and look for the class card being held up to ensure you go for your lunch at the correct time and with your own class

Expectations whilst on the yard

- ✗ Use all the equipment in the appropriate way
- ✗ Use the designated areas when you are playing football
- ✗ Follow the rules of football
- ✗ Always ask to go to the toilet and use the toilets appropriately
- ✗ Follow all instructions from adults and respond to requests in a timely way
- ✗ Play appropriate games with your friends. This must not include any games when you grab onto others or use any physical force against another child

Sanctions

- £ The staff will always give you a rule reminder first. This might be non verbal or verbal
- £ If you continue to make poor choices the staff will speak to you to ensure that you are clear that this is not acceptable and you have to make changes to your behaviour choices
- £ If poor choices continue you will attend the restorative room for the remainder of the lunchtime
- £ Continued poor behaviour choices will result in you in the 20/20/20 scheme for a minimum of one week
- £ If poor behaviour choices continue this could lead to a short term suspension from lunchtimes

Further Information for Parents **Restorative Room**

Your child may be asked to attend the restorative room after a series of poor behaviour choices. This will be in a dedicated room in school and a member of the schools Senior Leadership Team will support children who are sent there. Once there, they will stay there for the remainder of the lunchtime firstly to discuss why they are there and further to this to discuss how they can moderate their behaviour with the support for the school staff

20/20/20 Lunchtime support

If school feels that all strategies that have been put in place to support the child in moderating their behaviour have been unsuccessful; we will implement the 20/20/20 approach. Your child would have their lunchtime split up into three 20 minute periods for a minimum of one week. It is always our aim to get the child back onto the yard as quickly as possible. They will get 20 minutes to eat their lunch, 20 minutes inside working on a specific target to get them back on the yard and 20 minutes outside playing

At this point a parent would be informed of our decision by email or telephone

Short Term Lunchtime suspensions

The school does reserve the right to use short term lunchtime suspensions for children who are not responding to the actions we have put in place to support them in moderating their behaviour.

At this point this suspension would be official and the Local Authority would be informed of the schools decision. It would be the parents/ceres responsibility to pick their child up at the beginning of the lunch break and return them back to school at the end of the lunch break.

Once the suspension is completed the child would carefully be integrated back on to the yard at lunchtimes

Reviewed: Autumn 2022 Next Review: Autumn 2023 Behaviour Policy: Approved by Wallsend Jubilee's Governing Body 3rd November 2022

Reviewed October 2024

Reviewed January 2026 DH

Approved by Governors November 2024

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Date: _____

Appendix 1: Behaviour Support Plan 1

Name				Date	
Targets: 1. 2. 3. Strategies for staff to use: 1. 2. 3. Strategies for child to use: 1. 2. 3.				Rationale: To set achievable targets to help improve behaviour choices and reduce negative behaviours (up to 3 targets). To celebrate the child's day in more detail and to spot the child's good behaviour choices more often. To ensure that all staff use the agreed strategies. To support the child to develop their own strategies of regulating their behaviour. To work in partnership with parents in supporting the child.	
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Coming into school					
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Afternoon Lesson 1					

Afternoon lesson 2					
Daily Achievements					
Targets achieved	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely	1 fully/mostly/rarely 2 fully/mostly/rarely 3 fully/mostly/rarely
Weekly Review					
People involved: Child Teacher SLT parent	Signatures and any comments				

Behaviour Support Plan 2 (This may be used in conjunction with BSP 1. BSP 1 is child friendly and may support the child day-to day)

Name		Year group
Date plan starts	Review date 1	Review date 2
How I like to spend my time and with who	What's important to me	What I like and what I don't like
Things that I find difficult		
Observed behaviours - What does it look like?		Triggers - Places - specific situations - people - activities - changes - Sensory issues
Targets - What are we working on?		
Early warning signs Stage 1		

What to look out for (e.g frowning, avoiding eye contact, clenched fists, waving arms, lower voice, talking to self, swearing, slamming things, stamping, making rude gestures, negative comments)	How to respond to prevent an incident (proactive strategies) <i>(ignoring swearing, distraction, a calming activity, breathing techniques, praise)</i> <i>There should be more proactive strategies than reactive</i>		
Escalation of behaviour Stage 2			
What to look out for (e.g verbal aggression, damage to property, throwing objects, hitting others)	How to respond and how do we diffuse the situation (reactive strategies) • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?		
Support after an incident How do you know the person is calming down (body language, facial expression, tone of voice etc) What should we do at this time?			
Log of incidents			
Date	Description of behaviour	Trigger for incident	Action taken
Evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.			

Appendix 2 – Reasonable force log

REASONABLE FORCE INCIDENT FORM

Names of pupil involved	
Date and time of incident	
Place where incident took place	
Name of authorised adult(s) involved	
Names of all witnesses, pupils and adults	
Signed witness statements	

Reason for the force being used	
Description of the way the incident developed	
Pupil's response	
Details of the outcomes of the incident including injuries, damage and agreed strategies to avoid reoccurrence	

Head/Deputy_____ date_____

Authorised staff_____ date_____

Authorised staff_____ date_____

Head/Deputy_____ date_____

Authorised staff_____ date_____

Appendix 6:

