THE HOWARD
Academy Trust

Behaviour and relationships Policy

1.

Applicable to:	All staff and pupils at the academy.
Dissemination:	The policy will be available to parents via the school website.
Training:	This will be part of staff professional development and available on request.
Review Frequency:	The policy will be reviewed annually. The policy will be reviewed earlier if needed in the light of new evidence, legislation, and guidance.
Agreement Author:	Caron Johnson – Director or Primary, Inclusion and SEND
Executive Policy Owner:	Kyle Taylor – Interim Chief Executive
Approval by:	THAT – Board of Directors
Approval Date:	September 2026
Next Review Date:	September 2027

2. Contents

1. Introduction 4
2. Aims and Objectives 4
3. Application of Policy 5
4. Roles and Responsibilities 6
5. Rewards 7
6. Sanctions 8
7. Pupils with special educational needs and/or disabilities 9
8. Investigating incidents 10
9. Search, seizure and confiscation 11
10. Mobile phones and electronic devices 11
11. Restrictive interventions including use of reasonable force 12
12. Bullying 12
13. Child-on-child abuse 13
14. Complaints 14
Annex – Rights and responsibilities of pupils and academy rules 15

1. Introduction

At our academy, we are committed to creating a culture of high expectations within a safe, inclusive and nurturing environment where every child feels valued, respected and able to thrive. We believe that positive behaviour grows from positive relationships, a strong sense of belonging and an environment in which children feel safe, understood and supported.

We recognise that behaviour is a form of communication and that all children want to succeed. When children experience difficulties in managing their emotions, behaviour or relationships, adults have a responsibility to seek to understand the underlying reasons and provide appropriate support. At the same time, we maintain clear boundaries and high expectations so that all pupils can learn and flourish in a calm, purposeful and supportive environment.

We believe that every interaction is an opportunity to teach, guide and strengthen positive behaviour. We believe that good behaviour, self-regulation and self-discipline enable effective learning and prepare children for life beyond school. We have high expectations for all pupils and are committed to removing barriers to participation, achievement and belonging so that every child can contribute positively to school life and achieve their full potential.

This policy should be read in conjunction with the Trust's SEND and Safeguarding and Child Protection Policies. It will be reviewed annually by the board of trustees.

2. Aims and Objectives

The aim of this policy is to create a calm, safe and inclusive environment where every child can learn, flourish and feel a strong sense of belonging. Through consistent expectations, positive relationships and high-quality support, we seek to develop confident, respectful and responsible learners who are equipped to succeed both within school and beyond.

We aim to:

- Promote positive relationships based on trust, respect and kindness, ensuring that every child feels safe, valued and supported.
- Maintain a calm, nurturing and purposeful learning environment in which all pupils can achieve their best and experience success.
- Develop pupils' ability to understand, manage and communicate their emotions in appropriate ways, supporting the growth of self-regulation and resilience.
- Help pupils to make positive choices, understand the impact of their actions on themselves and others, and take responsibility for their behaviour.
- Establish clear, consistent and age-appropriate expectations that enable all children to thrive within a structured and supportive environment.

- Foster mutual respect, empathy and cooperation between pupils, staff, families and the wider school community.
- Promote pupils' physical, emotional and psychological safety, helping them to understand how their behaviour contributes to a safe environment for everyone.

- Ensure that behaviour support is inclusive and responsive to individual needs, recognising that behaviour may be a form of communication and that some pupils require additional support, adjustments or intervention.

- Encourage pupils to develop confidence, independence and a positive attitude towards learning.

- Work in partnership with families to support pupils in developing the social, emotional and behavioural skills needed to become successful members of their school and wider community.

- Promote equity and inclusion by removing barriers to participation and ensuring that all pupils, including those with SEND and additional vulnerabilities, are able to access learning, develop positive relationships and experience a sense of belonging.

3. Application of Policy

This policy applies to all members of the academy community.

The academy's expectations for behaviour extend beyond the school gates where it is reasonable and appropriate to do so. We recognise that pupils represent themselves, their families and the academy within the wider community, and we work in partnership with families to promote positive behaviour both in and outside of school.
The academy may respond to behaviour that takes place outside of school where it has an impact on the safety, wellbeing or reputation of pupils, staff or the wider academy community. This includes, but is not limited to:

- Behaviour whilst travelling to or from school.
- Behaviour during educational visits, sporting events, residential visits and other academy-related activities.
- Behaviour in the local community where a pupil is identifiable as a member of the academy.
- Behaviour online, including the inappropriate use of social media, messaging platforms or other digital technologies.
- Incidents of bullying, discrimination, harassment or unsafe behaviour that occur outside school but affect pupils or staff within the academy.

When considering any response to behaviour that has occurred outside of school, leaders will take into account:

- The nature, context and seriousness of the incident.
- Whether pupils or staff have been placed at risk of harm.
- The impact on the wellbeing, safety or education of others.
- Whether the behaviour has affected the orderly running of the academy.
- The age, understanding and individual needs of the pupil, including any SEND or additional vulnerabilities.
- Whether additional support, intervention or safeguarding action is required.

The academy will always seek to respond fairly, proportionately and consistently, taking into account the individual circumstances of each incident. Wherever possible, our approach will

focus on repairing relationships, supporting pupils to learn from their mistakes and helping them make positive choices in the future, whilst maintaining high expectations for behaviour and conduct.

4. Roles and Responsibilities

The academy is a member of The Howard Academy Trust (THAT). All members of THAT are expected to follow this policy and treat one another with dignity, kindness, and respect. Roles, responsibilities, and expectations of each section of the Trust community are set out in detail below.

Board of Trustees

The trustees will work with the central team and each respective academy's senior leadership team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the behaviour policy and will hold the CEO and principals to account for its implementation. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions and behaviour at least every 2 years.

The Chief Executive Officer

The CEO will ensure that this behaviour policy is applied consistently. The CEO will report back to the trustees on educational outcomes, behaviour management, support strategies, and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

Local Governing Body

Local governors will monitor the implementation and impact of this policy through regular reports from the Principal. They will provide appropriate support and challenge, review behaviour, suspension and exclusion data, and ensure that behaviour systems are applied fairly and consistently. Particular attention will be given to patterns affecting specific pupil groups, including pupils with SEND and other vulnerable learners, to ensure that all children are supported to thrive in a safe, inclusive and positive school environment.

Principal

The Principal, supported by the senior leadership team, is responsible for ensuring the effective implementation of this policy and promoting a positive, safe and inclusive culture across the academy. They will ensure that staff receive appropriate guidance and training, that behaviour is managed consistently and fairly, and that support is in place for pupils who require additional intervention. The Principal will monitor behaviour patterns and trends, ensure that practice is inclusive and equitable, and provide guidance and support to staff in promoting positive behaviour and maintaining high expectations.

Role of Staff

All staff have a responsibility to promote positive behaviour and maintain a safe, calm and inclusive learning environment. Staff will:

- Model the respectful, kind and positive behaviours expected of pupils.
- Apply this policy fairly, consistently and proportionately, taking account of individual needs, including SEND and other vulnerabilities.
- Promote high expectations for behaviour, learning and attendance.
- Teach, reinforce and regularly revisit the academy's behaviour expectations.
- Use praise, encouragement and recognition to promote positive behaviour and celebrate success.
- Respond to inappropriate behaviour calmly and consistently, using de-escalation strategies wherever possible.
- Build positive relationships with pupils and families to support behaviour and wellbeing.
- Record and report behaviour concerns in line with academy procedures.
- Identify pupils who may require additional support and work with colleagues, families and external agencies to remove barriers and improve outcomes.
- Engage in professional development and training to continually strengthen behaviour and inclusion practice.

Parents and Carers

Parents and carers play a vital role in supporting their child's learning, wellbeing and behaviour. We ask parents and carers to:

- Work in partnership with the academy to support the expectations set out in this policy.
- Ensure their child attends school regularly, arrives on time and is ready to learn.
- Share any information that may affect their child's wellbeing, behaviour or learning.
- Engage positively with academy staff to support their child's progress and development.
- Attend meetings and discussions regarding their child's behaviour, wellbeing or learning whenever reasonably possible.
- Support learning at home, including reading, homework and other agreed activities.
- Follow academy procedures relating to attendance, medical needs and behaviour support.
- In the event of a suspension, work with the academy to support their child's successful reintegration into school.

Pupils

All pupils are expected to contribute positively to the life of the academy by demonstrating respect, kindness and responsibility in their actions and interactions with others.
These expectations are taught explicitly, regularly revisited and displayed throughout the academy to support pupils in making positive choices.

Pupils are encouraged to take pride in their behaviour, learning and achievements, and to demonstrate a positive attitude, high aspirations and respect for themselves, others and the learning environment.

5. Rewards and behaviour curriculum

The academy believes that positive behaviour should be recognised, encouraged and celebrated. By acknowledging and rewarding positive conduct, effort, resilience and achievement, we help to build pupils' confidence, strengthen motivation and reinforce the behaviours and values that contribute to a positive school culture.

Adults will actively seek opportunities to recognise and celebrate pupils who demonstrate the academy's values, make positive choices, show kindness and respect towards others, persevere with challenges and contribute positively to the school community. Recognition may take a variety of forms and will be used consistently across the academy to encourage every child to succeed.

The academy recognises that positive behaviour must be explicitly taught, modelled and practised. Pupils are not simply expected to know how to behave; they are taught the behaviours, routines and social skills that enable them to be successful members of the school community.

Expectations are taught through everyday interactions, class routines, assemblies, the curriculum and restorative conversations. Staff provide clear guidance, modelling and opportunities for practice so that pupils develop self-regulation, respect, responsibility and positive relationships.

Expectations are revisited regularly and adapted where necessary to meet the needs of individual pupils.

6. Responding to behaviour and providing support

When behaviour falls below the standards expected, our priority is always to maintain the safety and wellbeing of pupils and staff and to restore a calm, positive learning environment. Staff will seek to understand the reasons behind a child's behaviour and use supportive and restorative approaches to help pupils make positive choices and learn from their experiences.

Responses to behaviour will be fair, consistent and proportionate, taking into account the pupil's age, stage of development, individual circumstances, SEND and any other factors that may influence behaviour.

Where appropriate, staff will use de-escalation strategies, restorative conversations and reflection opportunities to support pupils in repairing relationships and understanding the impact of their actions on others.

A range of responses may be used, including:

- A reminder of expectations.
- Restorative conversations.
- Reflection time.

- An apology, where appropriate.
- Completion or improvement of work.
- Temporary loss of privileges.
- Time away from an activity to regulate and refocus.
- Communication with parents or carers.
- Targeted pastoral, behavioural or emotional support.
- Individual behaviour support plans or other tailored interventions.
- Suspension or permanent exclusion in exceptional circumstances and in line with statutory guidance.

The academy will work closely with parents, carers and, where appropriate, external agencies to identify underlying needs and provide effective support for pupils experiencing behavioural difficulties. Where behaviour raises safeguarding concerns, staff will follow the academy's safeguarding procedures.

Some behaviours are considered serious because they put individuals at risk of harm or significantly affect the safety, wellbeing or learning of others. These may include:

- Bullying, including online bullying.
- Discriminatory language or behaviour.
- Physical aggression.
- Deliberate damage to property.
- Theft.
- Possession of prohibited items.
- Harmful or inappropriate use of technology, including creating or sharing images without permission.
- Verbal abuse towards pupils or adults.
- Behaviour that places the safety of others at risk.
- Repeated behaviour that has not improved despite support and intervention.

Serious incidents will be addressed promptly and may result in more significant consequences, including suspension or, in the most exceptional circumstances, permanent exclusion. Throughout the process, the academy will seek to balance accountability with support, helping pupils to understand their behaviour, repair relationships and successfully reintegrate into the school community.

Removal from learning

In exceptional circumstances, a pupil may be asked to spend a short period of time away from their class to support the safety and wellbeing of others, to reduce significant disruption, or to enable the pupil to regulate and return ready to learn.

This will only be used when appropriate and proportionate to the circumstances. Wherever possible, other strategies will have been considered first, unless there is an immediate safety concern.

During any period away from the classroom, pupils will remain supervised and continue to receive appropriate educational provision. Staff will consider whether additional support, assessment or intervention is required to address any underlying needs.

Before returning to class, pupils will be supported to reflect on the incident, repair relationships where appropriate and agree strategies to help them succeed in the future.

Suspension and Permanent Exclusion

The academy is committed to inclusion and will seek to use a range of supportive and restorative approaches before considering suspension or exclusion.

However, there may be occasions where a suspension is necessary, for example where a pupil's behaviour has seriously compromised the safety, wellbeing or education of others, or where other interventions have not been successful.

Permanent exclusion will only be considered as a last resort in response to a serious breach, or persistent breaches, of this policy where allowing the pupil to remain in the academy would seriously affect the safety, welfare or education of others.

Any decision to suspend or permanently exclude a pupil will be made in accordance with the academy's Exclusions Policy and current statutory guidance.

7. Pupils with special educational needs and/or disabilities

The academy is committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), are supported to succeed and feel a strong sense of belonging within the school community.

We recognise that behaviour can sometimes be a form of communication and that difficulties with behaviour may indicate an unmet need or barrier to learning. Where concerns arise, staff will seek to understand the underlying causes and provide appropriate support whilst maintaining high expectations for all pupils.

The academy will fulfil its duties under the Equality Act 2010 and will make reasonable adjustments, where appropriate, to ensure that pupils with disabilities are not placed at a substantial disadvantage. Responses to behaviour will always take into account a pupil's individual circumstances, needs and level of understanding.

Where a pupil requires additional support, the academy may implement targeted strategies such as:

- Individual behaviour, pastoral or provision plans.
- Adaptations to routines, teaching approaches or the learning environment.
- Additional adult support and mentoring.
- Structured opportunities for emotional regulation and self-regulation.
- Partnership working with parents, carers and external professionals.
- Involvement of specialist services where appropriate.

The academy will, wherever possible, identify and reduce potential triggers that may lead to difficulties with behaviour. Staff will use their knowledge of individual pupils to put proactive support in place and will regularly review the effectiveness of any strategies used.

All staff will receive appropriate training and guidance to help them understand how SEND, trauma, attachment needs, mental health needs and other vulnerabilities may influence behaviour, enabling them to respond effectively, consistently and compassionately.

Further information can be found in the academy's SEND Policy and SEND Information Report.

8. Investigating incidents

Behaviour incidents will be investigated fairly, sensitively and in a manner appropriate to the age and understanding of the pupils involved. Initial enquiries may be undertaken by the class teacher or another member of staff, while more serious incidents may be investigated by senior leaders.

Pupils who have witnessed an incident may be asked to share their account of what happened, either verbally or in writing, depending on their age and stage of development. Staff will seek information through calm, open and non-leading questions and will ensure that pupils feel listened to and supported throughout the process.

Where available and appropriate, information from other sources, including witness accounts and CCTV footage, may be considered as part of an investigation in line with the Trust's CCTV Policy and data protection requirements.

When accounts of an incident differ, staff will gather all available information before reaching a judgement based on the balance of probabilities and their professional judgement.

The academy will always consider whether a behavioural incident may indicate a safeguarding concern, unmet need or vulnerability. Where appropriate, staff will follow safeguarding procedures and seek advice from relevant professionals or agencies.

In exceptional circumstances, where there are significant concerns about the safety or wellbeing of pupils or staff, a suspension may be considered whilst further enquiries are undertaken. Any such decision will be made in line with statutory guidance and the academy's Exclusions Policy.

9. Search, seizure and confiscation

The academy has a duty to safeguard pupils and maintain a safe learning environment. In exceptional circumstances, authorised staff may search a pupil, their possessions or school property where there are reasonable grounds to suspect that a prohibited or potentially harmful item may be present.

Any search will be carried out lawfully, respectfully and in accordance with current statutory guidance, taking account of the pupil's age, understanding, SEND and any additional needs. Where appropriate, parents or carers will be informed of the search and its outcome.

Staff may confiscate items that are unsafe, prohibited, disruptive to learning or in breach of academy rules. Confiscated items will be managed appropriately and in accordance with academy procedures.

Where electronic devices are confiscated, staff will act in line with safeguarding and data protection requirements. Any concerns relating to indecent images, online safety or potential criminal activity will be referred immediately to the Designated Safeguarding Lead and, where necessary, external agencies.

The academy may use screening procedures and undertake searches where permitted by law and where this is necessary to protect the safety and wellbeing of pupils, staff and visitors.

All searches, screening procedures and confiscations will be recorded and managed in accordance with statutory guidance and Trust procedures.

10. Mobile phones and electronic devices

Pupils should not bring mobile phones, smart watches or personal electronic devices into school unless prior permission has been given by the principal. Where devices are brought onto the school site, they must be handed to the school office or stored securely in accordance with academy procedures.

Any device used inappropriately, in breach of academy expectations or in a way that compromises the safety, wellbeing or privacy of others may be confiscated and managed in line with this policy.

The use of personal electronic devices to record, photograph or film pupils, staff or visitors without permission is not permitted and will be treated as a serious matter.

Where concerns relate to safeguarding, online safety or inappropriate content, the academy will respond in accordance with its Safeguarding and Child Protection Policy and relevant statutory guidance.

11. Restrictive interventions including use of reasonable force

The academy is committed to maintaining a safe environment for all pupils and staff. In rare circumstances, trained staff may need to use reasonable force to prevent a pupil from causing injury to themselves or others, damaging property, or seriously disrupting the good order of the school.

Any use of reasonable force or restrictive intervention will always be:

- Lawful, necessary and proportionate.
- Used for the shortest time possible.
- Applied in the best interests of the child and those around them.
- Considerate of the pupil's age, understanding, SEND and individual circumstances.
- Recorded and reported in accordance with academy procedures.

The academy places a strong emphasis on prevention, de-escalation and early intervention. Staff will seek to understand the reasons behind a pupil's behaviour and use a range of supportive strategies to reduce the likelihood of behaviours escalating to a point where physical intervention may be required.

Where pupils have identified additional needs, risk assessments, individual support plans and reasonable adjustments may be implemented to promote safety and minimise the need for restrictive interventions.

Parents or carers will be informed of any significant incident involving the use of reasonable force, restraint or seclusion, and appropriate support will be provided to pupils and staff following the incident.

All incidents involving restrictive interventions will be reviewed by academy leaders to ensure that practice remains safe, proportionate and consistent with the academy's commitment to inclusion, safeguarding and pupil wellbeing.

12. Bullying

The academy is committed to providing a safe, inclusive and respectful environment where all pupils can learn, develop and thrive. Bullying of any kind is unacceptable and will not be tolerated.

Bullying is defined as the repeated, intentional harming of an individual or group by another individual or group, where there is an imbalance of power. Bullying may be physical, verbal, emotional, discriminatory, online or indirect in nature.
The academy promotes a culture of kindness, respect and belonging. Through our curriculum, assemblies, positive relationships and daily interactions, pupils are taught how to build healthy relationships, celebrate differences and seek help when they have concerns.

Any allegation of bullying will be taken seriously and will be:
- Investigated promptly and sensitively.
- Recorded and monitored in line with academy procedures.
- Addressed in a way that supports and protects those affected.
- Used as an opportunity to help pupils understand the impact of their actions and repair relationships where appropriate.
- Followed by appropriate support, intervention and, where necessary, consequences.

The academy will work closely with pupils, parents and carers to prevent bullying and to ensure that concerns are resolved effectively.

Online Behaviour and Social Media
The academy recognises the positive role that technology can play in children's lives, but also acknowledges the risks associated with online activity and social media.

Behaviour online that causes harm to pupils, staff or the wider school community will be taken seriously, whether it takes place in or outside of school. Concerns relating to online bullying, inappropriate communication, the sharing of images or any other harmful online behaviour will be investigated and addressed in line with this policy, the academy's safeguarding procedures and relevant statutory guidance.

13. Child-on-child abuse

The academy is committed to maintaining a safe environment where all pupils feel protected, respected and valued. Sexual harassment, sexual violence and all forms of child-on-child abuse are unacceptable and will not be tolerated.

Any concerns, allegations or disclosures will be taken seriously and responded to promptly in accordance with the academy's Safeguarding and Child Protection Policy and current statutory guidance.

The academy will ensure that appropriate support is provided to all pupils involved and that any necessary safeguarding actions, risk assessments and protective measures are put in place. Where behaviour is found to have breached academy expectations, appropriate consequences and interventions will be implemented alongside support and education to prevent recurrence. Further information can be found in the academy's Safeguarding and Child Protection Policy.

14. Complaints

The academy values positive partnerships with parents and carers and is committed to addressing any concerns promptly, fairly and respectfully.

Any concerns regarding the application of this policy should, in the first instance, be discussed with the relevant member of staff or the principal. Where concerns cannot be resolved informally, complaints will be managed in accordance with The Howard Academy Trust's Complaints Policy.

Where a concern relates to a suspension or permanent exclusion, the academy will follow the statutory procedures and guidance relating to suspensions and exclusions.

15. Annex – Rights and responsibilities of pupils and academy rules

We Have the Right To...	We Have a Responsibility To...
Feel safe and valued.	Help keep ourselves and others safe.
Learn without disruption.	Be ready to learn and engage positively.
Be listened to and respected.	Show respect to others and their belongings.
Receive help and support when we need it.	Ask for help when we need it and accept support.
Be treated fairly.	Make positive choices and follow school expectations.
Have our achievements recognised and celebrated.	Always try our best and learn from our mistakes.
Be included and feel a sense of belonging.	Contribute positively to our school community.

At our academy we expect pupils to:

- Be kind, respectful and considerate to everyone.
- Respond positively to adult guidance and instructions.
- Be safe and help others to stay safe.
- Be ready to learn and try their best.
- Look after our school, equipment and environment.
- Use kind and appropriate language at all times.
- Show good manners and respect for others.
- Take responsibility for their actions and learn from mistakes.
- Walk calmly and sensibly around the school.
- Wear the correct uniform and take pride in their appearance.
- Attend school regularly, arrive on time and come prepared for learning.
- Seek help from a trusted adult if they are worried about themselves or someone else.

Items Not Permitted in School

To help keep everyone safe, pupils must not bring:

- Alcohol, tobacco products, vapes, cigarettes or illegal substances.
- Weapons or items that could be used to cause harm.
- Fireworks or other dangerous items.
- Inappropriate, offensive or illegal material.
- Mobile phones, smart watches or other electronic devices unless permitted by the school.
- Any item that may compromise the safety, wellbeing or learning of others.

Pupils should hand any prohibited item to a member of staff immediately if it is brought onto the school site by mistake.

16. APPENDIX 1: Subtle Visual Reminders Linked to the Zones of Regulation

1. Coloured Desk/Seat Marker (Small Token or Dot)

How it works:

Place a small coloured token, card, or dot on the child's desk when their behaviour dips below expectations.

- Green = ready to learn / on track
- Yellow = warning, time to think and regulate
- Blue = low energy / disengaged
- Red = too heightened, need to calm down

Zones link:

Each colour corresponds to a Zone of Regulation. This encourages students to reflect:

"What zone am I in right now? What can help me get back to green?"

2. Teacher Hand Signal + Visual Reminder on Board

How it works:

The teacher uses a subtle gesture (such as placing a hand on their chest) and points to a small Zones display on the wall or board. The child glances at the display and self-checks which zone they're in.

Zones link:

This reinforces internal control and helps the student recognize, "My teacher's reminding me to check my zone."

3. Individual Zone Card on Desk or Lanyard

How it works:

Each student has a small laminated card showing all four Zones colours and simple emojis or words (e.g., calm, worried, silly, angry). When behaviour slips, the teacher can lightly tap the card, prompting the student to reflect on their current zone.

Zones link:

Encourages metacognition—students begin to name and regulate their emotions and energy levels.

4. Soft Object Cue

How it works:

Give a small, discreet object (like a coloured pom-pom or silicone bracelet) that corresponds to the Zones colours. When handed or placed nearby, it's a signal to 'check in with your zone.'

Zones link:

Makes the cue sensory as well as visual—helpful for younger students or those with sensory needs.

5. Visual Reflection Spot

How it works:

If behaviour continues, the student moves a small name marker on a wall chart from Green to Yellow Zone—a quiet self-reflection rather than public shaming. They can later move back to Green once regulated.

Zones link:

Externalizes the regulation process, showing that Zones can change and students can return to Green through strategies.

Key Tips for Subtlety & Emotional Safety

- Avoid anything that singles out or embarrasses
- Always pair the cue with positive reinforcement when the student returns to the Green Zone.
- Teach the meaning of each visual beforehand so students see it as a tool, not a punishment.

Temple Mill PRIMARY SCHOOL

Give your best
Expect success

Our School Behaviour Promise

At Temple Mill, we want everyone to feel safe, happy, and ready to learn.

These are our school rules:

1 Be Ready



Bring what you need, listen carefully, and try your best.

2 Be Respectful



Be kind with your words and actions, look after property, and listen to others.

3 Be Safe



Walk calmly, use equipment properly, and keep hands and feet to yourself.

Rewards for Good Behaviour

- Smiles, praise and stickers.
- House points or class tokens.
- Certificates and celebration assemblies.
- Special jobs and responsibilities.
- Positive messages sent home.

If You Forget the Rules

- Get a reminder or warning.
- Move places or have time to think.
- Miss a few minutes of play to reflect.
- Finish work you didn't do.
- Spend time in another class or with a leader.
- If behaviour is serious, parents will be told and other steps may follow.

Everyone Matters

- Bullying is never ok – tell an adult if you're worried.
- We look after each other and use kind hands, kind feet, kind words.
- Adults will always listen and help you.

Together we can make our school a safe, happy place where everyone can learn and shine!