



## **Behaviour Policy (Including Restraint Policy and Anti-bullying)**

**Responsible:** Behaviour Lead (Mrs Sheath)

**Date:** September 2026

**Review Date:** September 2027

As a school founded on Christian values and worship, we seek to provide an environment for learning and care for each other in which all can fulfil their full potential under God.

*We inspire our community to pursue educational excellence, working in collaboration to flourish in everything we do.*

*Learning hand in hand with God, we can 'illuminate rather than merely shine', living life in all its fullness, and "above all, we clothe ourselves with love..."*

### **Contents**

- **Aims of Policy**
- **Rewards & Sanctions**
- **Dojo System**
- **Thinking Time/Detentions**
- **Disruption to Other Children's Learning**
- **Behaviour Report**
- **Exclusions**
- **The Use of Reasonable Force & Restraint**
- **Exclusions**
- **Adult Behaviour that Contravenes the Policy & Expectations**
- **Complaints**
- **Anti Bullying**
- **Cyber Bullying**
- **Mobile Phone Use**

### **Appendices**

- Dojo Chart
- Nojo Chart
- Nojo Chart UKS2
- Behaviour Flow Diagram
- Procedure for addressing an issue brought to you by a child or an adult
- Process of Action for Suspected Bullying
- Thinking Time Slip
- Detention Slip
- Master Thinking Time Letter KS1 or first incident KS2
- Master Detention Letter KS2
- Year 5 and 6 Detention Reflection
- Positive Handling Guidelines

At St Mark's we expect everyone to be:

Compassionate  
Thankful Kind  
Wise Humble  
Forgiving & Patient

Based on these core values, our policy is rooted in positive interactions with pupils with reconciliation and reflection applied consistently when our high standards of behaviour have not been met, to ensure that all pupils can learn and flourish to the best they can be.

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of adaptation will vary dependent on the needs of each case but we will take into account the views of parents, staff and external agencies together with any statement of special educational need or Education, Health and Care Plan. We will also ensure compliance with the Trust's equality policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010.

### **Aims**

The ultimate aim of this policy is to ensure that our children behave in a socially responsible way, respecting themselves and others.

Our aims are:

- To have clear expectations of all children, staff and parents.
- For everyone at St Marks to feel safe in school;
- To develop in our children a sense of self-responsibility;
- To promote equality;
- To accept that all forms of bullying, physical violence and retaliation are not acceptable under any circumstances;
- To maximise learning time;
- To enable regular attendance and punctuality;
- To empower all members of staff to secure appropriate behaviour;
- To secure a positive, proactive and reflective approach to behaviour management.

### **Achieving these aims**

- All staff understand and follow the code of conduct (school values) and behaviour policy.
- All staff use the code of conduct to encourage positive behaviour.
- All staff understand the levels of behaviour system.
- All staff enforce rewards and the level sanctions consistently.
- All staff show respect for other adults and children in school, modelling good behaviour to children.

- Our Values and our Vision will be displayed in shared areas around the school.
- Children will understand the code of conduct and level system.
- Parents will be made aware of the behaviour systems and support the school in enforcing them.
- All parents/carers will support the school in everything it does to promote good behaviour for learning and in everything it does to address bullying wherever it occurs. They will inform the school of any circumstances that might have an effect on the behaviour of their children and will always turn to the school to help resolve any inter family disputes before taking any other course of action.

St Mark's works closely with other agencies to help keep our children safe. These include the LADO (Local Authority Designated Officer) and the Youth Police Team. Any incidents of sexual or prejudicial behaviour are reported to the Trust.  
<https://forms.office.com/e/JmJsApxv2p>

## **Data Protection**

*As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.*

*All staff are aware of the principles of data protection and will not processes personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.*

## **Rewards & Sanctions**

### **Rewards for Good Behaviour**

- Verbal praise
- For positive behaviours, we use 'DOJOs'.
- DOJOs can also be awarded for displaying positive attitudes towards resolving negative situations.
- Headteacher awards.
- House awards acquired through Celebration Worship.
- Value certificates presented during Celebration Worship.
- Whole class rewards can be agreed with the Headteacher.

### **Sanctions Applied for Inappropriate Behaviour:**

Inappropriate behaviour sanctions are enforced when:

- taking part in any school-organised or school-related activity.
- it could adversely affect the reputation of the school, including making comments about the school online, which is at the Headteacher's discretion.

Where behaviour does not improve following sanctions an individual behaviour plan may be drawn up with the support of the Phase Leader.

### **DOJO System**

Class Dojo is a website (<https://www.classdojo.com/>) which records positive and negative behaviours. We use it across the school in all classes to reward good behaviour (Dojos) and record negative behaviour (Nojos). The behaviours, both positive and negative, are organised within the code of conduct six qualities (see appendix 1). Dojos and Nojos are given by staff in school.

5 Dojos = 1 house point

Reception/KS1 3 Nojos = break time reflection

Reception/KS1 5 Nojos = thinking time

KS2 – 2 Nojos = break time detention

KS2 4 Nojos = lunchtime detention

KS2 5 Nojos = lunch time detention and adjusted time table

There are negative behaviours which give an immediate score of -3, -4 or -5 because they are weighted. However, children can also get detentions from a combination score of Nojos.

These are reset at the end of each day although a permanent record of all the Dojos and Nojos are kept under reports on the website. This enables us to look at children's behaviour over time and look for patterns in negative behaviour of smaller incidents.

## **Thinking Time**

In EYFS/KS1, children will have Thinking Time during lunchtime if they have acquired 5 Nojos. This will include reflection time with a member of SLT and a discussion of our school values. It will generally be for a section of the lunch hour only. This will be logged on Arbor to allow behaviour to be monitored, and parents will be sent an electronic letter to inform them that Thinking Time has taken place. This allows staff and parents to support the child with their behaviour.

## **Breaktime Reflections/Detentions**

Break time reflections/detentions are issued by a member of staff for either a level 3 offence (EYFS/KS1), Level 2 (KS2) or a combination amount of Nojos amounting to a level 2/3. These are carried out in class by the class teacher and logged by the class teacher on Arbor. Parents will be informed by a dojo message or a conversation with the class teacher.

## **KS2 Detentions**

Lunch time Detentions are issued by a member of staff for either a level 4 offence or a combination amount of Nojos amounting to a level 4. These are carried out by SLT where the children will be encouraged to use this time to reflect and will be asked to write a letter of apology. Lunch time Detentions will be logged on Arbor and an electronic letter will be sent to the parent/carer to inform them a detention has taken place. This is also logged to the child's file. In KS2, this may be a Thinking Time, if the child has not previously incurred a lunchtime detention.

## **Disruption to other children's learning**

**In the event that a child's behaviour is disruptive in class, the class teacher should follow the following steps:**

- Follow the behaviour levels system/NOJO giving warnings or break or Thinking Time/lunch time detention as appropriate.
- If behaviour continues to be a problem to the extent that the learning of other pupils is endangered and the sanctions from the level system are not working then a member of SLT should be contacted.
- The class teacher should record the reason for the child being removed including the sanctions that were put in place first to show every effort has been made for this child to remain in the classroom learning. The child will be sent with work to do.
- SLT will remove the child and speak to them. They will use a restorative approach, discussing what went wrong and what they should have done. The child will work in a safe area that can be monitored by staff and will then be returned to class. The length of the time is at the discretion of SLT.
- SLT will record they have seen the child.
- Communication to parents about issues with a child's behaviour is the responsibility of the class teacher
- If this becomes a frequent occurrence, parents may be called in and an individual behaviour plan may be drawn up with the support of the SEN department.
- Class teacher and SLT will liaise with SEN department to ensure needs are being taken into account and opportunities for children to succeed are provided.

## **Behaviour Report**

Where behaviour is a persistent issue in class a class teacher can put a child on behaviour report. This means they communicate to the parent in writing issues that have occurred during the day. Parents are expected to initial entries to show they have seen and read them. This is to enable both parents and class teacher to support the child together. Where parents are signed up to the Dojo programme parents will get a daily report on their child's positive behaviour which could be used in the same way. This is recorded in the Behaviour File in class.

## **Exclusions**

St Mark's is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Suspensions and permanent exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, in the event that a child's behaviour falls significantly below expectations, suspensions and permanent exclusions may be used when other strategies and sanctions have not been effective.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England September 2022 published by the Department for Education

At this stage the Headteacher or Deputy will inform the parents both verbally and in writing to explain the reason for the exclusion. The Headteacher will also inform the parents of their right to appeal against this decision, if they wish, by writing to The Aquinas Trust. Guidelines of the appeals procedure are available from the school.

The specific disabilities of children with SEND are acknowledged when making these difficult decisions regarding exclusions.

## **Suspensions**

In all cases, the Headteacher gathers evidence and takes advice from colleagues who are working with the pupil. Suspending a pupil/student from school is a serious step to take. The Headteacher alone has the statutory power to suspend a pupil/student from school. Where the Headteacher is temporarily off-site or absent from school they must be consulted and have access to relevant evidence and information prior to the final decision being made. In the case of the Headteacher being absent for an extended period of time the Deputy Headteacher will have the power to suspend in place of the Headteacher.

The Headteacher will decide on the length of suspension in all cases. The length of the suspension will depend on a number of different factors which may include, but are not limited to, previous suspension record, severity of incident, risk to others and where and how the incident arose. Parents will be informed either by telephone, letter or email on the day the pupil/student is suspended. The pupil/student will be sent home with details of work to undertake in their suspension letter.

In exceptional circumstances, where further evidence comes to light, a further suspension can be issued or a permanent exclusion to take effect after the initial suspension ends.

## Permanent Exclusion

A decision to exclude a pupil permanently is a very serious one and therefore can only be taken by the Headteacher. It can be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed to secure improvement. Where a pupil is permanently excluded for a build-up of negative events, it is an acknowledgement by the Headteacher that the school has exhausted all support strategies and interventions for the pupil and that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

The decision to exclude permanently may also be taken by the Headteacher when there has been a one-off serious breach of the school's published Behaviour Policy and where the Headteacher believes that to allow the student to remain in school would seriously harm the educational welfare of the student or others in the school. Such a decision may be taken as a result of any serious incident of any of the offences listed below and includes assault towards a member of staff or student, fighting, bringing offensive weapons into school, and the use or distribution of controlled substances within the school and its immediate vicinity.

Incidents for which suspension or permanent exclusion will be considered, but are not limited to, include:

- Persistent low/mid-level disruption of the learning environment;
- Verbal abuse of adults and others;
- Verbal abuse to pupils;
- Physical abuse of/attack on adults and others;
- Physical abuse of/attack on pupils;
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Misuse of AI.
- Theft;
- Serious actual or threatened violence against another pupil or adult;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Unacceptable behaviour over time for which previous sanctions and other initiatives have not been successful in modifying the behaviour.
- Any other behaviour which may bring the name of the school into disrepute

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension or an exclusion is an appropriate sanction.

For extreme behaviour, the Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

## **The Use of Reasonable Force and Restraint**

'Reasonable in the circumstances' means using no more force than is needed. Force is usually used either to control or restrain where there is a risk to pupils' safety. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit and bought in services such as sports coaches.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Children with SEN will be considered in line with the SEN policy.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

## **Power to Search Pupils Without Consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Force cannot be used to search for items banned under the school rules

Training is planned and monitored by the Headteacher. All staff have access to training.

## **Communicating with Parents**

Serious incidents where reasonable force has been used will be reported to parents by phone call and in writing. If necessary, parents will be called in for a meeting. For complaints about the use of reasonable force parents should follow the complaints policy.

## **Adult Behaviour that Contravenes the Policy and Expectations**

Should a member of the school staff breach the professional code of practice, this will be dealt with by the Headteacher who will take and follow the advice of the LADO or Aquinas Trust Safeguarding Leaders.

If a parent/carer known to the school acts in a way that contravenes this policy then appropriate action will be taken starting with a request to comply. In a very serious case where the safety of the children and staff becomes an issue, this may lead to the police being called and the offender removed from the school premises.

Should any person not known to the school threaten its security then the police will be called immediately to safeguard the school.

## **Complaints**

If parents are not happy with the outcomes of behaviour management, the complaints procedure should be followed. Copies of this are available from the school office, or are downloadable from our website.

If children are not happy with the outcomes of behaviour management they can raise a complaint through their parents. They could also raise a general issue to the school council.

## Anti-bullying

We recognise that any form of bullying is very distressing for the victim and the victim's family. We therefore do all that we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Bullying will not be tolerated at St. Mark's and all reported incidents of bullying are taken very seriously and responded to promptly and effectively.

The academy acknowledges its responsibility to eliminate prejudicial behaviour including; racial, age, disability, gender or sexual orientation discrimination, harassment and victimization, and promote positive attitudes towards and between disabled persons, persons of different racial groups and genders, and sexual orientation. We aim to promote tolerance and challenge prejudicial discrimination, harassment or victimisation within the school community including that which may result from association with others or perceived characteristics of individuals, even if these characteristics are mistaken.

The academy follows the Church of England's guidance (2017) on challenging prejudicial behaviour including, homophobic, biphobic and transphobic bullying and promotes positive behaviour in relation to sexual orientation, as well as 'Valuing All God's Children' (2019).

Incidences of prejudicial behaviour, including racist, homophobic, biphobic and transphobic bullying, are reported to the Aquinas Church of England Education Trust as soon as possible.

### **What is Bullying?**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either emotionally or physically repeatedly over a period of time and results in pain and distress to the victim. Sometimes it is difficult for those being bullied to defend themselves.

Bullying can be:

- **Emotional** - being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence, taking belongings
- **Verbal** - name-calling, sarcasm, spreading rumours, nasty teasing, insulting, making offensive remarks including those about race, sex, religion, related to home circumstances, appearance, health conditions and special educational needs
- **Indirect** - spreading nasty tales about someone, excluding someone from an activity or game
- **Cyber** - All areas of the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Bullying is **not** two children having an argument/disagreement or falling out over something or a physical accident. **It is not a one-off incident.**

## Cyber-Bullying

There are many types of cyber-bullying. The ways in which adults and young people communicate online is changing rapidly - and therefore the types of cyber bullying are also changing rapidly.

At present, this is a list of common platforms where cyber bullying could take place:

Text messages that are threatening or cause discomfort.

Picture/Video – clips via mobile phone cameras – images including the misuse of AI, set to other to make the victim feel threatened or embarrassed.

Mobile phone calls – silent calls or abusive messages. Stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.

Emails – threatening or bullying emails, often sent using a pseudonym or somebody else's name.

Chat room bullying – menacing or upsetting responses to children or young people when they are in web based chat room.

Instant message (IM) – unpleasant messages sent while children contact real time conversations on line using Snapchat, WhatsApp, xbox live, Facebook messenger, ooVoo - although there are others.

Bullying via 'social networking' websites – such as Instagram, Facebook, X, YouTube – again there are others.

***Please note that the minimum age to open an account on nearly every social media platform is 13.***

The online learning platform chat functions have been limited and direct communication between pupils is not possible. Teaching staff use password protected zoom calls to communicate with the whole class and the chat function is disabled between pupils. Both online platforms are monitored closely by teaching staff and any form of cyber-bullying will be dealt with in line with our behaviour policy.

At St Mark's Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually and in line with the school's Behaviour Policy.

Under this policy an incident may result in:

- simple verbal warning
- parental discussion or involvement
- further sanctions in more serious cases.

The sanction will be decided by a member of the Senior Leadership Team and will be reflected by the severity of the incident.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe. Cyber-bullying, despite often occurring out-of-school, can lead to the victim becoming distressed for some time afterwards. This is why the school reserves the right to take action in these instances.

Isolated incidents of inappropriate use of Social Media may also lead to a child being sanctioned at school if a member of the Senior Leadership Team has deemed the incident appropriate for action.

## **Telling School/Reporting Incidents**

St Mark's is a 'Telling School' which means we all have a responsibility to report incidents of bullying that we see. The member of staff the incident is reported to will investigate the incident unless SLT is already involved or SLT decides it should be dealt with by them. The children involved will be interviewed separately and an incident form completed. We emphasise the importance of finding a positive solution to put a stop to any bullying listening to all sides equally. Any written reports by children should be attached to the form. Where an incidence of bullying is strongly suspected, the Anti-Bullying Process of Action will be followed and if a serious or long term situation is discovered, the issue should be referred to the phase leader or SLT.

## **Responses to Incidents**

Depending on the severity of the incident, a response may be one of the following:

- Talk with a teacher
- Level 3 Nojo Break time Reflection (KS1)
- Level 2 Nojo Break time detention (KS2)
- Level 5 Nojo Thinking Time (EYFS/KS1)
- Level 4 Nojo Lunchtime Detention (KS2)
- Level 5 Adjusted timetable (KS2)
- Suspension
- Permanent Exclusion

A member of SLT would decide on the response required and parents would be contacted.

## **Supporting Pupils**

Pupils will be informed of consequences where bullying has been identified. Class Teachers are responsible for supporting the pupils involved in the incident. This includes helping the victim, checking-in with them, using the Zones of Regulation to understand their emotional reactions, and monitoring their behaviour. This also includes helping the perpetrator to make good decisions and 'check-in' with them. If the class teacher has concerns about supporting a child in this situation they should contact the Family Liaison Worker who can work with children if necessary. Other members of staff including midday supervisors will be informed as necessary. It might be deemed appropriate by the class teacher to have a circle time to discuss a bullying issue, when this is carried out class teachers will be sensitive to the experiences of the pupils.

## **Informing/Supporting Parents**

Where an incidence of bullying has been identified and a consequence put in place parents of the victim and the perpetrator will be informed. Parents seeking support to help their children with incidents of bullying will be referred to the Family Liaison Worker who might put parents in touch with external agencies if necessary.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- is often in the blue 'Zones or Regulation'

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

### **If parents are concerned about a bullying issue**

Parents should approach the class teacher first by emailing [admin@st-marks.bromley.sch.uk](mailto:admin@st-marks.bromley.sch.uk). If this is not resolved they should next seek the Phase Leader. This would then be referred to the Head of Behaviour, Deputy Head and then the Headteacher.

### **Prevention and Helping Children to Talk About and Deal with Bullying**

At St Mark's, opportunities for the children to discuss bullying and relationships are found through the following means –

- Collective worship
- Class worship
- Direct teaching through PSHE
- Circle time
- Cooperative group work
- Half-termly Behaviour PowerPoints

We follow national guidelines for PSHE. Our scheme of work includes work on anti-bullying and gives children the opportunity to discuss strategies to deal with bullying. We actively encourage children to tell when others are being unkind to them. Children are aware of the steps which will be taken by staff if they report bullying. Care is taken to include SEN pupils in curriculum work about bullying in an appropriate way for their individual needs.

**MOBILE PHONE USE**

Phones are not permitted for use within the school grounds. Phones must be switched off before entering the school site and only turned back on after leaving the school site. Phones that are seen on the school site will be confiscated for one day in the first instance. Where a student has their mobile phone visible for a second time in a term, the phone will be confiscated for a week and returned to the parent only via the school office.

### **Other policies/information that inform this Behaviour Management Policy**

- Attendance and Punctuality Policy
- Safeguarding Policy
- Internet Safety Policy
- Special Education Needs (SEN) Policy
- House Point information for parents
- DfE Behaviour in Schools (Advice for headteachers and school staff) 2024
- Use of reasonable force - Advice for Headteacher, staff and governing bodies (July 2013)



Updated July 2026

## NOJO CHART EYFS AND KS1

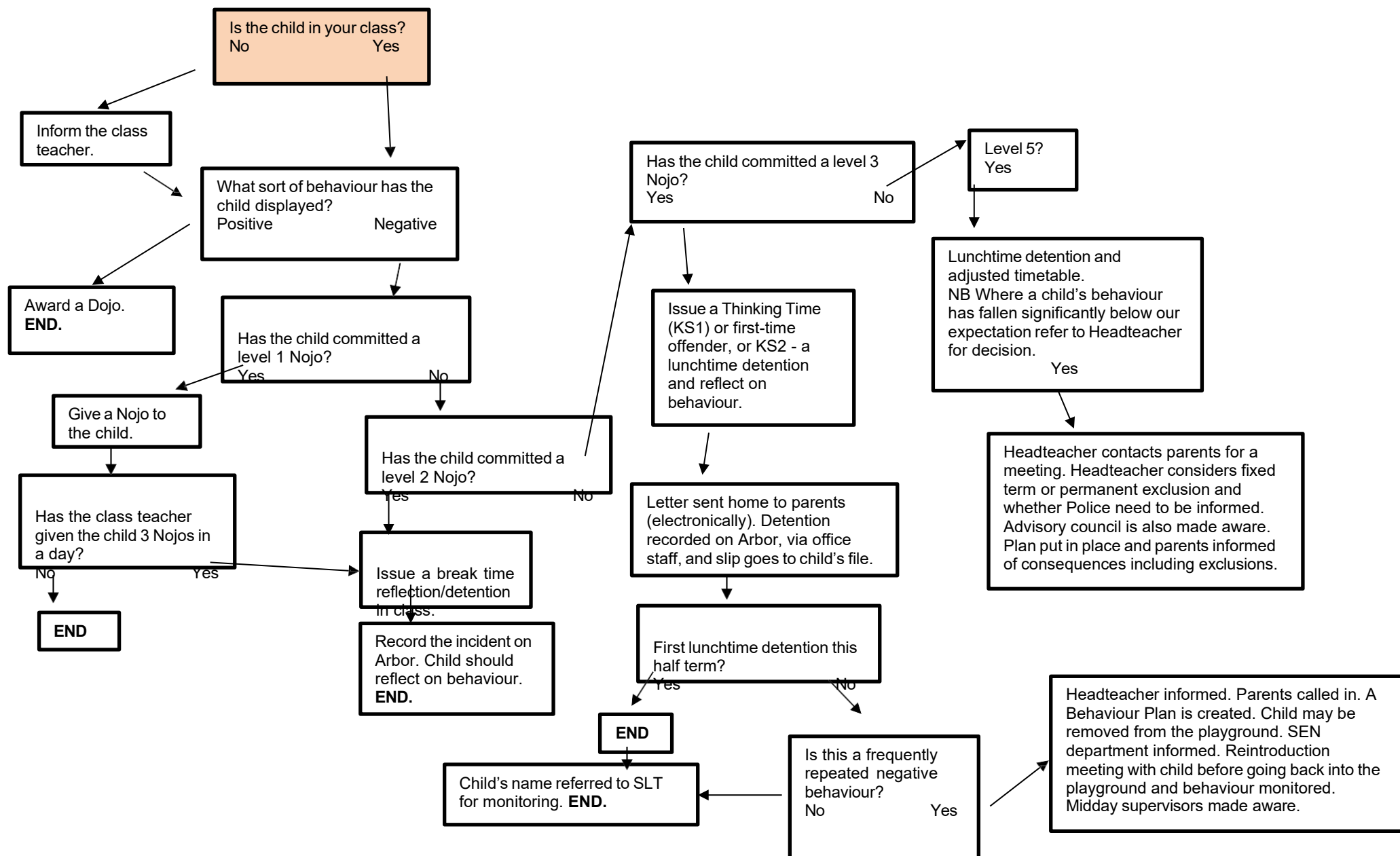
| Weighting and consequence                                                                                                                                                                        | Not Considerate<br>                                                                                                                                                                 | Not Polite<br>                                                                                                                      | Not Kind<br>                                             | Not Safe<br>                                                                                                              | Not Proud<br>                                        | Not Listening<br>                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| -1                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Leaving a Mess</li> <li>Unfocused during teaching and learning</li> <li>Distracting others</li> <li>Being in the wrong place on purpose</li> <li>Defying instructions.</li> <li>Not looking after school equipment</li> </ul> | <ul style="list-style-type: none"> <li>Being rude to others</li> <li>Talking during worship or whilst we should have been listening to others</li> <li>Pushing in the line</li> <li>Not waiting your turn</li> </ul> | <ul style="list-style-type: none"> <li>General inappropriate rough play</li> <li>Not including others</li> <li>Being a bystander</li> </ul> | <ul style="list-style-type: none"> <li>Inappropriate use of equipment and materials</li> <li>Not moving safely around the school.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Unprepared to Learn</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Talking when I have been asked not to</li> <li>Not following instructions</li> </ul> |
| -3<br><i>Or 3 of the above</i><br>Break time<br>Reflection                                                                                                                                       | <ul style="list-style-type: none"> <li>Defacing Property</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Not telling the truth</li> <li>Talking back to an adult</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Putting others down</li> <li>Saying hurtful words (one off)</li> <li>Pushing and shoving</li> </ul>  |                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Becoming involved in other people's business for the worse</li> </ul>                            |                                                                                                                             |
| Any level 5 incident could be referred to a member of our Senior Leadership Team to decide whether it falls significantly below our expectations and to consider the appropriate action to take. |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |                                                                                                                                             |                                                                                                                                                                                                              |                                                                                                                                         |                                                                                                                             |
| -5<br><i>Or 5 of the above</i><br>Lunchtime<br>Thinking Time<br><br>Letter home                                                                                                                  | <ul style="list-style-type: none"> <li>Stealing</li> <li>Deliberate damage to property</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Not telling the truth and accusing others</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Physical unkindness</li> <li>Repeated verbal unkindness</li> <li>Offensive language</li> </ul>       | <ul style="list-style-type: none"> <li>Incorrect use of the internet and other media devices</li> <li>Using equipment in a dangerous way</li> <li>Putting someone else in danger of being injured</li> </ul> | <ul style="list-style-type: none"> <li>Not upholding the school values during a school trip</li> <li>Inappropriate behaviour</li> </ul> |                                                                                                                             |

Updated July 2026

# NOJO CHART – KS2

| <b>Weighting and consequence</b>                                                                                                                                                                                                                                                              | <b>Not Considerate</b><br>                                                                                                                                                                                                             | <b>Not Polite</b><br>                                                                                                                             | <b>Not Kind</b><br>                                                                                               | <b>Not Safe</b><br>                                                                                              | <b>Not Proud</b><br>                                                                                                                | <b>Not Listening</b><br>                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| -2<br>• Break time Detention                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Persistently leaving a mess including lunchtime</li> <li>Persistently unfocused during teaching and learning time</li> <li>Distracting others</li> <li>Being in the wrong place on purpose</li> <li>Defying instructions.</li> <li>Not looking after school equipment</li> </ul> | <ul style="list-style-type: none"> <li>Not telling the truth</li> <li>Being rude to others</li> <li>Persistent talking during worship or when I should have been listening to others.</li> <li>Talking back to an adult</li> </ul> | <ul style="list-style-type: none"> <li>Putting others down</li> <li>Saying hurtful words (one off)</li> <li>Pushing and shoving</li> <li>Being a bystander and not helping another child.</li> </ul> | <ul style="list-style-type: none"> <li>Persistent misuse of equipment and materials</li> <li>Not moving safely around the school.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Becoming involved in other people's business for the worse</li> <li>Not handing in homework - Year 6 only</li> <li>Not having homework diary in school - Year 6 only</li> </ul> | <ul style="list-style-type: none"> <li>Persistent talking when asked not to</li> <li>Persistently not following instructions</li> </ul> |
| <b>Any level 2 could be referred to the Phase Leader to decide whether it falls significantly below our expectations and to consider the appropriate action to take.<br/>If children display persistent negative behaviour, parents may be contacted.</b>                                     |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                                                                                                     |                                                                                                                                                                                                                        |                                                                                                                                         |
| -4<br>Or 2 of the above<br>• Lunch time Detention<br>• Letter home                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Deliberate damage to property</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Not telling the truth and accusing others.</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>Physical unkindness</li> <li>Repeated verbal unkindness</li> <li>Offensive language</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Incorrect use of the internet and other media devices</li> <li>Using equipment in a dangerous way</li> <li>Use of mobile phone during school day.</li> </ul> | <ul style="list-style-type: none"> <li>Inappropriate behaviour</li> </ul>                                                                                                                                              |                                                                                                                                         |
| -5<br>• Lunch time Detention<br>• Adjusted timetable<br>• Letter home                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Stealing</li> </ul>                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Repeatedly saying hurtful words</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Putting someone else in danger of being injured</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Not upholding the school values during a school trip</li> </ul>                                                                                                                 |                                                                                                                                         |
| <b>Any level 4 or 5 incident could be referred to a member of the Senior Leadership Team to decide whether it falls significantly below our expectations and to consider the appropriate action to take.<br/>If children display persistent negative behaviour, parents may be contacted.</b> |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                                                                                                     |                                                                                                                                                                                                                        |                                                                                                                                         |

## Appendix 2 Behaviour Flow Diagram



## **Appendix 3**

### **Procedure for addressing an issue brought to you by a child or an adult**

#### **Stage 1: Recognition**

- Listen to child or parent
- TAs should report issues to class teacher
- Midday supervisors should discuss or email issues to class teacher
  - If parent respond explaining you have dealt with it
- Read email from member of staff and reply telling them you have dealt with it.

#### **Stage 2: Investigate**

- Speak to all children involved and record on incident forms, to be filed in Behaviour Folder.
- Let each child speak and the other children are not allowed to interrupt.

#### **Stage 3: Action**

- Decide on actions (Use Nojo chart – nojo, break time detention or lunch time detention) For clarification use flow diagram (appendix 2 of Behaviour Policy)
- If you deal with this child/children 3 times in a fortnight email behaviour and copy in phase leader, and plan a PSHE session to cover the issue raised. Session can be run by class teacher or TA.
- 

If this is sustained over a half term have a conversation with SLT to check whether this needs escalating. This will be logged by SLT.

## Appendix 4

### Process of Action for Suspected Bullying

- ☐ If bullying is suspected under the definition stated in the behaviour policy, the following process must be followed.
- ☐ Concerns from children must be taken by the adult of the child's choosing with the understanding that the class teacher will be informed. This information must be logged in writing and emailed to the class teacher.
- ☐ Concerns from adults must be reported in writing  
admin@st-marks.bromley.sch.uk
- ☐ The class teacher will contact the parents who had the initial concern.
- ☐ It must be made clear to parents what bullying is and they need to be informed that every case is treated individually with the needs, including the emotional wellbeing, of all children involved taken in to consideration.
- ☐ The class teacher will then contact the parents of all named children involved.
- ☐ A Behaviour Incident Consultation Meeting document must be completed and talked through with the parent of the named child who is being bullied.
- ☐ A copy of this document needs to be kept in the behaviour folder, photocopied and put on to the child's file and sent home via email with a read receipt.
- ☐ Any act of bullying will be monitored for up to 4 school weeks.
- ☐ Class Teacher's must raise any bullying incidents to the Behaviour Leader and all staff via email and in staff briefing.
- ☐ The Class Teacher must set up a Recording sheet in the Behaviour Folder in Teams.
- ☐ Any incidents, occurring during the monitored time frame, for the named children must be recorded in this file by the member of staff who witnessed the incident on the day. A follow up email must also be sent to the Class Teacher informing them that an incident has been logged.
- ☐ If an incident occurs, children involved must complete a written report done in the presence of the Class Teacher.
- ☐ All children involved will then be seen by a member of SLT and will to talk through the incident:
  - The children will take their written accounts with them
  - Each child will be given the chance to talk the incident through without interruption; the member of staff present may take notes.
  - Appropriate action will be taken in accordance with the Behaviour Policy with consideration taken towards individual needs.
  - This will be feedback to the Class Teacher and Behaviour Leader.

- ☐ Any sanctions that need to be given will be in accordance with the behaviour policy.
- ☐ Parents must be informed on the day of an incident by the class teacher. The parents will only be told information on a 'need to know basis' and are not required to know details of actions of other children involved (e.g. if there are separate circumstances or consequences for a child's actions, other parents are not to be informed of the details) in order to protect confidentiality.
- ☐ At the end of the monitoring time, a resolution meeting will take place between the class teacher and any vulnerable children. This will be followed up with written confirmation on the Behaviour Incident Consultation Meeting document.
- ☐ If during this process a child's name is repeatedly reported, then they must start the 4 week process of monitoring along with the parents being contacted to complete a Behaviour Incident Form.

**APPENDIX 5**  
**St Mark's CE Primary School**

**Class teacher to complete:**

Please select

|                          |                                                        |
|--------------------------|--------------------------------------------------------|
| <input type="checkbox"/> | Thinking Time Slip (EYFS/KS1 and first-time offenders) |
|--------------------------|--------------------------------------------------------|

|                |  |                     |  |
|----------------|--|---------------------|--|
| Name of Child: |  | Date:               |  |
| Class:         |  | Detention given by: |  |

Reason for detention (please tick all relevant, including what gave a score of 5 Nojos if it is a combination score):

|                          |                                      |                          |                                     |
|--------------------------|--------------------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Combination Nojos                    | <input type="checkbox"/> | Not Kind Level 4 Verbal ((EYFS/KS1) |
| <input type="checkbox"/> | Not Considerate Level 5 (EYFS/KS1)   | <input type="checkbox"/> | Not Polite Level 5 (EYFS/KS1)       |
| <input type="checkbox"/> | Not Kind Level 5 Verbal ((EYFS/KS1)  | <input type="checkbox"/> | Not Safe Level 5 (EYFS/KS1)         |
| <input type="checkbox"/> | Not Kind Level 5 Physical (EYFS/KS1) | <input type="checkbox"/> | Not Proud Level 5 (EYFS/KS1)        |

Comments

|  |
|--|
|  |
|--|

***Slip goes to Detention Folder***

---

**Detention Teacher to complete:**

|                           |  |       |  |
|---------------------------|--|-------|--|
| Detention carried out by: |  | Date: |  |
|---------------------------|--|-------|--|

|                          |                     |                          |                 |
|--------------------------|---------------------|--------------------------|-----------------|
| <input type="checkbox"/> | Reflection complete | <input type="checkbox"/> | Letter complete |
|--------------------------|---------------------|--------------------------|-----------------|

Additional notes if needed:

|  |
|--|
|  |
|--|

***Slip goes back into detention folder***

---

**Office to complete**

|                          |                                                                                                                                                                  |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Logged on Arbor                                                                                                                                                  |
| <input type="checkbox"/> | Letter sent electronically                                                                                                                                       |
| <input type="checkbox"/> | Office: Letter sent on day 1; copy attached to detention slip and kept in detention folder until detentions completed in full. Amend letter wording accordingly. |

**APPENDIX 6**  
**St Mark's CE Primary School**

**Class teacher to complete:**

Please select

|  |                                            |
|--|--------------------------------------------|
|  | Detention (KS2 unless first-time offender) |
|--|--------------------------------------------|

|                |  |                     |  |
|----------------|--|---------------------|--|
| Name of Child: |  | Date:               |  |
| Class:         |  | Detention given by: |  |

Reason for detention (please tick all relevant, including what gave a score of 5 Nojos (4 Nojos KS2) if it is a combination score):

|  |                                 |  |                          |
|--|---------------------------------|--|--------------------------|
|  | Combination Nojos               |  | Not Polite Level 4 (KS2) |
|  | Not Considerate Level 4 (KS2)   |  | Not Safe Level 4 (KS2)   |
|  | Not Considerate Level 5 (KS2)   |  | Not Safe Level 5 (KS2)   |
|  | Not Kind Level 4 physical (KS2) |  | Not Proud Level 4 (KS2)  |
|  | Not Kind Level 5 (KS2)          |  | Not Proud Level 5 (KS2)  |

UKS2 - Date/number of detentions:

|           |  |  |  |  |  |
|-----------|--|--|--|--|--|
| Date      |  |  |  |  |  |
| Completed |  |  |  |  |  |

Comments

|  |
|--|
|  |
|--|

**Slip goes to Detention Folder**

**Detention Teacher to complete:**

|                           |  |       |  |
|---------------------------|--|-------|--|
| Detention carried out by: |  | Date: |  |
|---------------------------|--|-------|--|

|  |                     |  |                 |
|--|---------------------|--|-----------------|
|  | Reflection complete |  | Letter complete |
|--|---------------------|--|-----------------|

Additional notes if needed:

|  |
|--|
|  |
|--|

***Slip goes back into detention folder***

**Office to complete**

|  |                                                                                                                                                                  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Logged on Arbor                                                                                                                                                  |
|  | Letter sent electronically                                                                                                                                       |
|  | Office: Letter sent on day 1; copy attached to detention slip and kept in detention folder until detentions completed in full. Amend letter wording accordingly. |

## **Appendix 7**

Master letter home KS1 (lunchtime detentions/thinking time)

DATE

NAME ADDRESS

Dear NAME

### **NAME/CLASS: Thinking Time**

NAME took part in Thinking Time at lunchtime today. The reason this time was given is because your child's behaviour fell below the school expectations and is stated below:

INSERT REASON.

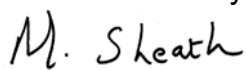
It is an important part of school policy to keep parents informed regarding their child's behaviour and it would be appreciated if you would talk to your child about this incident at home.

If you wish to find out more information about this incident, please speak to your child's class teacher, within 24 hours of receipt of this letter, as they will have the most information regarding it.

Further details regarding our Behaviour Policy can be found on our website.

Please can you acknowledge receipt of this email by replying to [behaviour@st-marks.bromley.sch.uk](mailto:behaviour@st-marks.bromley.sch.uk)

Yours sincerely



Mrs M Sheath  
**Behaviour Leader**

## **Appendix 8**

Master letter home KS2 (lunchtime detentions)

DATE

NAME ADDRESS

Dear NAME

### **NAME/CLASS: Lunchtime Detention**

NAME was given a lunchtime detention today. The reason stated on the Detention Slip was as follows:

INSERT REASON.

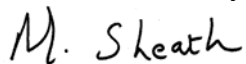
It is an important part of school policy to keep parents informed regarding their child's behaviour and it would be appreciated if you would talk to your child about this detention at home.

If you have any issues regarding this detention, please speak to your child's class teacher, within 24 hours of receipt of this letter, as they will have the most information regarding it. If you would like support dealing with your child's behaviour, you are welcome to contact our family liaison worker, Mrs Winfield.

Please be aware that if this type of behaviour continues, there will be further consequences for NAME. Further details regarding our Behaviour Policy can be found on our website.

Please can you acknowledge receipt of this email by replying to [behaviour@st-marks.bromley.sch.uk](mailto:behaviour@st-marks.bromley.sch.uk)

Yours sincerely



Mrs M Sheath  
**Behaviour Leader**

## Appendix 9

### Year 5 and 6 Detention Reflection

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The inappropriate behaviour I displayed was \_\_\_\_\_

When and why it happened: \_\_\_\_\_

I felt: \_\_\_\_\_

\_\_\_\_\_

I disrupted my class'/school's learning community by: \_\_\_\_\_

\_\_\_\_\_

I chose to ignore the following values of our school:

- Compassion
- Thankfulness
- Kindness
- Wisdom
- Humility
- Forgiveness
- Patience
- Love

Which value would have helped me to avoid the situation?

\_\_\_\_\_

\_\_\_\_\_

What I will do next time: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I need to apologise to these people for the following reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe what you will do to show good character from now on (think about our school values).

\_\_\_\_\_

\_\_\_\_\_

## Appendix 10

Make sure you take your own safety into account and only intervene when it is safe to do so

# **Positive Handling Guidelines**

**Is the child known to SEN or is there a medical situation you need to take into account?**

**SEN:** Follow advice from SEN for this child

**Medical:** Follow Care Plan

**Is there a risk of harm to others if this child continues to behave in this way?**

**YES:** If possible tell the child to stop THEN if necessary physically intervene (proportionate to the incident)

**YES Serious threat:** physically intervene (while telling them to stop) to prevent other children being injured (proportionate to the incident)

**NO:** Follow the Behaviour Policy NO physical contact needed.

**Is there a risk of harm to the child if they continue to behave in this way?**

**YES:** Tell the child to stop THEN if necessary physically intervene (proportionate to the incident)

**YES Serious threat:** Physically intervene (while telling them to stop) to prevent the child being injured (proportionate to the incident)

**NO:** Follow the Behaviour Policy NO physical contact needed.

Where physical intervention has occurred please **report it to the member of SLT in charge** and complete an **Incident Record**