Behaviour Policy and Procedures including
Statement of Behaviour Principles

(Approval delegated to Quality of Education Committee)

Revised and adopted by Governing Board:	Teaching & Learning Committee Spring 2017 Spring 2018, Spring 2019, Soring 2020, Spring 2021, Spring 2022, Autumn 2022
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Changes:	Spring 2021- COVID-19 amendment and formatting changes Spring 2022- removal of COVID-19 appendix and explicit reference to REAL wheel and learning super powers Addition of behaviour management system to policy Autumn 2022- rewriting of policy, bases on model policy form The Key and in line with new DFE guidance published July 2022 Autumn 2023 – update to link to exclusions guidance from DFE
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Safeguarding Duty	"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes." " All staff have a responsibility to provide a safe environment in which children can learn." (KCSIE January 2021)
UN Convention on the Rights of the Child 	Article 3- Best interests of the child Article 28- Right to education Article 29- Goals of education Article 31- Every child has the right to relax, play and take part in wide range of cultural activities

1. Aims

This policy aims to:

> Help all members of the community to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and ethos of the school

> Outline the expectations and rewards for positive behaviour choices, and the consequences for negative behaviour choices

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Our Behaviour Principles

> Our school ethos and behaviour curriculum is underpinned by three core principles:
> 1. Our REAL wheel values of **Responsibility, Enthusiasm, Aspiration** and **Leadership**

2. The Learning Super Powers of **adaptability, kindness, determination, self-control, independence** and **communication**

3. **The United Nations Convention of the Rights of the Child**

> Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination, harassment or bullying

> Staff, employees of outside agencies working in the school and volunteers set an excellent example to pupils at all times

> Rewards, sanctions and reasonable force are used consistently by staff, in line with this behaviour policy and the anti-bullying policy

> The behaviour policy is understood by pupils and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions and understand the impact their actions may have on others

> School works closely with families to discuss and understand any behaviour incidents to foster good relationships between the school and pupils' home life

3. Links to other policies and guidance

Anti-bullying Policy
Exclusions Policy
Safeguarding Policy
Equality Policy and Objectives
Care and Control Policy
Online Behaviour Policy

Searching, screening and confiscation: advice for schools 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Use of reasonable force in schools

4. Roles and Responsibilities

Local Governing Board:
- Reviewing and approving the Behaviour Policy and Procedures, including Statement of Principles
- Monitoring this policy's effectiveness and holding the headteacher to account for its implementation

The Headteacher:
- Writing and reviewing this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Ensuring that staff consistently implement this policy to ensure rewards and consequences are applied fairly to all groups of pupils.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Meeting regularly with the SLT to review behaviour log on CPOMS and address any issues arising.

All Staff:
- Creating a calm and safe environment for pupils, where the schools' expectations, routines, values and standards are communicated clearly in every interaction with pupils.
- Implementing the behaviour policy consistently and fairly.
- Modelling expected behaviour and positive relationships.
- Supporting all children to understand how to make a positive behaviour choice.
- Using empathetic language when communicating about behaviour with all children.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- As necessary, recording behaviour incidents promptly on CPOMS or reporting to a member of SLT.
- Communicating with parents and families in a sensitive manner any concerns regarding behaviour.

Parents and Carers:
   - Familiarising themselves with the school behaviour policy and reinforcing the principles at home where appropriate.
- informing the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any concerns regarding behaviour incidents with the class teacher, Assistant Head, SENDCo or Headteacher as appropriate.
- Engage with any pastoral work and work with external agencies as needed, in order to support their child.

Pupils:

Pupils will be directly taught the school behaviour curriculum in PSHE lessons, assemblies and circle time, as well as through all lessons and interactions around school. They will be aware that all pupils should follow and adhere to the expected behaviour standards around school. They should also be clear on the rewards they can earn and the consequences for making a poor choice.

They will ensure that:

> Behave in an orderly and self-controlled way

> Show **respect** to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school, demonstrating the 4Ss as appropriate (Sensible, Single File, Silent, Sense of Pride)

> Treat the school buildings and school property with **respect**

> Wear the correct uniform at all times

> Accept consequences when given and engage in a restorative conversation with a member of staff regarding their behaviour choice.

> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

5. Rewarding Positive Behaviour Choices

Our behaviour expectations are based on the **REAL Wheel**, **Learning Super Powers** and the **UNCRC**.
In class, posters display the expectation for every lesson:

FOCUS
ENGAGE
LEARN

Around school, posters display the expectation for moving around school and when working in shared spaces:

SILENT
SENSIBLE
SINGLE FILE
SENSE OF PRIDE

See appendix one.

Children can be rewarded for following our behaviour expectations consistently in a number of ways.See appendix two.

Staff should always reference the school's s behaviour expectations when they reward positive behaviour choices, so that it reinforces the school's behaviour curriculum.

6. Consequences for Making a Poor Behaviour Choice

Part one: Low Level Disruption

Every pupil is expected to uphold the school's behaviour expectations in order to maintain a calm, orderly, safe environment where everyone can feel safe, happy and ready to learn

Sometimes low level disruptions can occur and staff will ensure that pupils know that this cannot be tolerated in school. Most of the time, de-escalation techniques and a reminder to make a better choice can prevent any further disruption. However, staff will follow a three step process if a child continues to make negative choices:
1. Reminder of the **CHOICE** they could make
2. Give them a warning to change their behaviour – a **CHANCE** to improve
3. Issue a **CONSEQUENCE** of missed playtime

See appendix three.

Persistent low level disruption may lead to the pupil's parents being contacted and the Assistant Heads speaking with the pupil. If necessary, the pupil could be put onto a "Report Card" in order to monitor his/her behaviour over time to check their progress.

Pupils know that they can always speak to a member of staff to seek help or support if they are struggling with making appropriate behaviour choices. Staff will also actively seek to find out if there are any underlying issues/concerns affecting the pupil's ability to make positive choices.

Examples of low level poor choices (in lessons)
- Repeated talking in class
- Calling out or talking over the adult
- Disturbing/ distracting others from their right to learn
- Not settling to work promptly
- Not responding positively or first time to instructions/ requests
- Not clearing up equipment/ leaving an area untidy or dirty

Examples of low level poor choices (in the playground)
- Engaging in play fighting/physical play
- Climbing trees/pulling at branches
- Running through the activity area/football game/ skipping area (unsafe behaviour)
- Not responding positively or first time to instructions/ requests
- Hiding behind the sheds
- Not being inclusive to other children
- Using disrespectful language/ engaging in disrespectful interactions
- Any other behaviour which could be considered unsafe

Part two: Serious Incidents

Our school has a zero tolerance approach to the following serious incidents:

- Vandalism/ Destruction of property
- Sexual harassment and sexual violence
- Bullying
- Racism
- Homophobic language
- Swearing and abusive language/verbal aggression
- Physical aggression
- Inappropriate online behaviour, including cyber-bullying and any of the above serious incidents.

Any of these incidents would be dealt with by a senior member of staff, with Governors and the Local Authority informed as necessary.

All incidents would be dealt with in line with the policies listed at the start of this policy document, with appropriate consequences being issued for the perpetrator(s) and support given to the victim(s) and perpetrator(s) as needed.

See appendix four.

7. Responding to negative behaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When a child makes a poor behaviour choice, we will consider this in relation to a pupil's SEND, although we recognise that not every negative choice will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

As part of meeting our legal duties, our school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include movement breaks, special seating arrangements or a separate quiet space when there is sensory overload. These measures will be recorded on an access plan, SEND support plan or EHCP.