Behaviour Policy

"Be Ready, Be Respectful, Be Safe"

At Hester's Way Primary School, we are committed to creating a respectful, safe environment, where everyone is ready to learn, as well as having a positive attitude towards learning. Captain Positive is our behaviour superhero who shares our behaviour expectations to **"Be Ready, Be Respectful and Be Safe."** Everyone should be encouraged to and accept responsibility for their own behaviour and choices.

This policy has been written in line with the Governing Board's Behaviour Principles, the DfE Behaviour in Schools guidance, Gloucestershire County Council (GCC) and DfE Exclusion and Suspension guidance, as well as Safeguarding Policies. We take on board and consider stakeholder contributions.

As part of our school vision **"Aspire Believe, Care, Achieve"** the pupils need to learn how to behave well, be good citizens and learn about rules and laws for when they reach adulthood. This policy has links to Personal, Social, Citizenship, Health and Emotional Development (PSCHE), Spiritual, Moral, Social and Cultural Development (SMSC), British Fundamental Values (BFV) Curriculum and Behaviour for Learning. Our school values: Perseverance, Positive and Pride, support everyone in positive attitudes and mindset.

We aim to:

- Work together to ensure that everyone feels respected, happy and safe; everyone is treated equally and fairly.
- Mutually respectful relationships are built and promote positive self-esteem.
- Provide an orderly, safe, calm and caring learning environment, which provides a broad and balanced curriculum which is exciting, challenging and personalised.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Stakeholder voice informs change where needed.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children so that:

- Behaviour expectations are taught and learnt through the curriculum and positive intervention.
- Pupils have specific sessions to explain expectations at the start of a term, and when needed in class.
- Adults act as role models to demonstrate positive behaviours.
- Behaviour is the responsibility of ALL staff to ensure children adhere to these expectations at all times with a high priority to class teams to promote their pupil's behaviour as 'the best'.
- Uphold our high expectations of basic manners.

- Foster the belief that there are no 'bad or naughty' children, just 'wrong/negative choices'.
- Encourage children to recognise that they can and should make 'the right/good/positive' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.

Class Behaviour Charters

Teaching staff teams agree a Class Behaviour Charter that all children and teaching staff sign at the start of the academic year. This will set out what it means to **"Be Ready, Be Respectful, Be Safe".** Then teachers will routinely talk to pupils about the school expectations, celebrations, sanctions and behaviour policy, especially at the start of each short term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. All classes must display the behaviour expectations, a behaviour chart and celebrations. The children should be reminded of these regularly and be able to say and explain the expectations of **"Be Ready, Be Respectful, Be Safe".**

Pupil Responsibilities: We encourage children to have 'jobs', important roles and responsibilities in class including: Monitors, House School Captains and School Council Representatives. This promotes self-esteem, as well as our school values.

Our Behaviour Expectations	Visible Consistencies	Over and Above Recognition "Celebrations"
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily verbal welcome to school/class 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations by sharing the positives behaviours expected 4. Accompanying children around school and supporting transition 5. Praising in public, reminding in private 6. Consistent language	1. Recognition boards 2. Verbal praise 3. House points – Positivity&B4L 4. End of the day Captain Positive sticker 5. Raffle tickets 6. Notes home 7. Share work with others 8. SLT praise 9. HT certificates 10. Celebration assembly 11. Whole school marbles in jar; whole school behaviour reward 12. Class Celebrations

Non- negotiable behaviour expectations at HWPS

"Be Ready, Be Respectful, Be Safe"			
Moving around school/Assembly	**In the classroom**	**Wet play**	**Outdoor play**
Walk in and around school, quietly Orderly lines - agreed pupil line order where needed Walk on the left hand side in corridors and on stairs, where others are passing Adults lead at start/end of the line, to insist on positive transitions Pupils to hold the door for their peers, staff or visitors Quiet Voices; Adults will wait for quiet Assembly: Pupils and staff should enter and sit in the hall quietly	Teacher must not attempt to teach over children's voices; Wait for quiet; Share expectations when needed Quiet 'learning' voices Children know and understand helpful/unhelpful talk Children remain in class for teaching and learning session, unless permitted to leave Safety and respect regarded for all property and equipment, especially chairs Children may get a drink or use the toilet only when the teacher is not teaching; one at a time or when urgent Personal hygiene guidance followed including nasal station and cleaning hands, when needed Respect all people Carpet spaces for Talking Partners/Trios – mixed ability and split BESD where necessary **Sports:** Long hair to be tied up, only stud earrings (preferably taken out for PE day), older children put tape on their ears, all other jewellery removed, no nail varnish	Children always supervised by a member of staff – MDS, TA or class teacher Break kept within normal times to reduce disruption Children to be occupied with milk or water bottle and snack, reading, wet play activities; Teacher/TA can use Newsround or other online educational programmes Children to be sent to the toilet one or a few at a time before lessons resume, with supervision In case of medical emergency adults contact SLT/PST/admin by phone	Duty TAs are responsible for their class at break and lunchtime. Colleagues support each other in key stage play areas. Arrange replacement if on a trip. Classes/PST or SLT cover absences of colleagues. Class to always be supervised on the way out to play – particularly year 5 and 6 coming downstairs. Teacher is ready when bell/whistle goes to receive children walking into class, with the TA. Bell/whistle to be actioned on time according to the timetable; Children walk to their door to enter school rather than line up; Teacher in class Rec-Y4. Y5 and Y6 Teachers join TAs on playground to escort the children into school – can use different doors to enter school. Duty adult decides if play structure is safe or too wet; No children should hang upside down or climb on the top. Staff position themselves around the play area to closely monitor. No children to be left inside/outside unsupervised. First aid kit taken outside; Inhalers/ Epi-pen to be with children who need them urgently as per class list. Pupils do not re-enter the building for toilet etc unless it is urgent; Toilet times to be supervised before/after break by staff. If children need to stay in for any reason, they will be supervised. Rec MDS hand over to teaching staff about any playground issues that they have been dealt with. Pupils sit on the bench/stand by wall outside, briefly (5-10 mins max) if needing behaviour reflection time. Then return to play.

Members of staff who manage behaviour well:

- ✓ Deliberately and persistently catch children doing the right thing and praise them in front of others (Be mindful of those lacking self-esteem who may not like public praise!).
- ✓ Know their classes well and develop positive relationships with all children.
- ✓ Remain calm and keep their emotion for when it is most appreciated by children.
- ✓ Demonstrate unconditional care and compassion.
- ✓ Are organised, provide routine and are 'ready' to support children with strategies and intervention to learn.
- ✓ Relentlessly work to build mutually 'respectful' learning attitudes and environment.
- ✓ Use the curriculum, intervention, strategies, policies and practice to keep everyone 'safe'.
- ✓ Seek, listen and act on advice from colleagues, experts or advisers; and listen to the child.

Children want teachers to:

- ✓ Give them a 'fresh start' every lesson
- ✓ Help them to learn and feel confident
- ✓ Be just and fair
- ✓ Have a sense of humour

Behaviour Recognition Chart - **"Be Ready, Be Respectful, Be Safe"**

Gold	If pupils are being excellently behaved and trying their best to follow our school expectations, their names are moved up the chart to Gold during the day. If pupils are on Gold at the end of the school day, they receive a special Captain Positive sticker. There is no limit and children can be on Gold every day!
Silver	
Blue	
White	All pupil's start on white at the beginning of everyday. Staff have the discretion to decide who moves the names up and down the chart due to the pace of the lesson and the independence of the child or class.

Ending on 'Gold' but some negative behaviours in the school day

If a child has gone up the Behaviour Chart for a specific behaviour they should not be moved down because they have then not behaved. The class teacher should explain to the Parent/Carer that the child had shown some positive behaviours and moved to Gold (for example), however since or after that time they have displayed negative behaviour for which there has been a sanction.

We want our Parent/Carers to know and understand that we will celebrate positive behaviour and not take this away from the child but follow the Behaviour Pathway to address the negative behaviours.

BEHAVIOUR PATHWAY

Reminder
Warning

Time in the Calm Area/Reflection Time:
Five minutes time in the calm area or reflection time in a quiet, safe place or seated area, provided in every class, for the child to use for reflection or taking time to regulate their emotions. All classes have 'calm areas'. Sensory aids available (adults to remind and be aware of safe use). For older pupils or when behaviour persists or teachers assess the need, children may sit just outside the classroom. We aim to take the 'shame' out of reflection time, this is a strategy for children to be able to regulate their emotions, when needed.

All adults to leave the pupil to allow time for them to calm down and reflect.

All adults explain that the child will be left to calm down and ask pupil to say when they are ready to talk.

Timer set and after 5 minutes (or identified time in Reception/KS1/SEND 1-5 minutes for the needs of the child), if the child has not responded that they are ready, then the adult asks the child to return to learning activity.

If needing support after this time, with dysregulation, class teaching staff support the child by talking through their emotions, behaviour and next step. If support is still needed then seek PST support for dysregulation and SLT for extreme behaviours.

Follow up/Reparative Conversation:
Teacher or TA dealing with behaviour talk to the child at the time, or after the incident but when the child is ready to listen and engage. All staff to use the restorative debrief booklet. We use a widget/pictoral copy to work through their behaviour and emotions with children.

Staff Teams must work together to manage behaviour in their classes:
Teacher or TA may have to take a child out of class for a period of time, for distraction, conversation or to work elsewhere.

Conversation around positive behaviours seen previously and the expected behaviours to take place in the future.

Behaviour to be noted and parent informed the same day of the behaviour, by the teacher in charge of the class at the time of the incident, including action taken to correct behaviours.

If a member of PST is called to support a child with dysregulated behaviour, the SENDCo and SLT in charge will be informed. The SENDCo will work with Pastoral Support Team (PST) to enable the child to regulate and then identify any next steps in the child's provision or Graduated Pathway.

If the child's behaviours continue or they do not calm down or re-adjust their behaviour the member of SLT in charge should be informed and suggest next steps.

This may be due to the teaching staff exhausting positive praise, choices and sanction.

The person who has noticed, and dealt with the child's behaviours, should deal with the incident to ensure that the child knows and understands their expectations. The child will also know that the member of staff is following the Behaviour Policy and will speak to the child's parent, that day.

When a child goes to Pastoral Support or to a member of SLT. They will be given the opportunity to calm down, discuss the incident, behaviours and emotions and then complete work. When the

child returns from PST and they are ready to listen and learn, the teacher should then speak privately to the child about the desired, expected behaviours and learning intention. The child will be welcomed into class and praised when positive behaviours are seen.

If a member of the Senior Leadership Team is called, this will be for extreme or continued non-compliance. The child is usually dysregulated at this point and there may be need for both PST and SLT to be involved, especially where there are more than one child involved or safety measures need to be considered.

This practise enables class teaching and learning to continue without disruption. There will be the need for reparative conversations which may include sanctions, depending on the behaviour and/or direct work through intervention to support the child's needs. A restorative/reintegration approach to prevent further incidents will take place before the child returns to class. If the child has a Behaviour Support Plan, Risk Assessment and My Plan, a meeting will take place with teaching staff, SENDCo, PST and HT to discuss further action and parent/carers informed.

HT/SLT in charge called where suspension/exclusion is potentially required.

Communication with Parent/Carers:

- Teachers will speak to parents/carers about any behaviours that include a child leaving the classroom, reflection time or Pastoral Support intervention at the time.

- PST will speak to parents/carers when direct work or intervention is agreed. They can speak to the parent/carer with the teacher to provide a school overview of incident, action, direct work and outcomes.

- SENDCo will speak to the parents/carers when there is a recurring pattern of behaviour, SEND needs and need to inform of next steps in provision or Graduated Pathway. Where possible they will do this with the teacher. If PST intervention is required the PST staff member should also be present.

- HT/SLT speaks to parent, when behaviours are extreme and there is risk of or has been suspension/exclusion.

Extreme Behaviours

Parents/Carers may be phoned at the time of the incident, in an attempt to prevent suspension or exclusion - *SLT may ask for the parent/carer to talk to the child on loud speaker phone in the Pod or confidential area in school.*

Parents called to school - *This will be for urgent behaviour cases.* The member of SLT dealing with the incident may not be able to speak directly to the parent/carer at this time. If and when school call during these extreme incidents it is due to a high risk of suspension or exclusion. The parents/carers support is needed at this time. The parent will be called after school to share the incident and/or next steps.

Internal Exclusion/Seclusion - *This will be for extreme behaviour where the safety of pupils and staff must be considered.*

Suspension and Exclusion - *Follow Government/Local Authority guidance.*

Reintegration meeting to take place following suspension with the child, parent and head teacher. Where possible the teacher will also attend. For Suspension, Reintegration, Exclusion - See more information below.

Behaviour and Agreed Adult Language - "Be Ready, Be Respectful, Be Safe"

Stepped Boundaries – Gentle Approach, discrete near child, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you are choosing to…(**noticed behaviour**). It is **your choice** to do the right thing. This is a **REMINDER** that we need to be (Ready, Respectful, Safe). Thank you for listening. Example - 'I notice that you're running. Please walk to 'be safe' in school. Thank you for listening.' If running fast 'Walk please', then talk.
2. WARNING	I noticed you chose to …… (**noticed behaviour**) e.g. not **make the right choice**, continue to… or not follow the school rule. This is a **WARNING** because it is second time I have spoken to you. You can choose, either … (work, sit properly o your chair) or (work at another table/have time in/finish your work at break) (learner's name). Reminder of previously seen good behaviours: Do you remember when you …… (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation. Example - 'I have noticed you are not ready to do your work. Please follow the rule 'be ready'. You can choose to… or …… Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME IN	I noticed **you chose** to …… (**noticed behaviour**) You need to……(Go to another table/calm area/safe space or in seated area/finish your work/speak with me at break etc) Playground: You need to ……(Stand by other staff member/Me /Sit on the picnic bench/Stand by the wall etc) I will speak to you in xx minutes. Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen reflection time and need to sit in quiet area. Let me know when you are ready to talk. Thank you for listening.' *DO NOT describe child's behaviour to another adult in front of the child and give them time to regulate emotions*
4. FOLLOW UP – REPAIR & RESTORE (After reflective/calm time at break /lunch)	• Leave the child and do not talk to them – give them time to calm down • Ensure that the child is ready to listen/talk – are you ready to talk? Tell me when you are ready to talk. • What happened? (Neutral, dispassionate language.) • How did you feel at the time? • How do you feel now? • How did this make other people feel? • Who has been affected (include emotions and learning)? • What should we do to put things right? • How can we do things differently?
*Remember it's not the severity of a sanction, it's the certainty that this follow up will take place that is important. We are teaching our pupil's how to behave or addressing any additional needs.	

Reflection Time and Follow Up Conversations

Reflection Time and Follow Up conversations *should:*

1. Enable the child to calm down, reflect on what they have done, think about the effects of their behaviour and how they could have acted differently.
2. Adults support this process when the child is not able to through developmental or SEND need.
3. Make it clear that unacceptable behaviour affects others and is taken seriously.
4. Do not apply to a whole group for the activities of individuals.

5. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
6. Following or during 'Time in' or reflection time, the child should be taught to reflect on their behaviour, when they are ready to, and learn how to address this and change their future behaviour.
7. Staff expect to see a change in the child's behaviour and will immediately seek to praise positive behaviours seen; an apology will not be expected but may come at the time or later when the child recognises the impact of their behaviour.

'Time in', Reflection Time and any further support is in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable. Any adult support should address this, not being made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect (compared to the unwanted behaviour)
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language Around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. "We understand that you were angry, frustrated…" (Recognise and help the child to identify their feeling to then work on how to react or behave next time).

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group.

Incidents are logged and parents/carers and other members of staff informed, on a need to know basis. It is important that what has been actioned as a consequence is recorded too.

Extreme Behaviours

Some children exhibit particular behaviours based on SEND, early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child and may call upon they to distract and defuse an escalation in behaviour. These children will have bespoke 'Behaviour Plans'.

When dealing with an episode of extreme behaviour, the class may need to be taken elsewhere and SENDCo and/or SLT should be called and informed. The incident will then be dealt with accordingly. This may sit outside of the usual behaviour policy processes. A 'Risk Assessment' will be needed for repeated extreme behaviours.

Government Aims

The Department for Education stated in July 2011 that:
The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- *all pupils to show respect and courtesy towards teachers and other staff and towards each other;*
- *parents to encourage their children to show respect and support the school's authority to discipline its pupils;*
- *head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;*
- *governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;*
- *that every teacher will be good at managing and improving children's behaviour.*

Ensuring Good Behaviour in Schools DfE-00059-2011

Who is Responsible?

The Governing Board is responsible for the main principles of the policy. Hester's Way Primary School Behaviour Policy should be published annually for staff, parents and children, by the Head Teacher, who is also responsible for developing the policy. The Head Teacher is responsible for suspending pupils for a fixed term period or excluding permanently. The Chair of Governors and Local Authority Exclusions Department will be informed of any suspensions or exclusions. An anonymised overview of suspensions, exclusions and actions will be shared with the Safeguarding Governor and fed into the Full Governing Board Meeting. Teachers, teaching assistants and paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who don't follow the behaviour expectations or who fail to follow a reasonable instruction, according to the school' s behaviour policy. Parents are responsible for supporting the school's behaviour policy and will also follow the Home/School Agreement, containing the school/class rules and their responsibilities.

Who deals with unacceptable behaviour?

The adult responsible should deal with the inappropriate behaviour at the time. If they feel they are unable to do this, they should contact a colleague e.g. Teacher or TA, member of staff with positive relationship with the child. If the child is becoming very upset with the responsible adult, consider using another class adult to calm the child down. This can be effective as the 2nd adult has not been part of the conflict and will provide the child with a fresh face that has not been part of the incident. If the behaviour is at a higher level, PST should be asked for support when there is dysregulation, SENDCO informed for those with SEND and then SLT for extreme behaviours.

Behaviour Plans and Risk Assessments:

Certain children who exhibit more challenging or distressed behaviour will require an individual Behaviour Plan and Risk Assessment to be actioned. This should be completed by the class teacher and SENDCO, then shared with any other adults who need to know, including the Head Teacher. Teachers and Parents/Carers will need to sign this form, acknowledging the steps to prevent or distract, following a confidential meeting where the risk assessment is explained to parents/carers. Also, Behaviour Plans will be set up and agreed by children and parents. The next steps of the Graduate Pathway must also be considered and shared at this time.

Child on Child Abuse:

Child on Child (Peer on Peer) abuse will not be tolerated at school and any incidents will be taken seriously. This includes between siblings and family members. Teaching staff will explain expectations around 'touch', in terms of positive play and that any negative and unwanted behaviours will be dealt with through our Behaviour Policy. This is to prevent any escalation of abusive behaviours, so that children learn and know how to "Be Safe" and "Be Respectful", in treating others with respect.

Bullying, including Cyber-bullying, Prejudice-based and Discriminatory Bullying:

We take this issue very seriously in our school; therefore, we have established a separate set of guidelines/policy for Anti-Bullying and Hate which form part of this overall set of guidelines. The PSCHE curriculum and whole school assemblies tackle these subject areas including Cyber-bullying. All staff are trained in E-Safety, a policy is in place and children are taught through the PSHE Curriculum. We have positive links with our PCSOs/PC Beat Officer who come into school to teach the children and relate this to how they should follow rules and the law in adulthood.

Racial Abuse:

The school will take any form of racial abuse as a very serious incident and it will be dealt with accordingly. If a serious level of racial abuse is overheard by an adult, the child will be spoken to about the use of language and may be excluded depending on their age, understanding and intention of the language. Racial abuse and Hate incidents will be reported as required to external agencies.

Safeguarding:

We will be aware of pupil behaviour and the impact this may have on children who are on Child Protection Plans with regards to sanctions and the possible outcomes of such sanctions outlined in this document. Behaviours will be shared with other professionals where there are safeguarding issues and concerns. This policy will be used in conjunction with other Safeguarding Policies.

Positive Handling and Physical Restraint:

Physical restraint should only be used as a very last resort in circumstances where a child, children or adult are in danger from harm. At this level, please contact the Head Teacher or SLT.

Use of Reasonable Force:
According to the Government: *All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.* DfE-00059-2011

At Hester's Way Primary School, the above should only take place in extreme circumstances. The Head Teacher, a member of the Senior Leadership Team or another member of teaching staff must be contacted to remove a child from a situation, when a child is threatening danger to themselves or others. If it is deemed necessary to keep other children and adults safe then the child may be removed. Alternatively, the class may need to leave the room to remain safe.

Use of Dangerous Substances and Materials:
It is totally unacceptable for any of these substances or materials to be used or brought into school (this list is not exhaustive):

- ✓ knives
- ✓ cigarettes and vaping materials
- ✓ any form of illegal drugs
- ✓ fireworks
- ✓ any form of weapon
- ✓ matches, ignition or flammables

If a pupil is found to have or used any of these materials, the Head teacher will follow the Local Authority guidance and we will take this very seriously. We may also contact the Police (PCSO/PC) to talk to the child and their parent/carer.

Additional Support, Suspensions and Exclusions

Where necessary the Teaching Staff, SENDCo and SLT will:

- Follow the SEND policy and procedures
- Follow Safeguarding policy and procedures
- Use a 'restorative approach'
- Use internal exclusion/seclusion to de-escalate and discuss behaviours with a view to improve outcomes
- Provide Pupil Support Plan (PSP) to plan for positive behaviour outcomes and provide a Team Around the Child
- Intervention by the Pupil Referral Service
- Consider a managed move to another school
- Suspension (Temporary 1 – 45 days or permanent)
- Seek advice where needed

The Head Teacher will notify the Chair of Governors of suspensions in school. Following receipt of repetitive and consistent behaviour concerns a Behaviour Plan, Risk Assessment and SENDCO involvement will take place.

An immediate suspension may be given by the Head Teacher for verbal, physical or mental abuse or incidents which the Head Teacher believes is excessive. At this point the Head Teacher will follow the latest GCC Exclusion Guidance (GCC School's Net & website) and the DfE's statutory 'Suspension and Permanent Exclusion' information. School suspensions and permanent exclusions - GOV.UK

Parents/Carers may also discuss any suspension and exclusion concerns with the school's Area Education Officer and Inclusion Team, who are employed by the Local Authority and can be contacted on 01452 425000.

Reintegration

When children return to school from suspension, it is important that they have time to reflect on their behaviours, now they are calm, and be supported in how these behaviours will be prevented from happening again, as well as what support will be put in place to help them with their identified needs. This may be a next step in the Graduated Pathway, resources in the classroom or school environment, or an intervention for example.

This meeting will be led by the Head teacher, both the child and parent will be present. The Class Teacher, SENDCo and/or Pastoral Support may be present for the meeting or part of the meeting. The information will be shared in a 'child friendly' way to ensure that the child knows and understands that these behaviours are not acceptable, as well as reassure them that staff will do their utmost to support their positive return to school.

Where possible pupil voice will be sought, at the time and/or after the incident to gain insight to the pupil's point of view as to why they behaved in that way. Alternatively, staff and parents will consider the child's needs to gain support through the Gradated Pathway. The pupil's response will inform the intervention or strategies needed for the child to learn and have positive behaviour and attitudes.

The intention is that the return to school will be positive with a 'fresh start' attitude. Both the parent, as primary educator and school work together with the child to support next steps to try and prevent further suspension, promote positive behaviour attitudes and learning experiences.

Depending on the age or need of the child, there may be a need for 'restorative' or behaviour related intervention to be put in place. There will be timescales put in place and a review meeting agreed.

The school work provided during a suspension must be returned to school, for marking and feedback.

The GCC and DfE suspension and exclusion guidance will be considered and used. The school will seek external agency advice where needed in order to provide positive outcomes and prevent further disruption to the child's and other's teaching and learning.

If improvements are not evidenced, there may be a need to seek Early Help, or have a Team Around the Child meeting, with school seeking advice from external agencies.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Head Teacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the Police will always be informed.

Staff and Governor Roles and Responsibilities

The Teaching, Head Teacher Standards and Governor Handbook, as well as job descriptions, lay out the fundamental roles and responsibilities of the school personnel. All staff and volunteers will sign to say that the have read and understood the Behaviour Policy, under the school's induction/annual checklist.

All Staff must:

- Develop positive working relationships with all pupils, parents and colleagues, in class and across the school.
- Take time to welcome children at the start of the day.
- Teaching Staff – to be at the door of their rooms at the start of each session.
- Regularly celebrate children whose efforts meet the expected or above and beyond expectations.
- Use positive praise, phone calls/texts/notes home and certificates/stickers.
- Always identify and follow up on children who are failing to meet expectations, through conversations, direct work, building relationships and supporting to meet the desired expectations.
- Seek advice from colleagues where needed (Previous teacher, Key Stage colleagues, SENDCo, PST).
- Always redirect children by referring them to 'Be Ready, Be Respectful and Be Safe'.
- Teaching Staff - use behaviour records to target teaching and assess for intervention (E.g., specific for individual child, PSCHE, SEND process – indicators, My Plan, My Plan+, EHCP, as well as BP etc); Teachers plan and TAs to be part of the intervention.
- Understand that there are reasons why children behave in certain ways, including Adverse Childhood Experiences (ACEs), children develop at different stages/times and ARE learning to socialise and meet behaviour expectations.
- Understand that for some children following our behaviour expectations are beyond their developmental level or SEND. In this case, they will provide clear, personalized Behaviour Plans (BP) for those children with more challenging behaviour with specific SEND (shared with other staff).
- Inform the SENDCo/PST of any reoccurring challenging behaviours, following a Behaviour Plan and Risk Assessment; then inform HT if no improvement with intervention.

- Follow the Behaviour Policy, Home and School Agreement and Staff Code of Conduct, as well as other related policies and expectations.

Class Teachers must:

- Share the Behaviour Policy and expectations at the start of the school year, term and upon induction into school.
- Hold class pupils and the class teaching team to account to ensuring that the Behaviour Policy and all codes of conduct are followed.
- Discuss and collaboratively create a class charter with the children, signed at the start of the academic year.
- Ensure that Parents/Carers are informed of unwanted behaviours on the day it occurs, or as soon as possible.
- If there is a repeated pattern of behaviours teachers make appointments to speak with the Parent/Carer, away from the child, to discuss and agree strategies and set a review date.
- Teachers will make a note of the conversation and agreed outcomes.
- Improvements in behaviour will always be celebrated.
- The teacher will use the SEND process to assess the behaviours against the EASI Pack and SEND descriptors.
- Use the Home School Agreement as a tool to work with the child, parent and school staff.
- Inform the SENDCo/PST of any reoccurring challenging behaviours, producing a Behaviour Plan and Risk Assessment; then inform HT if no improvement with intervention.
- If the behaviours continue, the teacher informs the SENDCO to observe the child and suggest strategies, this will inform the Behaviour Plan; BP should be shared with parents and colleagues.
- The teacher will review the Behaviour Plan with the SENDCo and HT if it is not having a positive effect.
- Teachers teach pupils how to become positive citizens through the PSCHE, SMSC, Thrive and BMV curriculum and facilitate pupil voice during Circle Times, to address unwanted behaviours, the Behaviour Policy and outcomes, in an anonymised way.

SENDCO:

- An initial point of reference for any member of staff who has concerns about the behaviour of a child in their class, especially if SEND.
- To observe pupils, provide advice and support for the teacher and PST with strategies to address the inappropriate behaviour: 'Behaviour Plans' and 'Risk Assessments'.
- To train/support the teacher through the SEND 'Graduated Pathway' process, depending on their teaching experience or time with the school.
- Train, support and write with a teacher behaviour documents (as above) for a child.
- To monitor and advise the teacher on how best to write My Plan targets focused on the behaviour.
- To review these targets with the teacher and the parents.
- To organise PSP meetings if required.
- Arrange for external agencies to assess, advise and support a child.
- If required, discuss concerns with parents.
- To ensure that the SEND process is applied for pupils to receive the support they need to learn.

Pastoral Support Team

- An initial point of reference, along with the SENDCo, for any member of staff who has concerns about the behaviour of a child in their class.
- To provide advice and support for the teacher and others, regarding regulation of behaviours, external support or family need.
- Follow the agreed 'Risk Assessment' and 'Behaviour Plans'.
- Support colleagues at the stage where teaching staff need to speak to a child or the child needs to leave the classroom to calm down and have a reparative conversation.
- Inform the SENDCO/HT of any child that has left class for support with regulation of emotions or repetitive behaviours, request for support etc.
- Direct teaching linked to behaviour, SEND including SEMH; intervention linked to family needs including arranging courses for invited parents/carers.

- Lead interventions such as 'Time to Talk' or pastoral programmes for the identified pupil need.
- Awareness of individual pupil's behaviour needs, barriers and links to safeguarding.
- Refer, signpost and arrange for external agencies to advise and support a family regarding their child with SEND.
- Discuss concerns and interventions with Parents/Carers.
- To ensure that the SEND 'Graduated Pathway' process is applied for pupils to receive the support they need to learn.

Head teacher and Senior Leadership Team must:

- Agree and share a clear policy and strategy.
- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Hold stakeholders to account for their behaviours, codes of conduct and using the Home School Agreement.
- Ensure staff training needs are identified and met.
- Listen to and understand stakeholder voice.
- Use behaviour records and stakeholder voice to target and evaluate curriculum needs and interventions.
- Support teachers in managing children with more complex or challenging behaviours.
- Deal with extreme behaviours, suspensions, exclusions and communicating with parents/carers.
- Monitor and evaluate the Behaviour Policy and practice.

The Role of Parents/Carers:

- The Parent/Carer should inform the class teacher of any concerns that they may have about their child's or any other child's behaviour, including online activity.
- The Teacher will inform the SENDCo/PST to work together to assess the pupil; Outcomes of this will be discussed with the Parent/Carer.
- Online behaviour issues should be screen shot and emailed to the Head Teacher.
- The school will work collaboratively with Parents/Carers. They will be informed when their child is causing concerns about their behaviour but they will also be informed when the child is doing well and showing a marked improvement.
- We expect the Parents/Carers to support the child's learning, we will make it very clear to parents if the child's learning is being affected by negative behaviour. Parents/Carers should be informed at an early stage if we have concerns, it should not be left to parent's evening or final reports.
- School recognises that Parents/Carers are the first educators of their child and are role-models for their child.
- Parents/Carers should share and promote the school's behaviour policy, Home School Agreement and any other personalised documents to enable their children to become respectful, caring, safe and sensible citizens.
- All Parents/Carers show positive behaviours in and around school.
- Parent/Carer roles are crucial in listening to the child, identifying issues, talking to the child and sharing any expectations or agreements and communicating on behalf of the child with the school.
- All Parent/Carers encourage their child to learn and participate in school life, as they want them to learn and do well in life.
- Parents/carers need inform school and visa versa if home circumstances may be affecting the child's behaviour.

The Role of the Governors:

- The Safeguarding Governor may be referred to in order to seek advice about matters within the school relating to behaviour, in an anonymised manner.
- Governors must be informed on the number of suspensions each term; hold a Governor Disciplinary Meeting to uphold the Head Teacher's decision on a lengthier suspensions and permanent exclusion, ensuring due process has taken place; Chair of Governors informed with Local Authority of suspension and exclusions.

- The Governors will support and challenge the Head Teacher and school practise, through the reporting of Behaviour and Attitudes in the Head Teacher's Reports and Stakeholder feedback.

This policy will be used in conjunction with these policies and most up to date government documents:
Acceptable User
Allegations Management
Anti-Bullying and Hate Policy
Attendance
Complaints
Child Protection/Safeguarding Policy
Early Help Offer
E-Safety Policy
GCC and DfE Suspension/Exclusion Guidance
Home and School Agreement
First Aid and Medication
Health and Safety
Keeping Children Safe in Education
Lettings/Hirers agreement
Offsite Visits
SEND Local Offer
Safeguarding
Safer Recruitment and staff HR policies
Safer Working Practice
Special Educational Needs and Disabilities (SEND)
Staff Behaviour - Code of Conduct and Teaching Standards
Whistle Blowing
Working Together to Keep Children Safe

Our Behaviour Policy is based around Career Professional Development (CPD) with pupils and staff, following reading and acknowledging guidance from Paul Dix's book "When the Adults Change, Everything Changes".

Written - September 2025.
Ratified at FGB on 22.09.25
Signed copy retained in school office.

Reviewed and agreed by The Full Governing Board on 22.09.25.

Next review due in September 2026, or when needed.

Signed by: _____ on behalf of the FGB.

PRINT GOVERNOR NAME: (Chair of Governors)