

Relationships and Behaviour Policy



GILES BROOK SCHOOL

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This policy has been written in conjunction with keeping children safe in Education, Giles Brook child protection policy and safeguarding procedures.

Relationships and Behaviour Policy

1. Governing Body statement of principles

Giles Brook Primary School is committed to promoting respect, fairness and social inclusion. These are the principles underlying our behaviour policy. Our overriding aim is to provide a happy, secure, calm and welcoming environment which promotes self-discipline, mutual respect and self-esteem. We believe it is essential to encourage and praise good behaviour; promoting a value system for future lives. We aim to promote a school environment where children are treated as individuals and have the best opportunities to learn and develop both academically and socially. We want our children to feel confident and know how to make good choices so that all members of our school are able to work together in a purposeful, supportive and considerate manner. We believe children should be very clear about the type of behaviour expected of them. They should learn to accept responsibility for their own behaviour and have the confidence to challenge/report any behaviour which is perceived to be inappropriate. A school code of practice outlines clear expectations, rewards and sanctions - these will be applied with consistency and fairness.

2. Aims and objectives

Our overriding aim must be to provide a happy, secure, calm and welcoming environment for all children and staff.

Our school is a community and we recognise that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. The relationships which develop will provide opportunities for children to be honest, tolerant, trustworthy and caring towards others. We will promote self-discipline, mutual respect and self-esteem and encourage and praise positive behaviour.

A high standard of social behaviour is expected at all times. We will promote a school environment where the children are treated as individuals and are taught to respect one another. Children will understand the difference between unacceptable behaviour and bullying by knowing the definition of bullying as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)

We will not tolerate child-on-child abuse, violence or sexual harassment and any incident identified as such will be followed up immediately in accordance with our child protection and bullying policies.

Our aims for behaviour are that all children will:

- be tolerant and understanding, giving full consideration to the rights, responsibilities and property of others
- develop resilience and a responsible attitude towards their own learning and towards the development of their roles in school and in the wider community
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation, technical and sporting excellence and spiritual awareness
- take pride and a responsible interest in caring for their environment both at school and in the wider world

Objectives:

- To build communities in classes, year groups, phases and across school through circle time sessions, daily check-ins and value based assemblies.
- To teach children about feelings and emotions; and how these can be affected by the behaviour of others.
- To provide children with the skills to rebuild relationships after conflict has occurred.
- To provide targeted support for those children who find it difficult to behave in the way that is expected at Giles Brook School.
- To maximise effective teaching and learning through the establishment of a purposeful working atmosphere.

The key points of our school behaviour code emphasise positive expectations:

- Treat other people as you would like to be treated yourself
- Be polite, honest and helpful
- Show respect to members of staff and each other
- Listen carefully to other people
- Help to keep our school and grounds tidy
- Walk quietly around school and respect other people
- Behave sensibly, be happy and enjoy our school

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

We encourage the children to think about the following three words:

Ready, Respectful and Safe

Ready: *Ready for learning, ready to listen, ready to do their best.*

Respectful: *Showing respect to their peers, to adults, to their environment, to themselves.*

Safe: *Safe in their learning environment, safe with the people around them, safe online and safe in the activities in which they are taking part.*

3. Restorative approaches

Giles Brook's focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning. Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

The process is based on 4 key questions:

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

In the Giles Brook community, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions, such as loss of privileges, but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

The behaviour policy is supported by reward systems which are valued by the pupils and celebrated in weekly assemblies.

4. Responding to positive behaviour

4.1 Expectations

The class teacher discusses the school expectations with each class at the start of each academic year and revisits when necessary. In addition to the school expectations, each class also has its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time or check-ins.

4.2 Promoting positive behaviour in the classroom.

Effective teaching can help to support the promotion of positive behaviour. By effective teaching we mean that lessons are well planned, differentiated for ability and learning styles, use activities that are engaging and challenging, include assessment for learning opportunities and are delivered with pace and enthusiasm. Teaching methods encourage interest and active participation for all, within a challenging and supportive environment. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.

Generous use of praise is used to encourage expected behaviour as well as a positive approach to learning. Wherever possible transgressions should be dealt with discretely to maintain the focus on positive behaviour in school. Assertive teaching styles and good relationships are essential in establishing a positive ethos in the classroom, teachers are consistent and respectful in their interactions. When actions have caused harm and consequences have been applied the teacher quickly repairs and rebuilds relationships.

The most important single factor in promoting positive behaviour is the relationship that exists between the member of staff and each individual child. Every child should feel liked and valued by the staff at our school. Being told off quietly by someone they really like is far more effective than if the child feels nothing for the adult admonishing them.

4.3 Positive Behaviour

Rewards are used regularly throughout school and can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. This will:

- Raise self-esteem
- Create a supportive culture
- Enable children to appreciate their strengths
- Enable children to recognise the success of others

We reward positive behaviour in many different ways through:

- ✓ A quiet word, smile, acknowledgement, thumbs up etc
- ✓ Written comments on pupil's work
- ✓ Appreciation of children's contributions
- ✓ The giving of additional responsibilities
- ✓ Stickers in books, on effort charts, on jumpers etc
- ✓ Praise in front of class group giving reason for praise
- ✓ Wall displays that value a child's best efforts
- ✓ Visiting another member of staff, phase leader, Head teacher
- ✓ Informal comments, a short note home from teacher to parent informing them of good work, positive attitudes or behaviour etc
- ✓ Opportunities for self- evaluation and recognition of achievement
- ✓ House points
- ✓ Superstar Awards
- ✓ Certificates for special achievements
- ✓ Celebration assemblies
- ✓ Phone calls home

5 Responding to misbehaviour

Staff must be fair and be seen to be fair. Any behaviour incidents which are of concern should be recorded on CPOMs (Child Protection Online Monitoring system). The following series of measures should be considered to ensure that all staff are consistent.

If a pupil does not behave in an appropriate way, the following options can be used:

- Calling the child's name and giving a disapproving look
- Quiet chat to describe the exact behaviour that is undesirable
- Encourage children to independently move away from disruptive peers
- More strongly worded reprimand
- Moving away from friends
- Removal of a privilege e.g. the first five minutes of playtime
- School-based community service, such as tidying a classroom
- Referral to a senior member of staff
- Repeated/consistent difficulties with behaviour must be shared with parents and head or deputy and appropriate shared strategies to be agreed e.g. daily exchange of information either orally or through the home to school reading record book.
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of cases.

Rewards and sanctions specific to each phase are shared with children (see appendices)

5.1 Further concerns and action

When teachers have concerns that pupil behaviour is deteriorating it is essential that parents are contacted to ensure home and school are working together to resolve the problem. Initial meetings with parents should be regarded as informal and noted on CPOMs.

If however, poor behaviour continues and further meetings are necessary then these should be regarded as more formal. Notes should be taken of the meeting and recorded on CPOMs. These will identify the poor behaviour and the steps staff and parents are taking to rectify it. When a pattern of poor behaviour is emerging on CPOMs this information may be used later if the situation deteriorates and evidence is needed.

If all strategies have failed to succeed then:

- Pupils will be put on a personalised individual target sheet and parents will be informed at the end of

each day by the class teacher.

- If behaviour continues to need greater support, a personalised behaviour target card will be put in place involving parents and senior leaders.
- If these strategies are not working and there is a danger of pupil exclusion then the class teacher and teacher in charge of behaviour will seek guidance and support from relevant agencies. At such consultation a risk reduction plan may be produced to target the inappropriate behaviour. Parents will be involved and it will be agreed how often this will be reviewed.

An appropriate account will be taken of pupils with special needs and abilities and differentiated behaviour management systems implemented for pupils who have disabilities or issues. All relevant staff will be made aware of how the needs of these children should be met and how their behaviour management is differentiated.

5.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
 - Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

5.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

5.4 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags
- Phones

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). For more detailed information please refer to the DfE's [latest guidance on searching, screening and confiscation](#).

5.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

5.6 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

5.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

5.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing - refer to our Child Protection and Safeguarding Policy. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

5.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

6. Serious sanctions

6.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by HT, DHT or SENDCo, and will be removed for a maximum of one session - unless the headteacher deems it necessary for a longer period of time.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- 1:1 SEMH sessions with the Mental Health lead
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

6.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, 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.

Approaches to anticipating and removing triggers of misbehaviour include:

- Short, planned movement/brain breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Work stations that offer less distractions within the classroom
- Use of quieter spaces (area of classroom, group rooms) where pupils can regulate their emotions during a moment of sensory overload
- Adults being aware of triggers and removing before a pupil is heightened

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Sharon Weeks-Woodford

Senior EHCP Review and placement officer Sharon.Weeks-Woodford@milton-keynes.gov.uk

8 Role of all Staff

All staff have an important responsibility to model high standards of behaviour when dealing with children and with each other, as their example has an important influence on the children.

All staff should:

- follow the guidance and procedures detailed in this policy;
- lead by example;
- be consistent in dealing with pupils, regardless of age, gender, race, ability and disability;
- promote the aims and values of the school;
- have high expectations of pupils;
- treat all children with respect, understanding and care;
- communicate effectively with other staff regarding behaviour issues;
- avoid shouting, sarcasm and humiliation;
- reward positive behaviour and attitudes

8.1 The role of the class teacher/teaching assistant

It is the responsibility of class teachers to ensure that the school expectations are promoted in their classes, and that their classes behave in a responsible manner during lesson time.

It is the responsibility of class teachers to ensure that school procedures are followed in line with this policy.

Teaching assistants play a valuable role in supporting and maintaining expected behaviour in the classroom, group rooms and when moving around the school. They should deal with any issues with behaviour as it arises and praise for positive behaviours where credit is due. Incidents of misbehaviour when working with children should be reported to the class teacher.

8.2 The role of lunchtime supervisors

Lunchtime Supervisors have an important role in supporting and maintaining good order in the playground at lunchtime and in the dinner hall. They should report all incidents of misbehaviour to the class teacher and are encouraged to reward children for politeness and positive behaviour with stickers and may give special certificates when appropriate.

They will play a role in determining appropriate rewards and sanctions to be used during lunchtimes and monitoring behaviour at lunchtimes.

8.3 The role of the head teacher

It is the responsibility of the head teacher, to implement this consistently throughout the school, and to report

to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all adults and children in the school.

The head teacher facilitates appropriate liaisons with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.

8.4 The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We include a copy of the school expectations in the school brochure, and we expect parents to read them and support us.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. Parents will let school know of any issues or concerns which might affect their child's work or well-being in school.

If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher in the first instance and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

We ask parents to use discretion when discussing issues or concerns in front of their child as these may have a negative effect on their outlook. This also includes the use of social media to air concerns relating to school and staff.

8.5 The role of children

To follow reasonable instruction by all school staff

To meet school expectations

To act as positive ambassadors for the school when off site

To show respect to school staff, peers, school property and the school environment

To cooperate with any arrangements put in place to support their behaviour

8.6 The role of governors

The governing board has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Governors have a legal duty, alongside the head teacher, to ensure the safety of pupils in their care – this includes responsibilities for addressing any bullying concerns.

9. Monitoring and review

The school records and monitors incidents of misbehaviour on the CPOMs system.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.





The governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The appendices which follow highlight the expectations within each Key Phase.

Reviewed
September 2022

Behaviour in the Early Years

In the Early Years we are teaching and supporting the early development and understanding of these skills. Therefore yellow behaviour and consequences are for consistent wrong choices and after a child has demonstrated an understanding of our expectations and boundaries.

 <p>All names start on green every morning, after break and lunch.</p>	 <p>One warning, explaining expected behaviour, then name moves from green to yellow.</p>	 <p>One warning, explaining expected behaviour, then name moves from yellow to orange.</p>	 <p>One warning, explaining expected behaviour, then name moves from orange to red.</p>
Green Behaviour	Yellow Behaviour- consistent behaviours as detailed	Orange Behaviour	Red Behaviour
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in what we say. <p>'We use kind words.'</p>	<ul style="list-style-type: none"> Silly noises Using silly words Being rude to other people Calling people names Making fun of other people 	<ul style="list-style-type: none"> Continued yellow behaviour Not listening to a grown up 	<ul style="list-style-type: none"> Continued orange behaviour Will not follow instructions from <u>any</u> grown up
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in how we act. <p>'We use kind hands and feet.'</p>	<ul style="list-style-type: none"> Pushing Pinching Poking others Throwing objects Deliberately ignoring others 	<ul style="list-style-type: none"> Continued yellow behaviour 	<ul style="list-style-type: none"> Continued orange behaviour
<ul style="list-style-type: none"> We always have a growth mindset and put in 100% effort and concentration into all our learning. <p>'We try our best and have a</p>	<ul style="list-style-type: none"> Fiddling Stopping others from concentrating 	<ul style="list-style-type: none"> Continued yellow behaviour Preventing others from learning (more serious) 	<ul style="list-style-type: none"> Continued orange behaviour Will <u>knowingly</u> decide not to start or finish work

growth mindset.'			
<ul style="list-style-type: none"> We always move around the school quietly in a polite, composed and safe manner. 	<ul style="list-style-type: none"> Running or shouting in the corridor on several occasions 	<ul style="list-style-type: none"> Continued yellow behaviour Leaving classroom without an adult saying it is all right. 	<ul style="list-style-type: none"> Continued orange behaviour
'We walk around school quietly'			
<ul style="list-style-type: none"> We are respectful of the school and other people's property. 	<ul style="list-style-type: none"> Spoiling equipment, resources and our friends' toys on purpose after being told 	<ul style="list-style-type: none"> Continued yellow behaviour Taking things that do not belong to you 	<ul style="list-style-type: none"> Continued orange behaviour Taking things that do not belong to you again
'We care about our school and belongings'.			

2: Rewards and Sanctions





	<u>Possible Actions</u>
Green	Stickers, verbal praise, House points, Star of the Week, sticky label on jumper, see DH or HT, note home in home/school book, phone call home, work is displayed in school or on the class blog, share with parents at the end of the day, Tapestry comments to parents
Yellow	A quiet reminder given, non-verbal signals, moved to different area e.g. outside to inside, verbal warning - if these strategies do not change the behaviour then 2 minutes time out in the classroom,
Orange	3 minutes time out in the classroom, taken to phase leader, sent to partner class, record made on CPOMS, inform parent or note in home/school record
Red	4/5 minutes time out in the classroom, speak to parent/s in person, telephone call home if needed, record made on CPOMS, taken to DH or HT

Lower Phase Behaviour (Y1, Y2, Y3)

1: Behaviours

The behaviours table has been devised with the aim of all children displaying 'green' behaviours during the school day and over the course of the school week. Children should be rewarded for examples of green behaviour with an appropriate action (see 2: Rewards and Sanctions table for suggestions).

If a child displays yellow, orange or red behaviours, an exchange, discussion or meeting (whichever is most appropriate) following the restorative practices model should be held as well as appropriate sanctions (see 2: Rewards and Sanctions table for suggestions).

 <p>All names start on green every morning, after break and lunch.</p>	 <p>One warning, explaining expected behaviour then name moves from green to yellow.</p>	 <p>One warning, explaining expected behaviour then name moves from yellow to orange.</p>	 <p>One warning, explaining expected behaviour then name moves from orange to red.</p>
Green Behaviour	Yellow Behaviour	Orange Behaviour	Red Behaviour
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in what we say. 	<ul style="list-style-type: none"> Disruptive calling out Talking at the same time as others Silly noises Using silly words Being rude to other people Calling people names Making fun of other people 	<ul style="list-style-type: none"> Continued yellow behaviour Upsetting others on purpose Consistently not listening to a grown up 	<ul style="list-style-type: none"> Continued orange behaviour Will not follow instructions from <u>any</u> grown up Making other people feel scared Using inappropriate/offensive words Bullying Not treating others equally
<ul style="list-style-type: none"> We are always kind, friendly and caring to others in how we act. 	<ul style="list-style-type: none"> Deliberately ignoring others 	<ul style="list-style-type: none"> Continued yellow behaviour Making rude signs at others Pushing Pinching Poking others Throwing objects 	<ul style="list-style-type: none"> Continued orange behaviour Kicking, hitting or biting others Hurting someone so they need medical help <u>on purpose</u>

<ul style="list-style-type: none"> We always have a growth mindset and put in 100% effort and concentration into all our learning. 	<ul style="list-style-type: none"> Fiddling Swinging on chair Stopping others from concentrating 	<ul style="list-style-type: none"> Continued yellow behaviour Preventing others from learning (more serious) 	<ul style="list-style-type: none"> Continued orange behaviour Will <u>knowingly decide</u> not to start or finish work
<ul style="list-style-type: none"> We always move around the school quietly in a polite, composed and safe manner. 	<ul style="list-style-type: none"> Running or shouting in the corridor <u>Knowingly</u> being in the wrong part of the school at the wrong time (e.g. in a classroom at lunchtime unsupervised) 	<ul style="list-style-type: none"> Continued yellow behaviour Leaving classroom without an adult saying it is alright. 	<ul style="list-style-type: none"> Continued orange behaviour
<ul style="list-style-type: none"> We are respectful of the school and other people's property. 	<ul style="list-style-type: none"> Choosing not to follow adult instructions 	<ul style="list-style-type: none"> Continued yellow behaviour Taking things that do not belong to you 	<ul style="list-style-type: none"> Continued orange behaviour Damaging school and other people's property <u>on purpose</u> Taking things that do not belong to you again

2: Rewards and Sanctions

All rewards and sanctions are put into place at the discretion of the teacher/DH/HT and the context of the child's needs will be fully taken into account when sanctions are applied.

	<u>Possible Actions</u>
Green	Stickers, verbal praise, House points, Star of the Week, see DH or HT, note home in home/school book, phone call home, work is displayed in school or on twitter, speak to parents/carers at the end of the day
Yellow	5 minutes missed in the classroom (quiet reminder given, non-verbal signals, change of seating, verbal warning to support positive behaviour returning prior to moving to yellow)
Orange	10 minutes break or lunch missed also sent to phase leader, sent to partner classroom, record made on CPOMS, inform parent
Red	15 minutes break or lunch missed as well as speak to parent/s in person, Telephone call home, record made on CPOMS, sent to DH or HT

3: Classroom Display

Each class will have a small display as follows to show where children's behaviour fits on the scale. At the beginning of each school year, teachers will discuss with their class which behaviours relate to which colour and rewards/sanctions for each.

At the end of each week, children who have been "Green all Week" receive a sticker or housepoint.



Upper Phase Behaviour(Y4, Y5, Y6)

1: Behaviours

The behaviours table has been devised with the aim of all children displaying 'green' behaviours during the school day. Children should be rewarded for examples of green behaviour with an appropriate action (see 2: Rewards and Sanctions table for suggestions).

If a child displays yellow, orange or red behaviours, an exchange, discussion or meeting (whichever is most appropriate) following the restorative practices model should be held as well as appropriate sanctions (see 2: Rewards and Sanctions table for suggestions).

In Year 5 and 6, where children are taught in sets, teachers will communicate and feedback behaviour issues to the class teacher.

Expectations/ Positive Behaviours <div data-bbox="288 635 568 754" style="border: 1px solid black; padding: 5px; text-align: center;"> All names start on green every morning, after break and lunch. </div>	Yellow Behaviour <div data-bbox="678 651 958 802" style="border: 1px solid black; padding: 5px; text-align: center;"> One warning, explaining expected behaviour then name moves from green to yellow. </div>	Orange Behaviour <div data-bbox="1167 651 1447 802" style="border: 1px solid black; padding: 5px; text-align: center;"> One warning, explaining expected behaviour then name moves from yellow to orange. </div>	Red Behaviour <div data-bbox="1644 659 1924 802" style="border: 1px solid black; padding: 5px; text-align: center;"> One warning, explaining expected behaviour then name moves from orange to red. </div>
We are always kind, friendly and caring to others in what we say.	Disruptive calling out Rude to others (directly or indirectly) Calling people names Making fun of others Talking over others Silly noises	Repeated yellow behaviour Provoking others Minor challenge to authority	Repeated orange behaviour Refusal to follow instructions from <u>any</u> adult Intimidating others Using inappropriate/offensive language Bullying Discrimination - if any of the above behaviours are reported to be seen online

We are always kind, friendly and caring to others in how we act.	Disrespecting school property	Repeated yellow behaviour Gesturing rudely towards others Pushing, pinching, poking others Throwing objects	Repeated orange behaviour Kicking or hitting others Deliberately hurting someone Bullying
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Expectations/ Positive Behaviours	Yellow Behaviour	Orange Behaviour	Red Behaviour
We always have a growth mindset and put in 100% effort and concentration into all our learning.	Disruptive calling out/interrupting in class Talking over others Distracting or disrupting peers Swinging on chair	Repeated yellow behaviour Preventing others from learning (more serious)	Repeated orange behaviour Refusal to start/ complete work
We always move around the school quietly in a polite, composed and safe manner.	Running or shouting in the corridor Being in the wrong part of the school at the wrong time (e.g. in a classroom at lunchtime unsupervised)	Repeated yellow behaviour Leaving classroom without permission	Repeated orange behaviour
We are respectful of the school and other people's property.	Damaging school and other people's property	Repeated yellow behaviour	Repeated orange behaviour Damaging school and other people's property (deliberate vandalism) Stealing

2: Rewards and Sanctions

All rewards and sanctions are put into place at the discretion of the teacher/DH/HT and the context of the child's needs will be fully taken into account when sanctions are applied.

	Possible Actions
Green	Stickers, verbal praise, Star of the Week, see DH or HT, note home in home/school book, phone call home, work is displayed in school or on the class blog/Twitter, house points, class based rewards
Yellow	Quiet reminder, non-verbal signals, change of seating, verbal warning - if these strategies do not change the behaviour then 5 minutes time out in the classroom,
Orange	10 minutes off break, miss playtime/lunchtime, sent to phase Leader, sent to partner classroom, record made in CPOMs, informal chat with parent
Red	15 – 30 mins off break/lunch, sent to DH or HT, telephone call home, record made in CPOMs, formal meeting with parent

3: Classroom Display

Each class will have a small display shown below to support this relationships and behaviour policy. At the beginning of each school year, teachers will discuss with their class which behaviours relate to which colour and rewards/sanctions for each. Reminders will be given throughout the year as required.

