

Our Lady of Victories Catholic Primary School



BEHAVIOUR POLICY

Signed by Executive Headteacher:

Date:

Signed by Chair of Governors:"

Date:

Review date:

Our Mission Statement:

Led by Christ, we learn and grow together in God's family

At Our Lady of Victories we understand that good behaviour leads to excellent learning and nothing is more important to us than providing an environment which is safe for children and in which all children can learn.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Christian values of Our Lady of Victories
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Roles and Responsibilities

Pupils	Expected to take responsibility for their own behaviour, and follow the School Behaviour expectations at all times.
Parents	Work in partnership with the School to maintain excellent standards of behaviour, including wearing the correct uniform and attendance and punctuality. They should inform the School about any changes at home that could impact learning or behaviour in School.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
Teachers	Develop and establish a learning environment in which all children feel safe. Establish classroom routines which promote children's positive behaviours, including the wearing of school uniform and clear seating plans for their class.
Member of SLT	Responsible for Behaviour Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring rewards and consequences systems, and devising and implementing strategies to improve behaviour where required.
Head of School	Responsible for the implementation and day-to-day management of the policy and procedures Reports records of serious incidents to FGB on a termly basis.
Governing Body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel.

4. Behaviour Expectations

We believe that good behaviour stems from positive relationships. As a school, we look to form and maintain positive relationships at all levels; between adults, between children, between adults and children and between home and school. We understand that these positive relationships lead to positive behaviour.

At Our Lady of Victories, we use the curriculum to support children in developing positive behaviour. This includes learning a Growth Mindset Approach, as well as teaching them about the 5 agreed school rules which children helped to develop. These rules are regularly taught and reviewed so that all children understand what good behaviour looks like.

Our Lady of Victories five School Rules:

1. We show respect for ourselves, others and our school
2. We move safely and silently around our school
3. We listen carefully to each other
4. We always try to be the best we can be
5. We use kind hands, kind feet and kind words

We believe that:

- We should all treat each other the way we want to be treated. **(Luke 6:31)**
- Behaviour can change and that every child can be successful.
- Celebrating success helps children to achieve more.
- Reinforcing good behaviour helps our children to feel good about themselves.
- Awareness of each child's needs and their individual circumstances is vital in order to act in the fairest way.

5. Bullying

At Our Lady of Victories, bullying is not tolerated. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We use our PSHE and RE curriculum to teach children about bullying in all its forms and ways in which they can report it.

Please see our anti-bullying policy for more information on how we deal with bullying at Our Lady of Victories.

6. Responding to behaviour

The following strategies are used to promote and reward good behaviour:

- Smiles, praise and encouragement
- Displaying/celebrating children's work
- Stickers/stamps
- Work shared in the newsletter
- Work shared with another teacher/subject leader or head of school
- Class reward system
- Sharing work/progress with parents
- House points
- House rewards
- Recognition in Celebration Assembly

Communicating positive behaviour to parents.

- Our weekly newsletter celebrates positive events at Our Lady of Victories and so does our school Instagram account.
- Teachers will ensure that positive choices are communicated to parents.

Unacceptable Behaviour

Teachers have a right to teach and children have a right to learn. As a school, we understand that however positive we are, there will be occasions when children forget rules and need to be reminded. Unacceptable behaviour is that which disrupts or prevents teaching and learning or threatens the well-being of children and staff.

The following, persistent, poor behaviour would typically warrant initiating the first stage of sanctions (*although staff use their professional judgment at all times*):

Class-based

- Standing up and moving around the classroom without permission
- Talking during the register/teaching/assembly
- Swinging on chairs
- Persistent calling out
- Continuing to write/draw when they have been asked to stop
- Being distracted or distracting rather than focused on learning, e.g. chatting, not on task
- Not working well with others, e.g. not sharing or compromising
- Not lining up sensibly in class
- Being impolite
- Incorrect uniform
- Not respecting the property of others
- Not showing pride in school books (no doodling)
- Not following adult instructions

Breaks and Playground

- Entering the building without permission
- Not following lunchtime routines correctly.
- Dropping litter
- Not treating others respectfully
- Responding in a physical manner when upset
- Not lining up in sensibly in the playground

The following behaviours will automatically move a child to STEP 5 and as a minimum will lead to the loss of reward time and completion of a reflection sheet. Further sanctions, if any, will be decided upon by SLT.

- Swearing
- Violent and aggressive behaviour
- Bullying (refer to bullying policy) (see point 4 below)
- Deliberate damage to school property
- Stealing
- Any discriminating language or behaviour

Serious misbehaviour is defined as:

- Theft
- **Repeated** breaches of the school rules
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

The Stepped Approach to Managing Behaviour

Step	Consequence
<p><u>Step 1 – Verbal Reminder</u></p> <p>1st verbal reminder – my behaviour is not in line with the 5 school rules</p>	<p>Pupil understands that next step will be their name in the 'Reminder Box'.</p>
<p><u>Step 2 – Name in Reminder Box</u></p> <p>2nd reminder – my behaviour continues to not be in line with the 5 school rules</p>	<p>My name is written in the 'Reminder Box'.</p> <p>This is a chance to bring my behaviour in line with the 5 school rules</p> <p>OR</p> <p>I will be given a 'Time Out' and my name will go into the Class Behaviour Book</p>
<p><u>Step 3 – Class Time Out</u></p> <p>My behaviour continues to not be in line with the 5 school rules</p>	<p>I am moved to the 'Time Out' table within my classroom.</p> <p>My name will be written in the Class Behaviour Book.</p> <p>My parents may be informed depending on the context.</p> <p>(If I have two of these in a week, I will be given a 30 minute 'Lunchtime Reflection'. I will complete a 'Reflection Sheet'). My parents will be informed.</p>
<p><u>Step 4 – Buddy Class Time Out</u></p> <p>My behaviour continues to not be in line with the 5 school rules</p>	<p>I will be taken to a 'Buddy Class' (i.e. N/R, Y1/Y2, Y3/Y4, Y5/Y6) to spend a period of time thinking about my behaviour and completing any unfinished work.</p> <p>My name will be written in the Class Behaviour Book.</p> <p>My parents will be informed.</p> <p>This may be logged on CPOMs.</p> <p>(If I have two of these in a month, I will be given a 30 minute 'Lunchtime Reflection'. I will complete a 'Reflection Sheet').</p> <p>Some of my privileges may be withdrawn (playing for school teams/attending trips/break times).</p>
<p><u>Step 5 – Referral to SLT</u></p> <p>My behaviour continues to not be in line with the 5 school rules</p> <p>OR</p> <p>Behaviour patterns continue</p>	<p>I will be taken to see Mrs Wyatt, Mr Kehoe or Miss Browne</p> <p>The incident will be logged on CPOMS.</p> <p>My parents will be informed by my Class Teacher.</p> <p>I will be given at least one 30 minute 'Lunchtime Reflection'. I will complete a 'Reflection Sheet'.</p>

	<p>Some of my privileges may be withdrawn (playing for school teams/attending trips/break times).</p> <p>If I receive 2 or more SLT referrals in one half-term; an SLT member will speak to my parents to discuss the situation. This will be logged on CPOMS.</p>
<p><u>Step 6</u> Behaviour patterns continue</p>	<p>A behaviour plan will be agreed and put into place and my behaviour will be monitored on CPOMS.</p> <p>My family will be informed that this is happening.</p>
<p><u>Step 7</u> Behaviour patterns continue</p>	<p>My family will be informed.</p> <p>An internal or external exclusion may be considered.</p> <p>SLT may make a referral to the governor behaviour panel.</p>
<p><u>Step 8</u> Behaviour patterns continue</p>	<p>If, after all of the above, behaviour has not improved, my parents and I will meet with a panel of governors to explain my behaviour.</p> <p>This may lead to a further internal or external exclusion.</p>

NB – these steps are progressive and designed to be applied in a fair and consistent manner.

Children can go straight to a higher number step – depending on the severity of the situation.

E.g. Children can be referred straight to SLT if the situation is serious enough.

Sanctions

To achieve a positive approach to behaviour we believe:

- Children should treat each other the way they want to be treated.
- Behaviour can change and that every child can be successful.
- Celebrating success helps children to achieve more.
- Reinforcing good behaviour helps our children to feel good about themselves.
- Awareness of each child's needs and their individual circumstances is vital in order to act in the fairest way.
- Praising and a system of rewards are more likely to change behaviour than a punitive system.

All staff use a clear approach to managing behaviour displayed in the classroom (Appendix 3).

- Staff understand that it is the behaviour, not the child we are attempting to change.
- It is expected that all adults will use the policy to help manage poor behaviour.
- It is also expected that staff manage situations and children on an individual basis, and take into account any possible special needs that a child may have.

1. Be calm but firm: refer to what happened and what is required of the child
2. Logical consequences: A logical consequence is a sanction that fits the offense: Stop the misbehaviour then provide an action that recalls the children to the rules and teaches alternative behaviour.
3. Fresh start: Although persistent or serious misbehaviour is recorded, every child must feel that every day is a fresh start. This is the reconciliatory approach and staff understand that it is imperative that any sanction applied is done so fairly and consistently and consequences fully explained.

Suspension

A suspension is when a pupil is not allowed to attend school and must remain at home for a specified period of time.

Pupils can be suspended more than once. The total exclusion time in a single school year cannot be more than 45 school days and will only be for disciplinary reasons (see Exclusion Policy)

The decision to exclude

If the Head of School decides to suspend a pupil they will:

- Ensure that there is sufficient recorded evidence to support the decision;
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the suspension
- The length of the suspension and any terms or conditions agreed for the pupil's return;
- In cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- Plan how to address the pupil's needs and integration back into their class on his/her return;
- Plan a reintegration meeting which **must** be attended by parents and the pupil before the child can return to school.

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 SENCO, and will be removed for a maximum of a morning or afternoon session.

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:

- Meetings with learning coaches
- Use of teaching assistants
- 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.

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from an ELSA).

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.

Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

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).

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.

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 head of school 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.

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. 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

Please refer to our child protection and safeguarding policy for more information.

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.

7. Lunchtime and playground behaviour

The 5 school rules encompass lunchtime and playground behaviour (which are supported by pupil-agreed playground rules).

Staff refer to these rules to manage behaviour appropriately, fairly and consistently with any issues, Playground supervising staff feedback directly to a pupil's class teacher at the end of the session.

Playground Rewards include:

- House points
- Lunchtime Buddies

Lunchtime and playground behaviour

The incident will be recorded in the Playground Behaviour Log if a pupil receives a final warning and has completed a reflection sheet.

- If the need arises (for a serious issue), The Head/Assistant Head Teacher will be sent for to come to the playground.
- A child can be sent immediately to the 'Reflection' for a serious or ongoing issue.

Children, for whom this approach is not appropriate, will have an individual behaviour plan detailing alternative rewards and sanctions.

8. Mobile Phones

At Our Lady of Victories, children are not permitted to bring mobile phones into school,

Reporting and Recording

Misbehaviour will be logged.

All teachers will keep class behaviour books in which they will record low-level misbehaviour. Any incidents of serious misbehaviour should be electronically reported using CPOMS. All recording should happen as soon as possible after the incident, and before the member of staff leaves for the day. Recording should include:

Child/children involved

Any protected characteristics (sex/race/disability/religion/gender/sexual orientation)

Name of adult recording

Date/Time

Nature of incident

Any lead ups to the incident

Any sanctions

Who the incident has been/needs to be reported to.

Any follow ups required

9. EYFS

At Our Lady of Victories we recognise that rewards and sanctions should be age and stage appropriate and that our youngest children are new to our behaviour expectations and at the early stages of learning boundaries. As such, staff exercise professional judgement when considering how to address behavioural incidents. Reception staff use a beehive system (green / yellow / red).

- All children in Nursery and Reception start the day on the green beehive.
- Children can earn positive praise. In Spring term Reception children can earn Housepoints.
- Behaviour Reminders are:
 - If a child is not following one of the 5 school rules and needs to be reminded of this, their name is placed onto yellow beehive.
 - If they continue the negative behaviour or action, then their name is placed onto the red beehive.
 - If the negative action still continues, then the child will have time out using a timer.
 - If a child's behaviour does not improve they are taken to the buddy class.
- A child can, at any time, return to the 'green beehive' when their behaviour improves.

10. Responding to misbehaviour from pupils with SEND

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 and include:

- Short, planned movement 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
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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.

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.

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.

If a child is frequently receiving final warnings, it is expected that the class teacher seeks advice from the SENCO who will help to take appropriate action to support the child in improving their behaviour.

This may include:

- observing the child in class
- setting the child behavioural targets and having meetings with the child and teacher
- starting the child on an individual reward chart personalised to their difficulties
- teaching the child to modify their behaviour in 1:1 sessions
- working with the child's parents.

12. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Learning Mentor
- A report card with personalised behaviour goals

13. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

Monitoring and evaluating school behaviour

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

The data will be analysed every week by the SENCO and termly by the Head of School from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and FGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13). At each review, the policy will be approved by the FGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendices

Appendix 1

Restorative Justice Approach

Restorative Questions

Responding to challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
 - In what way?
- What do you think you need to do to make things right?

Helping those harmed by the actions of others

- What did you think when you realised what had happened?
- How has this incident affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Appendix 2
Reflection Sheet
KS1 REFLECTION SHEET

Name: _____

Team: _____

Date: _____

Reason for being in time out:

I feel:



Which school rule did you break?

How will you make it right?

Teacher signature:

Student signature:

Parent/carer signature:

Appendix 3
KS2 REFLECTION SHEET

Name: _____

Class: _____

Date: _____

Time: _____

Write in detail what you did wrong:

Which school rule did you break?

How can you make it right?

Signature – Child _____

Signature-Teacher _____

Signature - Parent/Carer _____

Appendix 4

Lunchtime behaviour flow chart

A verbal warning is given to the pupil breaking the playground rules.



Time Out



The child and the supervising adult will discuss the behaviour, refer to the five school rules and remind the child of behaviour expectations. After 5 minutes of reflection the pupil can then return to the playground.



If the pupil continues to behave in an unacceptable way, they then receive a final warning and should be taken back to the 'Reflection' by a member of staff, where they have to sit quietly and fill out Reflection Sheet 1. This is then to be handed to the class teacher and filed and the incident recorded in the Playground Behaviour Log.

For more serious incidents, the Head/Assistant Head Teacher should be sent for to come to the playground.

