

Policy Header

Policy Title	Behaviour Policy
Version No	Six
Written / Adopted Date	Written Oct 2024 Reviewed Feb 25 Reviewed June 25
This policy complies with WBC guidance	Yes
Linked Policies	Curriculum, anti-bullying, Safeguarding & Child Protection LDST Suspension and Permanent Exclusion Policy
Written By	School
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Our Trust Prayer

Heavenly Father,

Let peace, friendship and love grow in our schools.

*Send the Holy Spirit to give excellence to our learning,
love to our actions and joy to our worship.*

Guide us to help others, so we may

Learn, Love and Achieve

Together with Jesus

Amen

Policy & Guidance

School values central to life in our community

At Glazebury CE Primary our core values of **Love** and **Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

Love never fails, 1 Corinthians 8:13

For the Lord gives **wisdom** : from his mouth comes knowledge and understanding. Proverbs 2:6

Intent:

The **HEART** of our Curriculum:

H – **H**elping children prepare for life, growing with God.

E – **E**mbracing Christian Values.

A – **A**chievement for all.

R – **R**eading at the **heart** of our school

T – **T**eaching a knowledge rich curriculum.

Our HEART vision and our ethos promote Christian values based on the teachings of Jesus which focus upon respect and treating others as we would wish them to treat us. We believe that our pupils have the right to learn in a supportive, caring and safe environment.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard-working pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Behaviour lead	Sachin Sharma
Safeguarding Link Governor	Stuart Roberts Tighe
Safeguarding DSL & Deputy SLT	Karen Mowbray and Sachin Sharma
SEND CO	Laura Carroll

Christian and School Values (HEART)

At Glazebury Church of England Primary we believe that in learning and embodying Christian values we will shape all aspects of learning and personal development for our children. At school we are afforded a great responsibility to be the best that we can be and model the values that we all know shape the future. Our core values of 'love' and 'wisdom' underpin all that we lead.

We work to create a learning environment where everyone feels valued, secure and motivated to learn. We encourage high standards of work and behaviour emphasizing praise and positive reinforcement. We ensure that all adults and children treat each other with mutual respect and consideration. This is verbalized in our school's clear expectations to;

- Listen to others
- Work hard
- Be honest
- Look after property
- Be kind and gentle
- Respect each other

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. The school's vision, rules and support are on display around the school and in the classrooms. Our values and rules are regularly referred to in collective worships and throughout the school day. They support the pupils understanding of the school's expectations.

Emotional support/ Mental Wellbeing (HEART)

In supporting 'Achievement for all', all classes utilise an emotional display, which have been adapted to be age appropriate. Every child has the opportunity to move their name/photo to how they are feeling at the start of each day and at key transitions. There is also the option of asking for a check-in. This supports the clear communication between children and staff and understanding of how emotions can impact on behaviour in the classroom.

RIGHTS AND RESPONSIBILITIES (HEART)

Everyone within our school community has rights and responsibilities to ensure that Glazebury C of E Primary School is a safe place in which to learn, work and play. Children and staff have the right to learn, work and play in a friendly, safe and compassionate school, which is supported by the community. Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Implementation:

Role of the Headteacher/Deputy Headteacher (HEART)

It is the responsibility of the Headteacher/ Deputy Head to implement the school behaviour policy consistently throughout the school, and for the Deputy Head to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher/ Deputy Head guide the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of behaviour including bullying and racism and the Deputy Headteacher monitors all records kept for high level incidences reporting

back half termly to the senior leadership team. A system of recording and monitoring, CPOMS (Child Protection Online Management System), is in place, this is a software solution used by schools in the UK to monitor , behaviour, wellbeing, and all pastoral concerns. The system helps schools record incidents, identify trends and patterns, and provides the opportunity for school to intervene earlier from this analysis to better support children.

The Headteacher has the responsibility for suspensions that may be given to individual children, in line with the Suspension and Exclusion Policy in accordance to both LDST and National guidelines.

Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school vision, rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner at all times.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Children are less likely to be distracted if planned activities are stimulating, and engaging.

The class teacher treats each child fairly and equitably whilst enforcing the school's vision and rules consistently. The teacher treats all children in their class with respect and understanding. The class teacher will reward behaviour in line with our whole school Dojo system and keep records of any low level/ high level behaviour concerns in line with our school agreed systems. If the class teacher has any concerns about behaviour, they will seek advice from the senior leadership team and involve the parents of the child.

The class teacher liaises with the Special Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child. The class teacher reports to parents at parent's evenings about general progress and behaviour of each child in their class and throughout the year using Class Dojo. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

Teaching Assistants (HEART)

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher, to ensure pupils can access work. They help to ensure that our behaviour policy is consistently applied. Where they lead groups, they refer to class rules and guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher either directly during the lesson or after.

Breakfast Club (HEART)

It is the responsibility of the adults running the clubs to ensure that the school rules and guidelines are adhered to and that the children behave in a responsible manner during the sessions. Leaders will give out Dojo points, as appropriate and complete clear records of any behaviour concerns- consistent with the whole school approach.

All adults treat each child fairly and enforce the behaviour code consistently making sure that all the children are treated with respect and understanding.

If a child misbehaves repeatedly during the session, the adults will keep a record of all such incidents, whether low or high level, in our clear behaviour analysis system. In the first instance, the adult deals with incidents in the normal manner. However, if misbehaviour continues, the adult seeks help and advice from the behaviour lead or headteacher and involves the parents of the child. Attendance at the club may be impacted. This will be discussed with parents as part of the process.

The Role of Parents (HEART)

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about behaviour through Class Dojo. We have an open-door policy and actively encourage parents to come into school to clarify any issues at the start/end of the day or to make an appointment. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules in the school prospectus and on the website, we expect parents to read these and support them. If the school has to use reasonable sanctions to support a child, parents should support the actions of the school. If parents have any concern 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. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the school Governors in accordance with our compliments and complaints policy.

Restorative Thinking (HEART)

Our school community uses Restorative Thinking to help create a restorative and safe learning environment.

Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the child to tell the story and are likely to promote responsibility.

Rewards and sanctions (HEART)

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

We praise and reward children for good behaviour in a variety of ways and teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work

- Displaying work throughout the school
- Children may be asked to show their work to another class teacher, a subject leader or to the Headteacher.

To celebrate achievements:

- a) Class dojo points shared with children and parents. Children who receive 10 dojo points a week will receive a golden ticket, which can be collected to receive a suitable reward.

7 golden tickets	Decided by school council e.g. Mrs Mowbray's High Tea, film hour, field activity, Garden picnic.
10 golden tickets	Decided by School Council
Whole school target	Summer Celebration Day

- b) Weekly certificates (Personal Development Award). Name on the weekly newsletter for working 'above and beyond'

- c) Weekly 'Celebration' collective worship, where the successes of the children are shared with the teachers, parents and children.

- d) Head teacher's awards linked to learning and our school HEART vision.

- e) Individual termly attendance certificates, with 100% attendance to be celebrated at the end of the academic year with a suitable reward.

- f) Weekly class reward for the year group with the best attendance

- g) Giving children opportunities to succeed through responsibility, such as being members of our school council, library monitors, ethos, Reading ambassadors, play leaders, class monitors and other roles, however seemingly small.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

In order to support staff with implementing the behaviour policy, guidance notes have been drawn up.

- Graduated behaviour code
- High & low behaviour incidents (see attached APPENDIX)

Trauma Informed Approaches (HEART)

At Glazebury CE Primary, our focus is on a relational environment and the very culture and ethos of the setting. It requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation or their feelings.

We use sentence stems for reflective conversations with children.

WINE Sentence Stems (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. it felt like no one understood you).
- I imagine... (e.g. that was horrible when that happened).
- I notice... (e.g. how you perked up when you said you felt close to your brother).
- I felt moved when you said... (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden).
- That sounds... (e.g. painful because you were all on your own). [Empathy]
- I respect you for... (e.g. your courage).
- Will you help me to understand...? (e.g. what it was like for you when your mum went into hospital?).

LEADERSHIP TEAM INVOLVEMENT

Staff will apply the graduated behaviour code

All children start each day on green. Fantastic behaviour being shown	Green	Ready to learn
Reminded of Golden Rules . When behaviour is modified, child highly praised and name goes back to green. This will be addressed in a timely manner.	Amber	Low level incidents- for example shouting out, chatting, nudging, distracting others.
<ul style="list-style-type: none">• When behaviour is modified, child highly praised. Child to acknowledge the improvement of own behaviour by apologising. Name is moved back to green as improvement seen.• 5 minutes to reflect with staff- (what happened what would I do next time)• Teacher completes a CPOMS incident form.	Red	Persistent repetition of amber behaviour Or immediately if... Used inappropriate language or purposely hurt others.

This system relies heavily on the use of praise to modify behaviour using the strategy of PIP (Praise in Public) and RIP (Reprimand in Private) where appropriate. Any evidence of child self-modifying must be highly praised by all staff. It is primarily a non-verbal sanction. The child's name should be moved with little or no disruption to the lesson.

At Glazebury C of E, we respect the voice of all children and ensure all are listened to. Children feel part of this system and recognise the fairness within it. The support offered indicates clear system to children, adults and parents.

All behaviour concerns are coded on the CPOMS system according to 'Low' level or 'high' level. These are analysed regularly for patterns and future support planning.

High Level Incidents include:

- Bullying-please specify eg cyber, belief/ religion, transgender, disability
- Racism
- Threatening behaviour
- Physical assault hurting with intent

Actions may include:

- High level incident form completed
- Behaviour support plan and risk assessment complete.
- Parents attend a behaviour meeting
- Agreed consequences eg loss of play time(s)
- Involvement of external agencies- SEN/CAF
- Daily behaviour support diary to be set up for 2 weeks and reviewed by Behaviour Lead and Head teacher at the end of the period.

Repeated high level incidents or an incident that endangers self and other will be dealt with by the Head or Deputy Head on an individual basis.

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.

As part of meeting the needs of our pupils, 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. These may 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
- Training for staff in understanding neuropathway needs

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?

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 external professionals and their recommendations implemented. We will work with parents to create the plan and review on a regular basis.

Bullying and Cyber Bullying (HEART)

What is bullying?

The Governors, staff and pupils of Glazebury C of E Aided Primary School accepts the following definition of "bullying" taken from: Preventing and Tackling Bullying Oct 2014 DFE Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is ongoing and continually repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
- It is deliberate and targeted
- It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

What is cyber-bullying?

Online bullying, or cyberbullying, is when someone uses the internet to target and deliberately upset someone. Cyberbullying often happens on personal devices that young people have continuous access to. This means it can happen anywhere and at any time, so it can feel like it's hard to escape. The bully could be either someone that they know, or a complete stranger. Online bullying can leave a trail of evidence which can be helpful when dealing with the incident and reporting it.

Advice from Child net:

- Encourage your child to save the evidence and show you- They can do this by taking a screenshot of what has happened or by keeping the messages they have received.
- Don't deny access to technology- Although it can be very tempting to remove a device from a child if they are being bullied online, it may prevent your child from coming to you about online worries again.
- Don't reply- Most of the time a bully is looking for a reaction when they are being mean online. Tell your child not to reply. Instead, they should tell a trusted adult what has happened.
- Use the tools available- Report, block and take a screenshot. You can report a person or profile, as well as content, e.g. a post, video or comment. This will then be flagged to the service who will review it against their terms and conditions.
- Speak to the school- It is always worth having a conversation with your child's school about their experience of cyberbullying. Schools can offer support and advice to you and your child.

Even though cyber bullying often takes place out school of the school system, school will support wherever possible, particularly with a structured e-safety curriculum, PHSE/RSE, anti-bullying committee and strong Christian behaviour ethos.

Please refer to our 'Anti bullying policy' for details on the 'Intent, implementation and impact'.

Vulnerable children (HEART)

During their time at school some children will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupil. The incident forms from each class will be monitored by the Deputy Head. The information will be collated to provide an overview of pupil progress in order to enable targeted support for vulnerable pupils.

Children who continue to cause concern will be referred to the 'Joined up' care meeting within school to be discussed with a view to providing additional support.

This information will contribute towards:

- Individual Behaviour Plans
- Pastoral Support Programmes
- Support from outside agencies

Disruptive behaviour may be an example of unmet needs. The school will try to identify casual factors and intervene.

Child on Child abuse

Allegations of abuse against another student (child on child abuse), including issues of sexual violence and harassment. Schools have identified their own specific procedures for managing allegations of abuse against another student, including the school's response to and monitoring of sexual violence and sexual harassment. As with any disclosure staff should;

- Listen and keep calm. Do not interrupt
- Be aware that you can Not promise the child that they will keep the matter confidential.
- * Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them • Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Make a record of what has been said immediately afterwards in words used by the child and the member of staff to the best of their memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third party information
- Report the matter immediately to the Designated Safeguarding Lead

Please refer to Child Protection/ Safe guarding policy. **(Child Protection Policy, section 17)**

Banned items

Please be aware the banned item in school are in line with DFE guidance of prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers
- fireworks
- pornographic images.

See [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) for further clarification

Record Keeping

Any incidents that are judged to be low or high level are recorded on the CPOMS system and these are formulated by the person involved. These are monitored and evaluated by the Deputy and Senior Leadership Team.

Suspensions and Permanent Exclusions (HEART)

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. The government therefore supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Suspension and exclusion are only used in cases deemed as serious breaches of a school's Behaviour Policy. A pupil may be at risk of suspension or exclusion for example, from their school for:

- Verbal abuse, threatening behaviour or physical assault against a pupil or adult;
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy;
- Bullying;
- Racist abuse;
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Only the Head Teacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (SEN). The local governing board must comply with their statutory duties in relation to pupils with SEN when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the Special Educational Need and Disability (SEND) Code of Practice.
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)).

- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

If a pupil is at risk of suspension or exclusion the Headteacher will inform the parents/carers/legal guardians as early as possible, in order to work together to consider what factors may be affecting the child's behaviour, and what further support can be put in place to improve the behaviour.

If the Head Teacher decides to suspend or exclude a pupil, the parents/carers/legal guardians will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents within 24 hours. In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting wherever possible, unless in exceptional circumstances.

The relevant Local Authority, LDST's Chief Executive Officer and relevant school staff will be notified of all suspensions the same day of the production of the suspension letter. The Headteacher will, without delay, notify the Local Governing Body and CEO of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil.
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term.
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam.

The Headteacher will report to the Local Governing Body once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Beyond the School Gate (HEART)

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to support 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
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the incidences above, the Headteacher 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.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour

Drug and Alcohol Related Incidents (HEART)

It is the policy of our school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be re-admitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social care will also be informed.

Multi Agencies and External Advice (HEART)

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Adapted use of Class Dojo.
- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans
- Support from the SENDCo, identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional English or Mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Temporary reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

The Role of Governors (HEART)

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

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




Monitoring (HEART)

The Headteacher and Deputy Head monitor the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of behaviour. CPOMS (Child Protection Online Management System) was actioned in Autumn 2023. It is a software solution used by schools in the UK to monitor wellbeing, and all pastoral issues. The system helps schools record incidents of concern, identify trends and patterns, and intervene earlier to better support children. The class teacher records incidents through this new CPOMS software. TA and midday support staff will continue to record incidents that occur at break or lunchtimes utilising the paper forms in operations. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Consequences Ladder

- **ALL** staff **MUST** use the agreed RAG behaviour System. Children **MUST** go through the 3 steps of green, amber, red and **NOT** jump to red other than for the agreed reasons.
- The consequences ladder **MUST** be underpinned by the positive behaviour management strategies.
- The SENDco plays a lead supporting role in the system. Individual Behaviour Plans (IBP's) will be discussed as required.

<u>Level</u>		<u>Staff</u>	<u>Consequence</u>
Step 4		Headteacher	<ul style="list-style-type: none"> • Head Teacher letter • Head Teacher behaviour log, including a pupil contract. • Formal Parent Meetings • Pre-exclusion family meeting (extreme cases)
Step 3		Deputy Head	<ul style="list-style-type: none"> • Pupil meetings • Parent communication. • Behaviour support book (2 weeks max) • Work out of class for an agreed time as appropriate.
Step 2		Class teacher 3x Reds in a day – send child to Deputy Head A physical altercation <u>IN CLASS</u> must go straight to the Deputy	<ul style="list-style-type: none"> • Talk to child and listen • Reds recorded • Child to reflect at playtime for 5 minutes in line with RAG behaviour system • Parents informed either at the end of the school day or through Class Dojo
Step 1		Support Staff	<ul style="list-style-type: none"> • Talk to child and listen • Warnings in line with RAG behaviour system • Record all 'Reds' in class/ lunch behaviour book. • Discuss with the class teacher.

Impact: H.E.A.R.T.

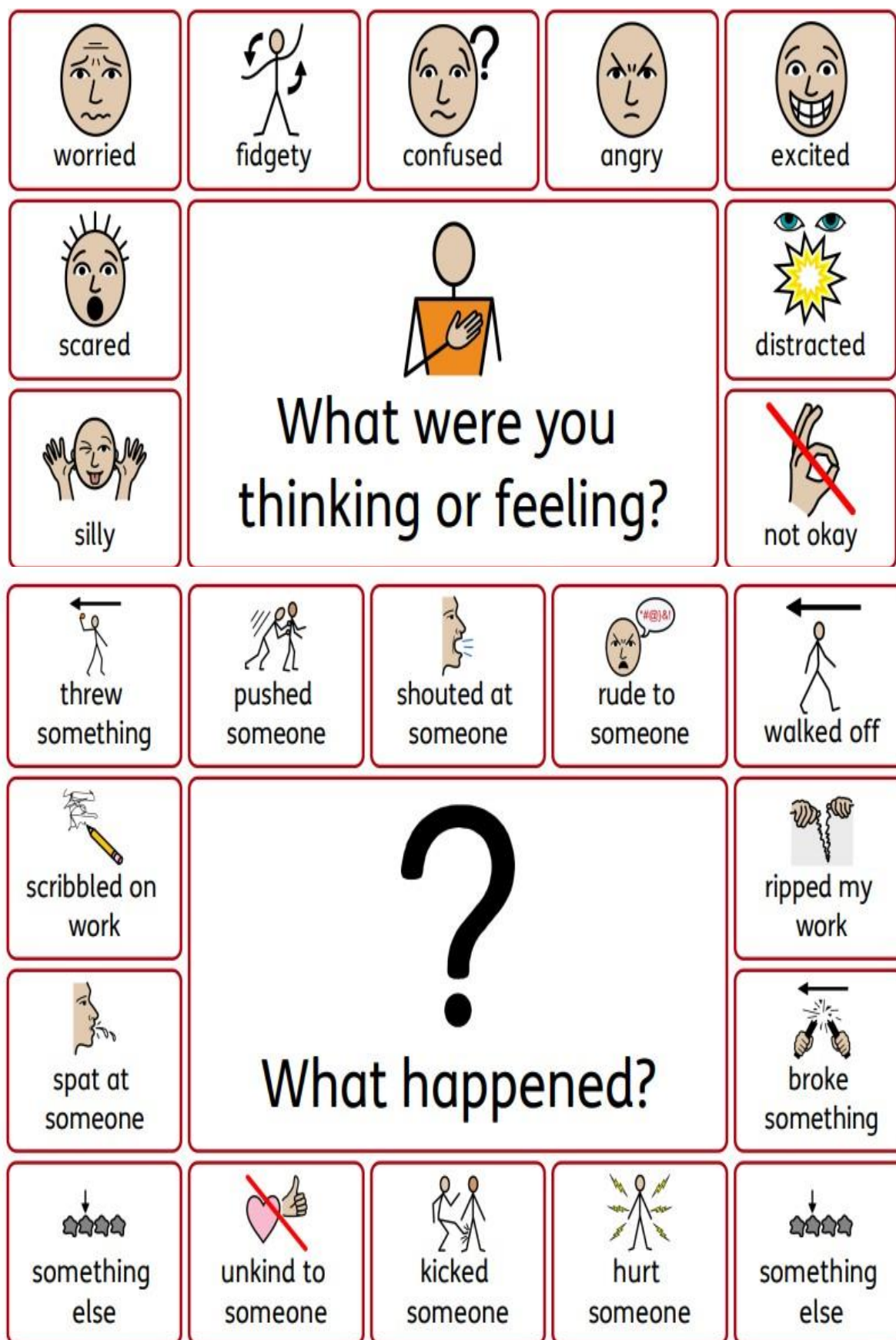
What we want our children to have achieved:











Children use **wisdom** to behave with high levels of respect for others. They play a positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. Children consistently have highly positive attitudes and commitment to their education. They are highly motivated and resilient.






Children have a **love** of learning, making a positive, contribution to the life of the school and/or the wider community and actively support the well-being of other pupils. Children behave consistently well, demonstrating levels of self-control and consistently positive attitudes to their education. If





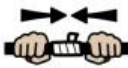

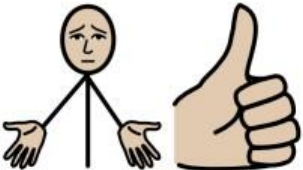





children struggle with this, fair and highly effective action, with a focus on our core underpinning values, is taken to support them to succeed in their education




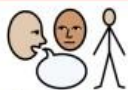

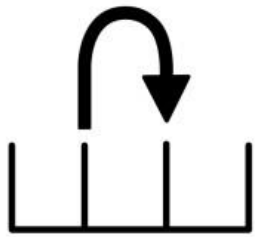





Appendix of resources used in resolving conflict and discussing behaviour in school:



 me	 my friend	 my teacher	 another child	 my TA
 my mum	 Who has been affected?			 a group
 my dad				 midday supervisor
 my family				 someone else

 sad	 sorry	 guilty	 stressed	 ashamed
 better	 What are you thinking or feeling now?			 not okay
 mad				 okay
 calm	 scared	 unsure	 fizzy	 something else

 make a plan	 write a letter	 talk to someone	 say sorry to someone	 fix something
 thinking time	 What needs to happen to put it right?			 tidy something
 think about zones				 lost chances slip
 quiet time				 something else

 talk to a teacher	 ask for quiet time	 fiddle with something	 talk to someone	 walk away
 Next time I could...				
 play with someone else	 count to 10	 take deep breaths	 sit near someone else	 something else