

Altrincham CE Primary School



Behaviour Policy

Date policy last reviewed: September 2022

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of Intent

At Altrincham Church of England Primary School our beliefs, mission statement, vision and values underpin the ethos behind our Behaviour Policy and the approaches outlined in it.

The Behaviour Policy at Altrincham Church of England Primary School is a statement of good practice which covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school community are expected to help and maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Altrincham CE Primary School believes, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils' behaviour improves and that they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

What we think good behaviour looks like

The staff and children at Altrincham Church of England Primary School have agreed that good behaviour is seen as:

- Respect for each other, respect for learning, respect for the school, belongings and property.
- Good manners
- Good looking, listening and sitting
- Being ready to learn
- Being on task and engaged
- Following instructions well
- Cooperating with teachers and each other.

We believe behaviour is a form of communication. We 'listen' and try to understand what children are telling us through their behaviour and non-verbal cues.

1. Legal framework

We have a duty to have in place a school behaviour policy that is annually reviewed, made available to all stakeholders and is consistently implemented throughout school.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils

2. Roles and Responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head Teacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board and the Head Teacher to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Establishing a climate of trust and respect for all and provide a safe and secure learning environment.
- Using praise and rewards to celebrate the success of all children.
- Being a role-model for pupils.
- Consistently implementing agreed Behaviour and Anti-Bullying Policies.
- Being prepared to listen and hear everyone's point of view.
- Intervening early to make sure everyone is safe.
- Using a calm but firm voice to discuss the situation without prejudging what has happened.

- Rewarding good behaviour as often as possible and appropriate.
- Applying sanctions fairly, justly and consistently.
- Working in partnership with parents and carers.
- Reinforcing the Golden Rules.
- Maintaining the school routines.
- Developing class routines through consultation with the children.
- Taking seriously and properly investigating (in a thorough, fair and respectful manner) every incident of bullying/ discrimination that is reported.
- Offering full support to people who try to help stop bullying by reporting it.
- Providing full support to victims of bullying.
- Providing opportunity for pupils involved in bullying behaviour to discuss incidents in an atmosphere of openness and concern.
- Supporting pupils involved in bullying behaviour helping them to learn alternative behaviours.
- Reporting incidents of bullying behaviour by another member of staff, a parent, a governor or another adult associated with the school.
- Challenging inequality, racism, bullying and all forms of discrimination.

All staff have the right to:

- Work in a safe, caring, well-ordered school.
- Be valued as an individual.
- Be allowed to carry out their work.
- Expect pupils and parents to give them the opportunity to help solve any problems of bullying or behaviour.
- Be treated with fairness and equality of opportunity.
- Be listened to.
- Have appropriate help and support from all school staff.
- Know whom they can tell if they have any concerns about bullying issues.
- Know their concerns will be taken seriously and dealt with promptly and sensitively.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO
 - Head Teacher
 - Senior Leadership Team

- As authorised by the Head Teacher, disciplining pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Following the golden rules.
- Walking quietly and calmly throughout the school at all times.
- Actively engage in their own learning.
- Listening to others carefully without interrupting.
- Demonstrating good team work.
- Following instructions, the first time.
- Being caring and demonstrating kindness to everyone.
- Being responsible for their own behaviour and demonstrating self-control.
- Learning to respect other people, their possessions and the school environment.
- Demonstrating empathy and understanding the viewpoint of others.
- Entering the classroom ready to learn.
- Completing learning tasks to the best of their abilities.
- Using a suitable classroom voice.
- Keeping to the school routines.
- Showing good manners at all times.
- Wearing our uniform with pride.
- Asking adults for help when there is a problem.
- Not tolerating any form of bullying or discrimination and reporting any such incidents.
- Being supportive towards victims of bullying.

All pupils have the right to:

- Be part of a safe, caring well-ordered school.
- Be valued as an individual.
- Be allowed to learn.
- Have appropriate help and support from all school staff.
- Know whom they can tell if they have any concerns about bullying issues.
- Know their concerns will be taken seriously and dealt with promptly and sensitively.
- Be listened to.
- Be treated with fairness and equality of opportunity.

Parents are responsible for:

- Discuss the school rules with their child.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Talking to their child about their behaviour.
- Following procedures outlined in this policy when they have a concern about behaviour.
- Talking to their child's teacher if they are concerned about a behaviour issue.

- Talking to their child's class teacher if the school is concerned with a behaviour issue.
- Listening to their child's point of view whilst considering the other side.
- Making sure their child attends school regularly and punctually.
- Making sure their child is dressed appropriately and has any necessary equipment.

All parents have the right to:

- Expect their child to be treated fairly.
- To be listened to.
- To receive support and guidance from school staff.
- Know their concerns will be taken seriously and dealt with promptly and sensitively.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or destructive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that requires the immediate attention of a staff member.

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Managing behaviour

At Altrincham Church of England Primary School, we believe in a positive approach to behaviour management and have high expectations of all children. Our focus is on recognising, modelling, sharing, celebrating and rewarding positive and safe behaviour and choices.

General Strategies to manage behaviour:

- Creating a happy caring environment
- Establishing boundaries of acceptable behaviour by establishing with the children the Golden Rules (which are displayed around school)
- Golden Time at the end of the week used as a reward for following the Golden Rules.
- Use of a calm manner by all staff when dealing with behaviour issues
- Recognising and rewarding achievement to promote self-esteem
- Discussion and reflection recognising that children need to be heard
- Lots of verbal praise, stickers and certificates to reward good behaviour
- Creating behaviour plans to modify inappropriate behaviour with the involvement of parents, teachers and children.

We ‘Catch Children Being Good’ and will praise positive behaviour before drawing attention to negative behaviour. Our praise is genuine and we make it clear to the children what they did well and how they can improve.

Praise can be given in a number of ways and could include the following:

- A quiet word of encouragement
- A positive written comment on the child’s work
- A visit to another member of staff or the Head Teacher for commendation
- Praise in front of a group, class or the whole school.
- Acknowledgement by presentation at an Assembly, such as Star Assembly, or by giving of some special privilege.
- Display of work.
- Inviting parents in to see work on informal occasions, in addition to Parents’/Open Evenings
- A letter or postcard to parents informing them specifically of a good action or achievement deserving praise.

Playtimes and Lunchtimes

Our behaviour systems are consistent across the whole school, so can be used with children during playtimes and lunch. Lunchtime staff must communicate with class teachers if there has been a behaviour incident during a break.

Positive behaviour at lunchtimes is recognised through verbal praise and awarding of stickers or House Points

When and how we inform parents

Parents need to be made aware when their child is behaving well or when they are causing problems in school for themselves or others.

We can keep them informed in a variety of ways:

- Letters, notes, cards sent home to inform parents of behaviour choices.
- Talk to parents at the end of the day.
- Parents' Evenings.

Staff should use the opportunity to speak with parents about positive, 'good' behaviours as well as concerns. Parents must be informed on the same day when they have received a straight red card.

Reporting Concerns

Any pupil with concerns should speak in the first instance with their class teacher or another adult in school that they trust e.g. a Teaching Assistant

Any parent with concerns should follow these procedures:

- 1) Always speak to the class teacher in the first instance even if a child is working with an individual teaching assistant or receiving pastoral support.
- 2) If a parent is not happy with the response or feels the matter hasn't been fully addressed they should see the Key Stage Leader:

EYFS and KS1 – Mrs Walsh, KS2 Mrs Watkins

- 3) The next stage is to talk to the DHT – Mrs Watkins
- 4) The final stage is to speak to the Head Teacher Mrs Chrysler

Inclusion

As all children are unique and valued as such, this system will not meet the needs of all our pupils. As an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the

needs of specific children. We understand that treating children equally does not mean treating children the same. Some children may require individual behaviour charts specific to their needs. The individual class teacher can create this.

For those whose behaviour and choices are not supported by the systems outlined above a meeting will be set up, following consultation with SENDCO, SLT, parents and class teacher to discuss behaviour targets.

Each behaviour plan will outline targets and the support strategies in place to meet the needs of the individual child.

A behaviour plan may be appropriate for children who are repeatedly missing Golden Time for similar behaviours and where other strategies, outlined in this policy, have had no impact.

For children who are at risk of exclusion, because of their behaviour, a programme will be put in place, in consultation with class teachers, parents and SLT. Ultimately, in extreme cases, a short term or permanent exclusion might be necessary. Only the Head Teacher can exclude a pupil. The correct exclusion procedures must be followed.

- The Head Teacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Head Teacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

We share a collective responsibility for behaviour where all adults are positive role models. We are consistent and respectful in our interactions with children and model positive relationships with other adults.

We remain calm when dealing with behaviour. We are aware of the damage that feelings of shame, guilt and humiliation can bring and so avoid situations that may lead to these feelings for others. Behaviour incidents are dealt with, by talking to the children involved sensitively and away from an 'audience'. When an issue needs to be discussed with a whole class, this is done anonymously and without public embarrassment.

We understand that sometimes children are feeling and acting without thinking because they are experiencing stress and are therefore outside of their window of tolerance. We know that it is hard for children to communicate verbally when they are feeling this way and so provide safe space for them to regulate themselves and calm down.

We encourage reflection and provide scaffolding for all children involved to be active participants and take responsibility for their actions.

As staff, we proactively support each other. We ask for and offer help when managing behaviour. We are non-judgemental and reflect on our practise.

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The class teacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Inappropriate Behaviour and Sanctions

This list is not intended to be exhaustive but provide guidance. Staff should assess a situation and use their professional judgement in conjunction with the policy guidance when dealing with a situation.

Alongside the positive reward systems there may be times when other sanctions are considered. For general, unacceptable behaviour choices, all children will be given one reminder before a sanction is implemented. Often, this will be a quiet word with the child reminding them of the behaviour expectations. We want to be giving children an opportunity to improve their behaviour.

Children will have been given opportunities/chances using the reward systems to improve their behaviour (unless behaviour is serious).

<p>Unacceptable Behaviour – Level 1</p> <ul style="list-style-type: none"> • Low level disruption • Answering back • Misuse of property including playground equipment • Lateness to lessons • Telling lies • Teasing • Wasting resources • Wandering around the classroom • Not completing learning tasks • Dropping litter • Throwing or flicking objects in the classroom • Deliberately distracting others • Calling out or shouting in class • Unsociable behaviour at the lunch table • Unhelpful,uncooperative behaviour 	<p>Sanction</p> <p>Children will be given one reminder about their inappropriate behaviour and a warning that if they persist there a blue card will be issued.</p> <p>After this, children will miss 5 minute increments of GT for each subsequent card (separate incidences/occasions throughout the week).</p> <p>If behaviour persists (same incident/occasion) then a red card will be issued – 10 mins of GT lost.</p> <p>3 or more red cards in a half term then parents will be notified and asked to come in and discuss strategies with Class teacher. This will be logged on school's confidential CPOMs system.</p>
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<p>Unacceptable Behaviour Level 2</p> <ul style="list-style-type: none"> • Continuous disruption • Continuous refusal to follow task/instructions • Intentional damage of property • Deliberately 'winding up' other children 	<p>Sanction</p> <p>Children will be given one reminder about their inappropriate behaviour and a warning that if they persist there will be a consequence.</p> <p>After this, children be given a blue card and will miss 5 minute increments of GT for each card given throughout the week.</p>
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	<p>If behaviour persists then a red card will be issued – 10 mins of GT lost</p> <p>May separate/remove children from source of problem if required. Can send to a 'buddy' classroom.</p> <p>If at playtimes/lunchtimes 'time out' if required.</p>
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We recognise some of our children demonstrate serious unacceptable that has a higher level of disruption to learning and/an impact on the safety of pupils and staff and these children will be taken to a safe place in school with a designated adult to calm down.

Serious Unacceptable Behaviour Level 3	Sanction
<ul style="list-style-type: none"> • Refusal to accept adult's instructions • Vandalism • Leaving the classroom without permission • Insulting other children or their families • Spitting • Swearing • Spoiling other children's work, including making fun of another child's work • Misuse of toilets and wash areas • Interfering with another person's property • Threatening or intimidating behaviour to peers including swearing at another person • Arguing with an adult, including walking away when an adult is talking 	<ul style="list-style-type: none"> • A Red Card can be issued straight away without moving through reminder and blue card stages. • Buddy Class for up to 30 minutes. • If an immediate red card is given, then all of GT is lost. • Children to complete a reflection sheet (verbal discussion with younger children) and bring to DHT/HT • For every straight red card given standard letter sent home and DHT will meet with parents. • Child to complete reflection sheet which will be added to CPOMs. • Note made on confidential CPOMS system.

Serious Unacceptable Behaviour Level 4	Sanction
<ul style="list-style-type: none"> • Theft • Running out of school • Physically violent behaviour (fights or physical attacks on others) • Discriminatory language or behaviour • Bullying i.e. repeated and persistent threatening, intimidating or harming behaviour) • Deliberate dangerous play 	<p>Send child to DHT/HT</p> <p>DHT/HT inform and meet with parents</p> <p>Sanctions may include internal exclusion (removal from class/playground). Fixed term or permanent exclusion.</p>

For serious incidents, parents/carers must be informed that day. This will be done formally by phone or face to face. They should be told about the behaviour and what the consequences are. Teachers will record details of the incident on the school confidential system (Cpoms). Mrs Chrysler will be informed.

Children will be able to access a reflection (safe) area within the classroom or elsewhere, in order to sit and calm down. This can be used in class when a pupil needs a short amount of time to refocus, calm down and think about their behaviour.

Children must not be made to stand in the corridor during lesson time as they have a curriculum entitlement.

De-escalation strategies

Our focus is on de-escalation and any intervention with an incident is reasonable and proportionate. We are aware of the impact of non-verbal communication and so adapt our body language, tone, inflection, stance and space when managing behaviour. We respect each other's boundaries of personal space, particularly when dealing with emotional children.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.

- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the school’s Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Head Teacher and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Calm Spaces

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as calm spaces.

We have calm spaces as an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

6. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop

the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to:

- Conduct themselves around school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. Respect yourself: We put our hands up and wait our turn; we ask questions if we don't understand, we try our best. Respect others: We have kind words; we keep our hands and feet to ourselves. Respect property: We use equipment safely; we tidy up properly.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Head Teacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines

to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Children will be rewarded for positive behaviour, choices, and improvements in effort with behaviour, in a variety of ways.

- Praise – Lots of
- Stickers
- Contacting Home – regular opportunities when seeing/speaking to parents to report achievements in school
- House Points (Years 1-6 only) – for work, positive behaviour, effort and improvement approx. 2 HP given at a time. Collected Thursday afternoon winners announced in Friday's star assembly. Extra play will be awarded on a weekly basis to the winning team.
- Golden Time- Friday afternoons
- Golden Time Display in everyone's classroom sunshine rain clouds rainbows EYFS and KS1
- Green, red and blue cards in KS2
- Achievement and Values Assemblies – Every Friday am – positive end to week
- 2 children from each class presented with a sticker. These children's names added to weekly newsletter so that parents can see who received a reward.
- Class of the Week
- Head Teacher's Award

Teachers are also able to generate their own preferred reward systems for their class, alongside the golden time system.

Examples of rewards/behaviour strategies:

- Verbal praise/positive language
- Sticker charts
- Marbles in a jar
- Children from different age groups/key stages helping in other classes
- Pupil of the week
- Extra playtime
- Stamps
- Good work assemblies
- Story time/chill out time
- Trips/visits
- Teddy Share Bear
- Happy Book
- Dojos

30 class awards = 1 hour class treat (30 mins Golden Time and 30 minutes extra)

Guidance for staff: Class Awards should incur no expense, be self-contained and as a rule of thumb happen no more than once a half term

8. Monitoring and review

This policy will be reviewed by the Head Teacher on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2022.

