Policy:	Behaviour Policy
Date implemented:	November 2021
Date of review:	September 2023
Date of next review:	September 2024
Lead professional:	CEO
Status:	Statutory

1. Introduction

Our primary school is first and foremost a place of learning, where pupils are valued and encouraged to do their personal best. We use a positive behaviour management approach that ensures children understand what kind of behaviour is acceptable in school. This is reinforced by praise and rewards as well as the explicit teaching of behaviour expectations at the beginning of each term.

Our school has high expectations of positive behaviour for all members of the school community. This policy is central to and underpins the delivery of the school's curriculums. The overriding aim of which is to support our children to become active and responsible citizens by equipping them with the life skills and personal attributes that they need for their future.

Our school values are at the core of our curriculum which are that:

- We respect ourselves and others
- We look after and value our environment
- We follow our class community rules
- We strive to be the best version of ourselves (We are **M**otivated, we have **I**ntegrity, we are **R**espectful, **R**esilient, **O**penminded, and **R**eflective - **MIRROR**)
- We celebrate and give back to our community

2. Praise and Rewards

At our school we have a dedicated staff team who are committed to the implementation of this policy and in turn the building of positive and respectful relationships. Staff have high expectations for all pupils and employ a number of different strategies to manage behaviour positively:

- Explicitly teach and model daily our behaviour expectations.
- Public praise and private criticism
- Catch *them* being good
- Acknowledge their feelings
- Give *them* a choice
- Be consistent
- Listen to children
- Pre-empt the causes of disruptive behaviour
- Be aware of your practice and how your actions affect children

At our primary school our emphasis is on praising and recognising positive behaviour. We praise and reward positive behaviour in several different ways:

- Verbal Praise
- Dojos – for being **M**otivated, showing **I**ntegrity, being **R**espectful, **R**esilient, **O**pen-minded, and **R**eflective)
- Positive communication with parents through weekly MIRROR awards
- Headteacher Award
- Special responsibility, privilege or trust
- Half termly praise assemblies – parents invited to attend
- Community / Trust awards

3. Consequences for Poor Behaviour

On occasion there are children who display behaviour that is at odds with our school's policy. As part of our approach to supporting our children in becoming good citizens, we have in place a clear system of consequences, the aim of which is to support the child to reflect on their behaviour and make the right choice in the future.

Securing consistent consequences that are used as infrequently as possible is an essential part of our behaviour management approach. The principles upon which consequences are based upon are:

- The minimum consequence necessary
- Immediate and short-lived consequence – new start – new day
  Consistent consequences for one off or repeated actions
- Allow the pupil time for reflection of their behaviour and the affect it has on them and their peers
- Consequences focused upon the act, not the child
- Clear, calm and consistent communicate by adults of their expectations of a pupil's behaviour so pupils understand why they have received a consequence.
- Teachers and support staff who consistently model and praise acceptable behaviour

The consequences for behaviour that falls below our high expectations, are shown in the table below, are implemented when a child has been given a chance to correct their behaviour and has chosen not to do so. Consequences maybe altered according to the individual circumstances of each incident.

Consequences	Sanctions
Warning- rule reminders. A warning can be given to an individual and/or a group/class.	'Pupil x you are distracting others from working. If you choose to keep talking that is a C1'
C1 Continuation of negative behaviour following the warning.	'Pupil X you have continued to talk across the class, you are now on a C1.' (Record on behaviour log.)
C2 Second negative behaviour	'Pupil X you have continued to talk you have moved onto C2.' The child is issued with a 15 minutes break loss, this could be morning playtime, lunchtime or 15 minutes in the

	playground. During this time the child is encouraged to reflect on what they have done and what they could do differently.
C2 3 times C1 incidents	When a pupil has received 3 x C1 they will be issued with a C2- as above
C3 Third negative behaviour	'Pupil X you are on the verge of leaving the lesson because you are not behaving reasonably and following my guidance.' Parents informed via Parent to text messaging service. Child misses lunchtime break. During this time the child is encouraged to reflect on what they have done and what they could do differently. If a situation cannot be de-escalated, then sanctions under C4 will be implemented to prevent harm. Once a child has received 3 C3's an SLT member will need to speak to the child and parent/carer/ A behaviour chart may be put into place at this stage.
C4 Consistent episodes of negatives behaviours Immediate C4 for health and safety	A C4 can only be given when a child has worked their way through the consequences or immediately for health and safety. An internal exclusion used to deescalate the situation and prevent the conclusion of the behaviours. Parents informed by telephone.
C5 Immediate threat to others	If there is a situation that warrants exclusion then a fixed term referral needs to be made. A member of SLT will issue the fixed term exclusion notifying parents. A reintegration meeting will be arranged with the child and parent/carer following the fixed term exclusion.
C6 Permanent exclusion	A C6 can only be given when a child has worked their way through the consequences or there is an immediate threat to other pupils or staff. This is as a last resort and in extreme circumstances.

In the table below are some examples of the types of behaviour associated with each type of consequence.

Code	Behaviour
C1	Failure to follow instructions
C1	Distracting behaviour
C1	Lack of effort
C1	Not following school code of conduct.
C2	3 * C1 in 1 day.
C2	Damage/ misuse of equipment
C2	Disruptive behaviour
C2	Graffiti – book or furniture
C2	Aggressive or inappropriate language
C3	4 * C1 in 1 day or 2 * C2

C3	Violence towards another pupil
C3	Dangerous reckless behaviour
C3	Bullying incident inc. cyber bullying
C3	Swearing
C3	Aggression to staff
C3	Racism/ homophobia
C3	Taking something that doesn't belong to you.
C4	Setting off fire alarm
C4	Inappropriate sexual behaviour
C4	Physical assault on pupil
C4	Offensive weapon (possession)
C4	Serious and persistent failure to comply to school code of conduct
C4	Persistent targeted bullying
C5	Total failure to respond to school policy
C5	Offensive weapon with intent to use
C5	Serious physical assault

C1s are monitored by staff using a Behaviour Log. If a child receives frequent C1s i.e. more than 4 in a day, the 4th C1 will become a C2 and the child as per the policy will miss 15 mins of playtime and their parents will be notified. C2s through to C6s are recorded on CPOMs

4. Bullying

We are committed to working towards equality of opportunity in all aspects of school life. Our aim is to ensure that no child is discriminated against. Our school has a zero tolerance towards bullying (inc. cyber bullying) including those motivated by prejudice and/or discrimination. The school is committed to providing a secure and supportive environment in which children are happy, feel safe and able to thrive.

5. Early Years Foundation Stage (EYFS)

In Reception the children learn about boundaries and expectations from the outset. Clear and simple rules and routines are established and reinforced by all staff. We follow the school's positive approach to behaviour management and children can earn Dojos or move their name onto a visual cue such as a rainbow for making the right choices, Once routines and rules have been established children who choose not to follow them are given a verbal warning and move their name onto a visual symbol such as a cloud. This visual cue encourages children to take responsibility for their behaviour from an early age. If a child repeatedly makes the wrong choices, they move their name to a further visual symbol such as a thundercloud and are given a set time during their lunchtime play to reflect on their behaviour and what they could do differently next time. Staff consistently encourage children to make the right choice in a supportive and caring manner. After the first few weeks of starting in Reception, the class teacher will contact the parents of any children who are persistently displaying unwanted behaviours to discuss home school behaviour management strategies.

As children move from Reception class into Year One, we take a blended approach in order to aid this transition. The visual symbols are gradually phased out through the Autumn term and the C1 behaviour system is introduced. The school's positive approach to behaviour management is our strongest focus at all times and positive reinforcement, verbal praise and Dojos remain the central focus.

6. Children with Special Educational Needs

We pride ourselves in being an inclusive and supportive community. We recognise that we are all individuals that have different needs and have had different experiences.

Supporting the mental health and well-being of all children is of paramount importance. We recognise that some children with special educational needs may require some extra support and reasonable adjustments are made based on specific, individual need.

Individual behaviour plans will be developed for and agreed with these children in partnership with teaching staff, parents, and outside agencies where appropriate. A review of the plan will take place each half term and will be overseen by the school SEND lead.

7.   Behaviour outside of the formal curriculum

We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour Policy. Children are rewarded for good behaviour at playtime in the same way as the formal curriculum through Dojos. Children, in line with our taught behaviour expectations are encouraged to line up sensibly, look after playground equipment and walk quietly through school when going to break, lunch or visiting the library. We expect children in school to behave well at all times both in the building, in the playground and when participating in school trips and visits. Lunchtime staff report an incidents to class staff.

8.   Confiscation of a child's property

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviate from this, distracts a child's attention from learning, promotes inappropriate behaviour or is perceived by a member of staff as being dangerous will be confiscated. Under the general power to discipline **(see DFE guidance – 'Behaviour and Discipline in Schools – a Guide for teachers and school staff' for further details)** a member of staff is able to confiscate, retain or dispose of a child's property.

All members of staff are protected from any liability for damage to, or loss of, any confiscated items. Parents/ carers will be notified of any items which have been confiscated by the member of staff, when it will be returned or should be collected by the parent/carer. Items which are deemed to be dangerous may be kept by the SLT for further investigation.

Searching, Screening and confiscation.

The school will always act. In accordance with government guidance and its Searching, Screening and Confiscation Policy, in doing so the school will conduct searches of pupils using the following principles:

A. Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).
B. Only the Head of School and members of staff authorised by the Head of School have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). See below for a list of prohibited items.
C. These members of staff are: Hollie Wilkinson and Rachel Dickinson.
D. The member of staff carrying out the search will always be the same sex as the pupil and there will always be another member of staff present when the search is taking place.
E. The only exception to the point D is if the Head of School reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently.

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school's designated safeguarding lead (DSL) will make an immediate referral if they find evidence that pupils are at risk of harm. The school will always consider reasonable grounds before a search takes place. These reasonable grounds include:

- Hear the pupil or other pupils talking about an item.
- Be told directly of an item by a pupil, member of staff or a member of the public.
- A member of staff has seen an item.
- Notice a pupil behaving in a way that causes you to suspect that they're concealing an

item.
- Observations made via CCTV.

Prohibited Items:

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

The complete Searching, Screening and Confiscation Policy is available on request from school reception.

9. Monitoring and evaluation

All staff throughout the school will be responsible for monitoring behaviour, however the Head of School, Senior Leadership Team will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Trust each term.

The Local Governing Body (LGB) will conduct an annual review of this policy.