



# St John's Green Primary School

Learn to Live, Live to Learn

## Behaviour Policy

### **1, Our Aims:**

To clarify with the children what is meant by good behaviour and encourage them to examine their own behaviour and take responsibility for it.

To create an ethos where children are valued and self esteem is promoted.

To encourage a positive and vibrant learning environment and to promote good behaviour through the curriculum.

To encourage the children of St John's Green School to become considerate individuals and good citizens.

To be aware of the reasons for and symptoms of bullying, by informing children how to deal with bullying behaviour.

For children to be safe.

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

### **2, Legislation and statutory requirements**

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
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It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance explaining that maintained schools must publish their behaviour policy online](#)

### **3, What is meant by good behaviour?**

The following are our expectations: -

Maintaining an appropriate volume when working

Being pro-active in their learning

Having high expectations of ourselves and others

Being polite: hands up when you wish to speak, listening when others speak

Looking after our school and each other

Playing sensibly in the playground

Moving around the school purposefully and safely

Taking responsibility for own actions

Each class has its own set of rules which are agreed from class discussion and on display.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - o Knives or weapons

- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

Cyber-bullying

Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

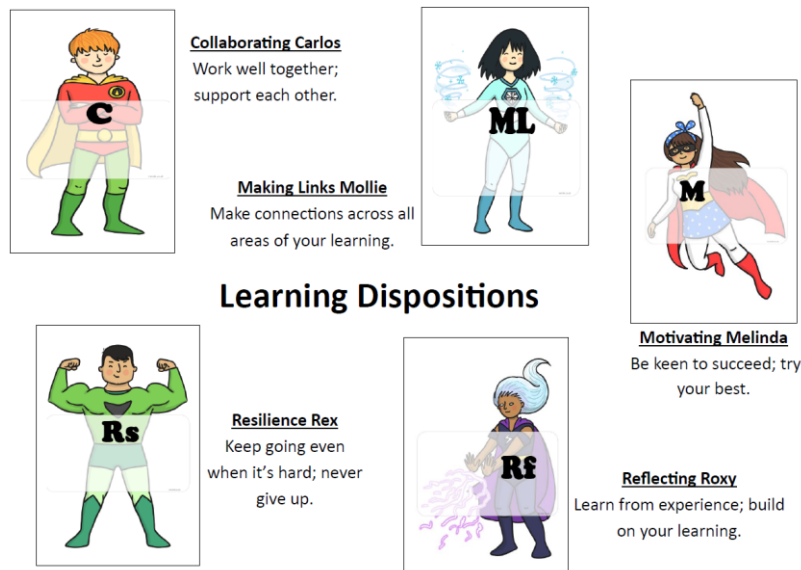
#### **4, Encouraging a Positive Learning Environment and Promoting Good Behaviour.**

At St John's Green School, we believe it is very important that our children feel secure and cared for in surroundings that are interesting and stimulating, so that effective learning can take place.

Effective classroom management facilitates good behaviour.

At the beginning of the year, children are made to feel welcome by the teacher. They will already have had contact with the teacher and the class in the previous term and this will be extended by activities which are designed to help everyone get acquainted and to learn more about each other. Children agree class rules and these are displayed in the classroom.

Our schools Learning Dispositions, support the children, parents and teachers in being positive members of our school community and becoming excellent learners. These are displayed in every classroom and around the school. Our learning and our rewards are inextricably linked to our Learning Dispositions and support us in promoting good and effective learning behaviour.



**Collaborating Carlos**  
Work well together; support each other.

**Making Links Mollie**  
Make connections across all areas of your learning.

**Motivating Melinda**  
Be keen to succeed; try your best.

**Resilience Rex**  
Keep going even when it's hard; never give up.

**Reflecting Roxy**  
Learn from experience; build on your learning.

**Learning Dispositions**

Our Learning Dispositions are further reinforced by our PSHE. This is based on 'Jigsaw' which is recommended by the PSHE society. It brings together personal, social and health education, with emotional literacy, social skills and spiritual development. It is designed as a whole school approach. All year groups work on the same theme at the same time and this is reinforced through our assemblies.

Incidents of poor behaviour (ongoing misbehaviour) and all serious misbehaviour will be recorded on a secure platform called CPOMS (Child Protection Online Management System). This is a secure platform <https://www.cpoms.co.uk/>

First instances of misbehaviour are likely to be dealt with by school staff, the class teacher in the first instance and phase leader going forward. Ongoing misbehaviour will be escalated to a member of the 'Heads' Team and parents.

#### **5, Roles and Responsibilities**

### **5.1 The governing board**

The governing body of the school is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body of the school
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (CPOMS)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

Take part in the life of the school and its culture

- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6, School Behaviour

Children are expected to:

Behave in an orderly and self-controlled way

Show respect to members of staff and each other

In class, make it possible for all pupils to learn

Move quietly and sensibly around the school

Treat the school buildings and school property with respect

Wear the correct uniform at all times

Accept sanctions when given

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

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 6.1 Mobile phones

Older children may bring their mobile phones into school as the school understands that older children often walk to school or back home by themselves.

During the school day mobile phones must be switched off and handed to the class teacher as soon as they enter the classroom, who will store them in a box in their classroom. Children can collect their phones again at the end of the day. The school will accept no responsibility for phones that are brought into school.

## 7. Responding to behaviour

### 7.1 Classroom management

- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.
- They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### 7.2 Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information: <https://st-johns-green.eschools.co.uk/website/policies/288760>

### 7.3 Responding to good behaviour

- When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
- Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- Positive behaviour will be rewarded with:

Giving verbal encouragement

Giving stickers, stars, stamps and team points so that everyone knows who has done well

Sending children to another teacher or a member of the Heads team for praise

Giving certificates in assembly for outstanding effort, behaviour and work

Informing parents of improved or particularly good behaviour

Displays of good work

Assemblies celebrating good work

Giving out Team Points

Displaying WANTED Posters

Verbal praise

Communicating praise to parents via a phone call or written correspondence

Certificates, prize ceremonies or special assemblies

Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

Whole-class or year group rewards, such as a popular activity

#### 7.4 Responding to misbehaviour

- When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
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De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

- All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.
- The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Sending the pupil out of the class

A verbal reprimand and reminder of the expectations of behaviour

Setting of written tasks such as an account of their behaviour

Expecting work to be completed at home, or at break or lunchtime

Detention at break or lunchtime, or after school

Loss of privileges – for instance, the loss of a prized responsibility

School-based community service, such as tidying a classroom

Referring the pupil to a senior member of staff

Letter or phone call home to parents

Agreeing a behaviour contract

Putting a pupil 'on report'

Removal of the pupil from the classroom

Suspension

Permanent exclusions, in the most serious of circumstances

- Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

#### 7.5 Reasonable force

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

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

- Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents (see appendix 3 for a behaviour log)



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

### **7.6 Searching, screening and confiscation**

- Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **7.7 Off-site misbehaviour**

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

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

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

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

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

### **7.8 Online misbehaviour**

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

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

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

### **7.9 Suspected criminal behaviour**

- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, then a member of the heads team will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Please refer to our child protection and safeguarding policy for more information <https://st-johns-green.eschools.co.uk/website/policies/288760>

### 7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy [insert if you have a standalone policy for allegations against staff: and a statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

8.1 Detention (loss of Break/Lunch – kept behind after school.)

- Pupils can be issued with detentions during break, after school
- The school will decide whether it is necessary to inform the pupil's parents.
- When imposing a detention, the school will consider whether doing so would:

Compromise the pupil's safety

Conflict with a medical appointment

Prevent the pupil from getting home safely

Interrupt the pupil's caring responsibilities

### 8.2 Removal from classrooms

- In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.
- Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.
- Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Maintain the safety of all pupils

Allow the disruptive pupil to continue their learning in a managed environment

Allow the disruptive pupil to regain calm in a safe space

- Pupils who have been removed from the classroom are supervised by another member of staff and will be removed for a maximum of ½ day
- Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.
- Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
- Parents will be informed on the same day that their child is removed from the classroom.
- The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

Meetings with school staff

Use of Support Staff

Short term behaviour report cards

Long term behaviour plans

Pupil support units

Multi-agency assessment

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

### 8.3 Suspension and permanent exclusions

- The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
- The decision to suspend or exclude will be made by the headteacher and only as a last resort.
- Please refer to our exclusions policy for more information

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

- The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
- When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:
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Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

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

## 9.2 Adapting sanctions for pupils with SEND

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

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

- If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

- The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

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

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

[Include contact information for your local authority here]

## 10. Supporting pupils following a sanction

- Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.
- This could include measures like:

Reintegration meetings

Daily contact with the Family Support Team

A report card

Personalised behaviour goals

## 11. Pupil transition

### 11.1 Inducting incoming pupils

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

## **11.2 Preparing outgoing pupils for transition**

- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

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

The proper use of restraint

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

- Behaviour management will also form part of continuing professional development.
- A staff training log can be found in appendix 2.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

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

- The data will be analysed by the Heads Team
- The data will be analysed from a variety of perspectives including:

At school level

By age group

At the level of individual members of staff

By time of day/week/term

By protected characteristic

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

### **13.2 Monitoring this policy**

- This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the [role].

## **14. Links with other policies**

- This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
  
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
  - The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.