

Ursula Taylor C of E School



Behaviour Policy

February 2024
Review Date: February 2025

Statement of Intent:

Ursula Taylor C of E School believes that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to ensuring that every member of the school community feels valued and respected, and that each person is treated fairly and with kindness. We are a caring community, whose values are built on mutual trust and respect for all.

We are a Church of England School which promotes a positive ethos and Values Education and as such we teach our children Christian and British Values and how they can support and influence our daily lives. The school behaviour policy is therefore designed to enhance the way in which all members of the school can live and work together in a supportive way, giving each other the opportunity to thrive and flourish.

Our policy and associated procedures aim to promote an environment where everyone feels happy, safe and secure and where values are used as a tool to manage disruptive or inappropriate behaviour. We encourage children to find solutions to conflicts and act as good role models for others.

The school has a number of expectations based around behaviour and how we conduct ourselves. These expectations are for all members of our school community.

This policy is a means of promoting positive, supportive relationships, so that people behave in a considerate way towards others, can work together with the common purpose of helping everyone to learn and build on mutual respect.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

We demonstrate and encourage good behaviour by:

- 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 children to enable early intervention.
- A shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.
- Encouraging children to be moral, self-disciplined, hardworking and caring.
- Provide an ethos and environment within which everyone feels safe and which enables each individual to discover and develop new skills and abilities, and enjoy their learning
- Teaching children behaviour that is appropriate to different situations.
- Support children to recognise and manage their emotions and reactions.

OBJECTIVES:

In order to meet these aims we have set the following objectives:

- All members of the school community will be involved in implementing this Positive Behaviour Policy
- All staff, children, parents and visitors will behave towards each other with mutual respect, consideration and tolerance
- To highlight positive behaviour with a system of rewards to reinforce good behaviour so that children feel good about themselves and can flourish
- All staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- To involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.
- To ensure that parents of victims are informed of incidents and resulting actions
- To provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- To prevent bullying and incidents of unkind behaviour
- To have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- For all staff to focus on de-escalation and preventative strategies rather than reactive measures
- Ensure that children can complete their work free from distraction

Reasonable and proportionate sanctions will be used where a child's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health. The Schools SEND Policy and SEND Information report outlines to procedures that will be used to assess these children for any SEMH related difficulties that could affect their behaviour.

LEGAL FRAMEWORK:

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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement'
- Working together to improve school attendance DfE 2022

This policy operates in conjunction with the following school policies:

- Classroom rules and school expectations
- Social, Emotional and Mental Health (SEMH) Policy (Within SEND Policy)
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Use of Reasonable Force Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Guidelines (DfE)

ROLES AND RESPONSIBILITIES

The governing board will have 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.
- Ensuring this policy is published on the school website

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children 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.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy

The SENCO will be responsible for:

- Collaborating with the governing board, Headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to children achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting children with 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 child.
- Being aware of the needs, relevant outcomes, and support provided to any children 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
 - Headteacher
 - Deputy Headteacher
 - Senior Leadership Team Member
- As authorised by the Headteacher / Deputy Headteacher, sanctioning children who display poor levels of behaviour.

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

DEFINITIONS

For the purposes of this policy, the school will define "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 will include, 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 disruptive 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 children
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

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

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

MANAGING BEHAVIOUR

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Headteacher / Deputy Headteacher pastoral leads will keep a record of all reported incidents to help identify children whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a child's behaviour that could indicate they need help or protection. Incidents will be recorded on the 'Safeguard my School' secure portal.

Support, such as targeted discussions with children, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

MANAGING INCIDENTS OF NEGATIVE BEHAVIOUR

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Detention (at break or lunchtime, never outside of school hours.)

Where a child's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The child is sent to a Phase Leader or the Deputy Headteacher immediately or, if necessary, the Headteacher.
- A member of the Senior Leadership Team investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the investigation deems the incident to be unacceptable behaviour, the incident will be recorded on the school portal. The behaviour will also be recorded on the child's permanent record, within the school MIS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the child will be removed from the classroom – the Senior Leader will determine the period the child will be removed from the classroom, as well as any detention time.
- The Senior Leader will inform the child's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The Headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension. This decision will

be made by the Headteacher in line with DfE guidance (DfE Suspension and Permanent Exclusion September 2023)

- Although unacceptable behaviour does not necessarily mean a child 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 child's behaviour.
- Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the Headteacher determines that support is still required for the child, an Individual Behaviour Plan will be created to outline the necessary provisions in place.
- The perpetrator may be subject to a behaviour report. This means regular check-ins with a senior member of staff and daily reports to parents regarding both positive and negative behaviour.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

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

- The decision to discipline a child is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher. This would usually be the Deputy Headteacher in the absence of the Headteacher.
- The decision to discipline a child is made on the school premises or whilst the child is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a child is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

PREVENTION STRATEGIES, INTERVENTION AND SANCTIONS FOR UNACCEPTABLE BEHAVIOUR:

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

Initial interventions

A range of initial intervention strategies to help children manage their behaviour and reduce the likelihood of more severe sanctions being required. Support will consider the child's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any child that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Informing parents in writing of incidents of unacceptable behaviour, detailing the incidents which has occurred and what will happen if the behaviour does not improve.
- Providing mentoring and coaching
- Short-term behaviour report cards, managed by a Senior member of staff
- Long-term behaviour plans
- Engagement with local partners and agencies, to seek advice and in more serious cases alternative provision
- Where the child has SEND, an assessment of whether appropriate provision is in place to support the child, and if the child has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment that goes beyond a child's education will be considered where serious concerns about a child's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all children as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom on return from break time.

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-child relationships

Positive teacher-child relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

Preventative measures for children with SEND

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the child.

Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- 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 child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child 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 Physical Intervention Policy, (Use of reasonable Force DfE Guidance) staff will have the legal right to use reasonable force to prevent children 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, to ensure safety. 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 Physical Intervention 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 incident will be reported immediately to the Headteacher or the Deputy Headteacher, and the child's parent will be contacted. A 'Use of Reasonable Force Form', must be completed and a copy provided to the parents following the contact made by an SLT member. Where appropriate, the Headteacher may decide to temporarily remove the child from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is

carried out, the child's parent will be asked to collect the child and take them home for a set duration. Children will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion (suspension) in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

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

Removal from the classroom

The school may decide to remove children from the classroom for a limited period, at the instruction of a member of staff.

The child will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove children from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all children and restore stability following an unreasonably high level of disruption
- To enable disruptive children to be taken to a place where education can continue in a managed environment
- To allow the child to regain calm in a safe space

The school will ensure that children's health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a child spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the child is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the child will decide what the child may and may not do during their time spent removed from the classroom. The Headteacher will request that the child's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a child who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the child return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, child and their parents, and other agencies if relevant, where necessary.

Children will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and children that they are able to use detention as a sanction to deter future misbehaviour, at UTS this will only take place during school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and children will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a child, unless the Headteacher decides to withdraw this power from any teacher.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the child, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the child. If the detention is during lunchtime, 30 minutes will be allocated to allow the child time to eat, drink and use the toilet.

SEXUAL ABUSE AND HARRASSMENT

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment 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.

SMOKING AND CONTROLLED SUBSTANCES

Ursula Taylor C of E School is a smoke free zone. This applies to all members of staff, children and visitors to the site. This is in accordance with the Health Act 2006.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with children related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

PROHIBITED ITEMS, SEARCHING CHILDREN AND CONFISCATION

Headteachers and staff authorised by them will have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

- Pornographic images.
- 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 any person, including the child themselves; or
 - To damage the property of any person, including the child themselves.

At Ursula Taylor only the Headteacher and the Deputy Headteacher can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DfEs Searching, Screening and Confiscation Guidance when conducting searches and confiscating items.

EFFECTIVE CLASSROOM MANAGEMENT:

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all children.
- 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 children stimulated.

Subject to reasonable adjustments, e.g. those made for children whose SEND may affect their behaviour, children will be expected to follow the school Child Code of Conduct, which requires children to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and children.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

CLASSROOM RULES AND ROUTINES:

Each classroom has a set of clear, comprehensive and effective classroom rules which define what acceptable behaviour is and what the consequences are if behaviour is not acceptable. The majority of the classroom and wider school rules are interlinked to our programme of Values Education and focus on using our values and ethos as a method to support children's social and emotional needs and for dealing with incidents of unacceptable behaviour.

Our children are taught from the beginning of their school journey that kindness and respect is important and that we treat people as we would like to be treated.

Careful attention is given to how rules / routines are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The Headteacher will ensure all teachers understand the schools expectations upon children’s behaviour and that all staff model the positive behaviours we wish to see from our children.

Staff will support children to understand and follow classroom rules and routines. Staff will ensure that all children are clear on the expectations at the start of the school year and revisit them regularly. Where appropriate, teachers will explain the rationale behind the rules and routines to help children understand why they are needed, and will model rules and routines to ensure children understand them. Teachers will also explain clearly to children what will happen if they breach any classroom rules to ensure children are aware of the sanctions that may be imposed.

To support children’s continued awareness and understanding of classroom rules and routines, teachers will 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 will 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 encouraging positive behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to children and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to support children’s full engagement and encourage positive behaviour, such as:

- Seating those who may find following the rules more challenging, closest to, and facing, the teacher.
- Ensuring children are spread out if they tend to cause disruption.
- Ensuring the teacher can see children’s faces, that children 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 will recognise that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will 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 child'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 will encourage children to praise one another, and praise another child to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that children 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 children are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Stickers, Class Dojo Points, House Points and class rewards, (e.g. marbles in the jar)
- Communicating praise to parents, on the playground and through class dojo
- Values Certificates and the Golden Book – celebration worship
- Positions of responsibility, e.g. being entrusted with a particular project, job or role

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES:

Children at the school must agree to represent the school in a positive manner. The expectations in terms of behaviour and conduct apply both inside and outside of school, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Behaviour Policy and Child Protection and Safeguarding Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

DATA COLLECTION AND BEHAVIOUR EVALUATION:

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

MONITORING AND REVIEW:

This policy will be reviewed by the Headteacher and The Senior Leadership Team on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is February 2025

