# Behaviour Policy

**Signed:**
**Trust Chair: S. Gribbin**
**CEO: R. Swindells**
**LGC Chair: P. Goringe, S. Wright**
**Head: M. Ward**
**Date: 15th October 2026**
**Review date: October 2027**

Woore Primary and Nursery School is committed to creating an environment where exemplary

behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: ***'Ready, Respectful, and Safe.'***

**The principles that underlie this policy are:**

- Every pupil understands they have the right to feel safe, valued and respected, and 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 suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in exclusions and suspensions
- 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
- Violence or threatening behaviour will not be tolerated in any circumstances.

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- 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 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

It is also based on the special educational needs and disability (SEND) code of practice.

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.

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 88-94 of the Education and Inspections Act 2006, which require 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. Definitions

### Serious Unacceptable Behaviour

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, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals

- **Sexual Harassment and violence**- Sexual violence includes rape, assault by penetration, or sexual assault, including intentional sexual touching without consent. Sexual harassment is unwanted conduct of a sexual nature, including sexual comments, jokes or taunting.
  Online sexual harassment includes unwanted sexual comments or messages, including on social media, sharing nude or semi-nude images or videos, or sharing unwanted explicit content.

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – is deliberate, repeated, offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
  **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 any prohibited items, such as:

  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - 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)

- 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 pupils
- Any behaviour that requires the immediate attention of a staff member

**Low-Level Unacceptable behaviour**

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 pupils, 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
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti
- Smoking

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

**4. 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 |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• 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 |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

**5. Roles and responsibilities**

**5.1 The Trust Board**

The Trust Board is responsible for this policy.

**5.2 The headteacher**

The headteacher is responsible for implementing this policy.
The headteacher will ensure that the school environment encourages positive behaviour and that

staff understand this policy, apply it consistently and deal effectively with poor behaviour.

**5.3 Designated Staff**

The designated safeguarding lead (DSL) and deputy designated lead are responsible to ensure the utmost safety for all pupils. Where bullying, sexual harassment and child on child abuse is suspected, DSL's will investigate cases sensitively and thoroughly and follow the necessary procedures to eradicate the problem.

**5.4 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion 'deliberate botherdness'
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendices 1-3 for behaviour logs)

**5.5 Parents**

Parents are expected to:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

**6. Pupil code of conduct**

Pupils are expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- In class, make it possible for all pupils to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform
- Follow school rules and instructions
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

**7. Rules**

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules and routines are further discussed and developed at a class level. Our whole school rules are;

- **Be Ready**
- **Be Respectful**
- **Be Safe**

**8. Rewards and sanctions**

We recognise and celebrate positive behaviour, effort, kindness and contribution through specific and meaningful praise**.** In line with Paul Dix's approach, we prioritise positive relationships and intrinsic motivation**,** rather than pupils expecting tangible rewards for meeting everyday expectations. Rewards may be used appropriately to recognise individual or collective achievements and progress. Recognition may include verbal praise, positive messages home, sharing achievements with the class or wider school, responsibilities and opportunities to contribute to school life.

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

**8.1 List of rewards and sanctions**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

***Positive behaviour will be rewarded with:***

- Verbal Praise-those behaving and working positively, or going 'Over and Above'
- Class Dojo points
- Positive notes home to parents
- Stickers
- Hot Chocolate Friday
- Special responsibilities/privileges

- Prizes for reading
- House points/house rewards
- End of year awards

*Low-level disruption will be managed primarily through Paul Dix's 5 steps:*

1. **Reminder**-reminder of the three rules: Ready, Respectful, safe
2. **Caution**-Clear verbal caution, making child aware of their behaviour and outlining consequences if they continue.
3. **Last Chance**-Speak to the child privately and give final opportunity to engage. Offer a positive choice to do so. Refer to previous examples of good behaviour. Use 30 second scripted intervention. Ask the child to stay 2 minutes after class, this is time owed back to the teacher. This is not part of future negotiation on behaviour. It cannot be removed, reduced or substituted.
4. **Time Out**-This could be: a short time outside of the classroom, on the thinking spot or at the side of the field of play. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves
5. **Repair-**This might be a quick chat at break time in the yard or a more formal meeting.

Other negative behaviour preventative measures might include:

- a disapproving look
- a reminder of the expected behaviour
- a 'when/then' agreement (when you have … then you can …)
- physical proximity of an adult
- redirection of behaviour
- motivational challenge
- varied use of teacher's voice

**Restorative Conversations**

Following negative behaviour from a child/group of children it is important to begin with a restorative conversation. ***As Paul Dix says, 'Punishment doesn't teach better behaviour, restorative conversations do'.*** Paul Dix suggests to: walk and talk, play with Lego, play doh, jigsaws etc. Then the conversation takes a different pace, and everything is less focused.

**The Restorative Five**

1. What happened?
2. What were you feeling/thinking at the time?
3. How do you feel about it now?
4. Who has been affected?
5. What should we do to put things right?

**Consistency**

Staff need to ensure that they are consistent in the Paul Dix approach with children across the school. There may be times, however, where the special educational needs of the child require a different and more tailored approach. In these cases, guidance on managing specific pupil's behaviour should be taken from the child's individual plans. These should be informed from advice from the SENCO and external agencies.

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

***The school <u>may</u> use one or more of the following sanctions in response to unacceptable behaviour:***

- Expecting work to be completed at home
- Time out/reflection
- Missing part/all of playtime
- Loss of privileges
- Referring the pupil to a senior member of staff
- Pupil removed from the classroom (exceptional circumstances, supervised, time limited
- Messages or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Behaviour plan
- Suspension
- Exclusion

**Reflecting on Behaviour**

Children will always be asked to reflect upon their behaviour and consider how it has affected others and what should be done to put things right. For low-level behaviour, this will likely be a verbal response to any affected children and staff and for more serious behaviour this may be a written reflection and the child may also be asked to write a letter of apology.

We may need to separate the pupil from others in response to serious or persistent breaches of this policy. Pupils will be supervised by a member of staff in another space within the school, and they will be expected to complete curriculum work/activities as they would in class. This will be time-limited and agreed by the senior leadership team in response to individual occasions.

**8.2 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

Sanctions for sexual harassment and violence may include:

- Referring pupil to headteacher
- Letter/email home
- Meeting/telephone call with parents/carers
- Loss of privileges
- Going on report

If a child continues to sexually harass or show violence towards others after other sanctions have been exhausted, the following sanctions may be given:

- Internal exclusion
- Suspension
- Permanent exclusion

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.

**8.3 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 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 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, 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 and KCSIE Allegations of Abuse against Staff policy more information on responding to allegations of abuse against staff or other pupils.

**9. Behaviour management**

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.

Records of all reported incidents will be retained to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems or patterns that indicate further support and intervention. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, 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.

**9.1 Classroom management**

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 will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This **MUST** be consistently delivered across the school.
They will:

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

- Develop a positive relationship with pupils, by:
    - Greeting pupils in the morning/at the start of lessons
    - Displaying 'Deliberate Botherdness' (Paul Dix)
    - Establishing clear rules-Ready, Respectful, Safe
    - Establishing clear routines (Paul Dix's '3 Step Routine')
    - Regularly communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour using the terms 'Over and Above'
    - Concluding each session/day positively and starting the next afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Recording unwanted behaviours according to level

**9.2 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 for the pupil.
- 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.
- 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".

**9.3 Physical Intervention**

In line with the Trust's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. 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 Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Incidents of physical restraint 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 5)

**9.4 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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.

**9.5 Removal from the classroom**

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

The pupil 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 pupils from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that pupils' 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 pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher and other appropriate teachers will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

The headteacher will establish a clear process for the reintegration of a pupil 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 pupil return and meet the expected standards of behaviour.

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

**9.6 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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. Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

**Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. The school will 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated, and support shall be put in place to prevent these. The Trust's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

**Additional Pupil Support**

Occasionally the school may decide that it needs to consider alternative provision in order to provide the support required. The decision to use an alternative provider will be for the headteacher after careful consideration of other options. The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

**9.6 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.

**10. Behaviour outside of school premises**

Acceptable standards of behaviour will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

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

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, 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, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying 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 pupil 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 pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

**11. Pupil 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.

When new systems are developed, pupils are consulted and upon and re-induction of systems are

delivered when required.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

**12. Training**

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 pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The senior leadership team (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 pupil's behaviour, e.g. SEND and mental health needs.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour. The senior leadership team will support staff in responding to behaviour incidents.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

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.

**13. Communication with Parents**

The school will communicate with parents and carers regarding behaviour concerns in a timely and appropriate manner. This will usually take place by telephone and, where appropriate, through discussions in person. If necessary, parents may also be provided with a written record of the incident and any actions taken. In cases involving more serious incidents, parents or carers will be invited into school to discuss the matter and the agreed actions that have been taken.

The school is equally committed to communicating positive behaviour and achievements. This may include weekly awards presented during Celebration Assembly, positive notes home, and informal conversations with parents and carers at drop-off or collection times.

**14. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data

- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be monitored and objectively analysed by the headteacher. 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.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

**15. Monitoring arrangements**

This behaviour policy will be reviewed annually.

**Appendix 1: Class Behaviour Log**

| Child | Date | Antecedent | Behaviour | Consequent Event |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Appendix 2**

## Behaviour Chronology

| Name: | Date of Birth: |
|---|---|
| **Brief Summary of Events prior to chronology:** | |

| Date | Antecedent | Behaviour | Consequent Event |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

**Appendix 3: ABC Record**

To be completed for all Level 3 (Major) and Level 4 (Severe) incidents of inappropriate/unacceptable behaviour

*Level 1 & 2 incidents should be recorded in class behaviour logs*

| | | | |
|---|---|---|---|
| Date: | | Person Completing: | |
| Child Concerned: | | | |
| Nature of Incident: | | | |
| **Antecedent** | | | |
| What was the environment? | | | |
| What was the child doing? | | | |
| Who else was present? | | | |
| How was the child's mood? (Based on what evidence?) | | | |
| **Behaviour** | | | |
| What happened? | *A description of exact behaviours of the child. Be specific, detailed and objective in recording what was seen and heard.* | | |
| **Consequent Events** | | | |
| How did you respond? | | | |
| How did the child respond to your reaction? | | | |
| Did anyone else react to the behaviour (child or adult)? | | | |
| What was the consequence given for the behaviour? | | | |
| Does any further action need to be taken? | | | |

**Appendix 4: Reflection Sheet**

## Reflection Sheet

| Name: | Date: |
|---|---|
| Which rule did I not meet?<br><br>Ready Respectful Safe | |
| What happened? | |
| How do I feel?<br> <br> | |
| What were you thinking? | |
| What do you think now? | |
| Who has been affected and how?<br><br>How might they feel?<br> <br> | |
| What needs to happen to put it right? | |

**Appendix 5. Record of Physical Intervention or Restraint**

**To be completed for all cases where a physical intervention has taken place**

| **RECORD OF PHYSICAL INTERVENTION OR RESTRAINT** |
|---|
| **Date of incident:** **Time of incident:**<br><br>**Pupil Name:**<br><br>**Member(s) of staff involved:**<br><br>**Adult witnesses to restraint:**<br><br>**Pupil witnesses to restraint:**<br><br>**Outline of event leading to restraint:** |
| **Outline of incident of restraint (including restraint method used):** |
| **Outcome of restraint:** |

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| **Description of any injury(ies) sustained by injured pupil and any subsequent treatment:** |
| **Date parent/carer informed of incident:**<br><br>**Time:**<br><br>**By whom informed:**<br><br>**Outline of parent/carer response:** |
| **Signature of staff completing report:** **Date:**<br><br>**Signature of Head STS:** **Date:** |
| **Brief description of any subsequent inquiry/complaint or action:** |