



# BEHAVIOUR and RELATIONSHIPS POLICY

## 2024 - 2025

APPROVED BY	DATE OF APPROVAL
IEB	January 2025
ANNUAL REVIEW DUE BY	GOVERNOR LINK
December 2025	A Howells (Safeguarding)

*'Behaviour Management is a team sport. It needs a team discipline, ethos and look'*

**'When the Adults Change, Everything Changes' Paul  
Dix**

## **1. INTRODUCTION:**

To ensure that we are **'bringing out the best in everyone'**, it is important that every member of our school feels valued, respected and motivated to learn. The Behaviour Policy ensures that all staff have consistent expectations of all children to ensure that no child feels that they have been treated unfairly. High expectations of behaviour support the core values of our school and prepare every child for the next stage in their learning. Core values are decided on by the staff following a review of behaviour reports and the needs of the school at the start of an academic year.

The values are referred to when applying behaviour management strategies in order to promote consistently high standards in learning behaviour. The children and staff can articulate our 3 school rules and the importance of them. We recognise good behaviour in a culture of positive praise. However, we also provide clear boundaries and support for those who at times, may find it hard to maintain consistently good standards of behaviour.

### **Our Grove School Rules:**

- Ready
- Respectful
- Safe

We expect all of our children to adhere to these rules within the school and within our local area; especially when they are wearing the school uniform. It is our expectation that parents will support us with this policy in order for the pride we have in our school to extend into the wider school community.

**All behaviour expectations in our school link to 3 school rules to ensure consistency at all times**

## **2. AIMS**

This policy aims to:

- Define the high expectations we have for the behaviour within school and how these support our school values and overarching vision '**Bringing out the best in everyone**'.
- Give a clear definition of what is unacceptable behaviour in school, within our community and online
- Outline how we challenge behaviour that does not meet expectations and how we support improvement
- Outline the consistent and rigorous approach to behaviour management expected of all staff within school
- Explain the roles and responsibilities of different people within our school community to ensure consistent, high expectations
- Outline how we recognise and celebrate behaviour that consistently meets or goes beyond our expectations

## **3. LEGISLATION AND STATUTORY REQUIREMENTS**

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 (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 pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

#### **4. OUR SCHOOL APPROACH TO BEHAVIOUR and RELATIONSHIPS**

**“The best institutions have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here.”**

**Paul Dix**

We practice a positive approach to behaviour management. The majority of conversations about behaviour should be positive and recognise the good or above standards of behaviour that the majority of children in our school demonstrate.

It is the expectation that all adults build positive relationships with all children. Every morning, we meet and greet the children with a smile and say ‘good morning’. This helps to build a caring school community and gives us all a positive start to the day. Our Dimensions Curriculum and focus on a values based education also teaches all children how to develop positive relationships with each other based on kindness.

We do not offer rewards for the expected (minimal) standards of behaviour. Rather, we recognise children who go above and beyond the expected standard. Where a child finds it difficult to meet the expected standards of behaviour, we identify any barriers and work with the child to overcome them.

Our learners feel important for their effort and learning; not for poor behaviour and notoriety.

##### **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment must give clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Within each classroom, adults will work together to ensure that consistent classroom routines are established and provide structure for the children. Teaching the children the skills to look after their classroom and respect each other leads to a more positive learning culture and climate.

When they are ready, it is important that children should be given responsibilities to support the classroom routine. Positive expectations encourage the children to take pride in their environment.

‘Thank you – you have stacked the chairs in threes quickly and quietly’

'I'm really pleased that you looked at our timetable and got your reading books out ready'

'I know I can trust you to deliver this message/do this job for me. Well done'.

The furniture and other resources should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. All resources are tidy and organised to create a calm atmosphere. Seating is checked to ensure that all children can focus on the teacher and the interactive whiteboard without distraction or discomfort.

Classroom displays are expected to develop self-esteem. They demonstrate the value of every individual's contribution, regardless of ability. It is the expectation that every classroom should provide a welcoming environment for all children.

Our bespoke pedagogical methods encourage enthusiastic and active participation for all. All adults know every child. We recognise that where learning activities are successfully matched to the needs of the child, behaviour management will be more positive and will lead to better learning outcomes for all.

Behaviour expectations should be taught according to the age of the children. The children should be given the opportunity to develop the skills, knowledge and understanding that enables them to work and play in co-operation with others.

**Recognition and praise will be used to encourage good behaviour as well as good work and effort.**

Any incident of behaviour that indicates that a child, or group of children has not met our expectations will be dealt with in a respectful, calm and understanding approach that listens to all parties involved.

Staff are encouraged to help the children to recognise what has happened, explain the impact that their actions have had and help the children to restore and relationships that have been damaged.

Key questions are asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused and resolve it in a positive way.

Everyone involved in an incident is taken through a restorative dialogue and is supported in coming to understand the harm that has been caused to all parties.

All adults work together to provide consistency and certainty in behaviour throughout the school. Inconsistency provides opportunities for a child to disrupt learning and play with arguments about when they have 'got away with' low standards of behaviour in the past.

All adults recognise their personal responsibility for good or better standards of behaviour in children. When the learning behaviour is right, children will make progress and feel motivated to learn.

## **5. RECOGNISING GOOD AND BETTER STANDARDS OF BEHAVIOUR**

Everyday classroom expectations to ensure positive behaviour;

- Respond to poor behaviour calmly and quietly.
- Correct poor behaviour in private to minimise shame and confrontation.
- Individuals are not punished by having their name removed from the Recognition Board.
- Good and excellent behaviour is praised publicly and immediately
- Consequence rather than punishment
- Where there is repeated disruptive behaviour, barriers are identified and acted upon.
- Create a positive environment based on recognition, importance and a sense of belonging: **we help to bring out the best in each other**

### Recognition Boards

A Recognition Board is in place in every classroom. This is a board where adults working in a classroom can advertise who is going above and beyond the expected standard of behaviour. It is a visual reminder and celebration of who is making the right choices.

'Brilliant Behaviours' are displayed on the recognition boards. These are learning behaviours that will be focused on every 2 weeks. Each class focuses on the same brilliant behaviour so that all adults can recognise and celebrate success with every child in school. Brilliant behaviours always promote our core values. For example,

'Confidence' allows for children to feel **ready** to take on new challenges and develop self-esteem

'Listening to Learn' promotes active listening showing **respect** towards each other and learning time

'Wonderful Walking' encourages children to think about other people and their **safety**

When adults identify children demonstrating the brilliant behaviour consistently and to a high standard, their name is added to the board. The brilliant behaviour and value is reinforced enthusiastically with the other children.

At the end of the brilliant behaviour cycle, the aim is for everyone in class to have their name on the board. Even pupils who have received private sanctions can and should be caught demonstrating brilliant behaviours. Once a child's name is on the board, it won't be removed. Instead, it will act as a prompt to remind the child that they can succeed should standards fall below expectations.

*'Untangle the behaviour in your classroom by keeping the positive and negative consequences separate'.*

*Paul Dix*

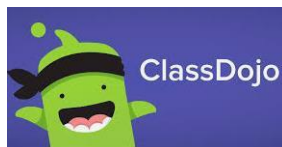
## 9 Rules for Recognition Boards:

1. The boards are targeted at learning attitudes, not just functional behaviours. The brilliant behaviour displayed is a behaviour that adults have identified as a whole school barrier to learning.
2. Names of children who are demonstrating the desired learning attitude go on the board.
3. Names are never removed from the board. Pupils who disrupt in other ways are dealt with privately.
4. Children can nominate others to go on the Recognition Board. Adults should support children with this process and allow them the time to give their explanation.
5. Adults emphasise peer responsibility;

'Let's help each other to get their name on the board'.

6. Pupils are recognised for effort, not for achievement.
7. When everyone is on the board, a quick, collective celebration is appropriate; large, material rewards are not necessary. A material reward (such as a reward box, tokens etc.) puts pressure on the children to perform and may single out those who may take longer to reach the required standard. A culture of blame will quickly develop and impact on a positive team ethos.
8. Recognition boards must be used to persistently and relentlessly catch children demonstrating the brilliant behaviours.

## Class Dojo:



Every class in school has access to Class Dojo. Class Dojo is an app that enables communication between school and home. Class Dojo is shared every morning with the children. It is expected that the Dojo points system is in use regularly throughout the day to capture and share brilliant behaviours and attitudes to learning. Any adult working with an individual, group or class of children can recognise and celebrate when behaviour expectations are consistently met or exceeded. Children who are absent from school are marked as absent accordingly on the Dojo page every morning.

## Dojo points are awarded for the following;

5 points for a Golden Rule: Ready, Respectful, Safe

Children receive a certificate and a sticker in class for the following points in any one term;

-150 points

-250 points

-500 points

Points are reset to zero at the start of Autumn, Spring and Summer terms. This allows all children to have a 'fresh start' and welcomes children who join the school at different times in the year.

Class Dojo is also used to communicate with individual parents. Teachers are encouraged to share good news with a parent on the day it happens using the class story or the Dojo messaging service. Class teachers are asked to support any parent to access Class Dojo, particularly where there are any concerns with a child's behaviour.

In addition, the headteacher will share when 'proud points' have been issued throughout the day.

When positive behaviours are celebrated, adults are encouraged to reinforce the reasons verbally:

'I'm so proud of how you kept going with your Maths work today'

'Thank you for helping to put the equipment away'

## **6. SUPPORTING CHILDREN TO MEET EXPECTED STANDARDS OF BEHAVIOUR**

*'The longer each negotiation around behaviour takes for the few, the less time you can give to the many. Children who behave badly in class will inevitably need more of your time outside of the lessons.'*

*Paul Dix*

We recognise that there is a difference between low-level disruption caused by individuals or groups of children and significant isolated incidents of poor behaviour.

Low-level disruption may stem from a frustrated child who cannot meet the learning tasks set for them. It may come from a child who has learned over time that notoriety gets attention from adults and peers or the child may be facing other barriers to learning that have not yet been identified.

When reinforcing expected standards of behaviour, all adults are encouraged to use the following script.



***'These are 3 golden rules – these are expected'***

A good or better standard of behaviour is the expectation at all times. All adults are asked to intervene when any child is not meeting expected standards anywhere in school. The school values are displayed prominently and at child's height in classrooms and at key communal points around school. These are referred to in order to remind a child of our expectation;

'You will walk down this corridor so that we can keep each other safe'.

'We are in school to learn. If you continue to talk you are preventing yourself and others from doing their best'.

All adults are provided with assertive sentence stems to enable poor behaviour to be challenged with confidence and consistently. These sentence stems should be used quickly and as privately as possible. The sentence stems are attached to staff lanyards for easy reference. A consistent approach from all staff demonstrates to the children that we all have the same high expectations.

**Assertive Sentence Stems:**

**1. You need to...**

(speak to me at the side of the room...tidy your belongings...speak politely to your friends)

**2. I need to see you...**

(Line up quietly, I know you can...finish your work now...)

**3. I expect...**

(that you will follow my instructions the first time...finish your lunch in two minutes so we can enjoy our time outside)

**4. I know you will...**

(help to tidy up that mess that wasn't there before...concentrate on this work even though it's tricky)

**5. Thank you for...**

(following my instruction first time, I knew you would...walking away from that, let's walk and talk together)

**6. I have heard what you said. Now you must...**

(collect your things calmly and line up with your friends...complete this question as I have asked... think about how to make it better next time)

## 7. It's not like you to...

(Refuse to do your work...make your friends upset at playtime...be disrespectful)

If a child continues to display inappropriate behaviour or interrupt learning, then the following steps will be taken by all adults.

There is a whole school approach to addressing negative behaviours. This consistent approach from all adults will support our behaviour policy.

### Effective Classroom Management

	Steps	Actions
1	<b>Reminder</b>	Use Assertive Sentence Stems to offer a reminder of the 4 expectations: Ambition, Learn, Pride, Respect  Delivered privately. Try to keep things at this stage.
2	<b>Caution</b>	A clear, verbal caution delivered privately to avoid public confrontation;  'Think carefully about your next step – it is up to you to make the best choices'.
3	<b>Consequence</b>	This is the final opportunity to engage. Give the child a consequence, delivered positively: 'if you choose to complete your learning now, you can enjoy some fresh air at playtime'. If the child does not make a positive choice, minutes of time are owed by the child at this stage. The child should stay behind whilst the class leaves.  This time cannot be negotiated or rewarded back. This is the consequence. The imposition on time is enough for the majority of children to recognise what is expected and how they can achieve this next time.  <b>The adult must mean what they say.</b>
4	<b>Time out</b>	Time out might be outside the classroom with an appropriate timer. It may be 2 minutes with a lunchtime supervisor whilst a game continues.  It is time for the child to calm down and compose themselves in order to engage positively with their learning, their play and/or their peers.  <b>Any learning that is missed will need to be completed.</b>
5	<b>Repair</b>	This may be an informal chat during the 2 minutes at play or at lunchtime. It may take the form of a Restorative conversation.  (see below )

		It is important that this stage is completed by the adult who worked most closely with the child at the time of the incident. It will enable the child And adult to develop a supportive relationship based on trust and communication.
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The above steps should be used consistently by all adults and adapted for the individual needs of the child and context. It is expected that the majority of children should respond quickly and expected standards of behaviour can be met.

### **The Restorative Approach**

Adults will investigate incidents in a calm, nurturing fashion and only when the situation has de-escalated. **The average child needs 20 -30 minutes to de-escalate fully.** It is expected that adults respect each child's feelings and listens carefully to each version of the events. Listening to each child will enable the adult to guide effectively.

In order to ensure a consistent approach from all adults, the restorative questions are used as close to the time of incident as possible and when the child has shown they are regulated.

1. What has happened?

The adult will listen carefully, allowing the child the opportunity to give their version of events without interruption, disagreement or judgement.

2. What were your thoughts at the time and what are your thoughts now?

This gives the child the opportunity to review their thought processes

3. Who has been affected and how?

The child's initial reaction may indicate they think they are the only ones who have been affected. The child may need gentle encouragement to see the impact that their behaviour has had on others. When the child is able to reflect, it is important to list all of the people who have been affected by this incident.

4. What can we do to put things right?

This is not the time to expect a false apology. It is the time to enable the child to think about how to minimise the impact of what they have done: help to clear up a mess they may have made; go back to their learning and try again. They should offer a handshake or an apology to another person when it is meant.

5. How can we do things differently in the future?

It is likely that a child will feel similar frustrations in the future. Visualising how to make different and more positive choices will enable the child to be prepared should such a situation happen again.

### **The Restorative approach with younger children**

It is suggested that the adult chooses two questions that will best support the child in that moment with a particular focus on 'what can we do to make things right?'

A child of any age may not be ready to discuss an incident immediately afterwards. This does not mean they are being insolent or rude. There is evidence to show that the average child takes 40 minutes to regulate their emotions and behaviour. Rather, a child needs time and an adult who is prepared to help them form their answers at a time when they are ready. We also recognise that some children, of any age, may have additional needs that require extra support to recognise how their actions have affected others or to show empathy towards those involved.

Restorative conversations link closely with our school values. The child has been given the opportunity to reflect on their behaviour and how this has had an impact on the learning of their peers. This will lead to a sense of pride when the child can make better choices in the future and resolve conflict in a positive fashion.

## **6. ADDITIONAL SUPPORT STRATEGIES**

The majority of pupils will reach or exceed expected standards of behaviour through a positive and consistent approach to behaviour management. However, some children may require extra support and intervention in order to meet expectations.

### **Personal Behaviour Support Plans**

Where there are ongoing concerns, or a serious isolated incident, a Behaviour Support Plan will be written. This action plan will be tailored to the needs of the child. Parents are required to work in partnership with the school in order to support the child.

1: The Class teacher meets with parents at the earliest possible opportunity. The child, teacher and parent write a week or two week plan together. Pupil voice is an integral part of this process.

2: The plan contains up to 3 agreed SMART targets for immediate improvement in behaviour and attitude to learning using the language of ready, respectful, safe.

3: The plan is uploaded onto Safeguard so that leaders are aware of the plan. The plan is also shared immediately with the teaching assistants so they can support the child with their targets. The plan is discussed in the weekly staff meeting so that all staff can apply consistent behaviour approaches and celebrate success.

4: After the allocated time, the plan is reviewed by the class teacher, parent and child.

The majority of children will respond quickly to the first Personal Improvement Plan and meet and maintain the expected standards without further support.

If this is not the case, teachers are asked to engage with the leadership team to identify further strategies and support.

A second Behaviour Action Plan will be written in a meeting with the Assistant Head, teacher, pupil and parent. If the child has Special Educational Needs, the second plan will be written with the SENCO.

If a child requires a second Plan, the school is likely to seek support and advice from Behavioural specialists and other agencies within Children's Services. This is part of our early help offer.

If a third Behaviour Action Plan is required, the meeting will take place with the Headteacher, teacher, parent and child. External behaviour support is required as the child is at risk of exclusion.

### Nurture Groups

We are able to offer individual or small group nurture provision so support children who are not meeting expectations. Teachers are asked to identify children who are causing ongoing concern. Nurture groups are carefully planned to best meet need in individual cohorts, or for individual children. Children who also have Safeguarding concerns are prioritised. Nurture provision is shared on Safeguard so that there is an overview of need within the school. Parents are contacted before the provision starts and are required to work with the school in order to support the child.



### Perryfields

Grove Primary School and Nursery works in close partnership with Perryfields Primary PRU. Adults working with children who need additional behaviour support are asked to use the Perryfields Behaviour toolkit to identify and implement positive behaviour management strategies. This will provide targeted support for children with identified additional social, emotional or mental health needs.

If, after careful tailoring of behaviour management strategies, a child struggles to behave appropriately, we recognise that there may be additional social, emotional or mental health needs that require an alternative approach. This may be small group interventions or individual nurture input. This will be decided by the team around that child and reviewed at appropriate intervals.

## **8. SERIOUS INCIDENTS**

There are times when an individual child, or groups of children do not meet the expected standards of behaviour and a serious incident takes place. These incidents are taken seriously and acted upon swiftly. Examples include;

- Use of unacceptable language – swearing/sexual/homophobic/racist terms must all be recorded on Safeguard under the Behaviour recording option.
- Leaving the learning environment, school building or grounds without permission
- Writing anywhere or on anything that shouldn't be written on
- Physical violence or aggression towards children or adult

## Vandalism

- Stealing
- Serious and ongoing disruptive behaviour that disturbs the learning of others If a

serious incident takes place, leaders will be called upon for support.

Any adult who witnesses a serious incident will log the incident on Safeguard and share it with all adults working with the child.

### **Fixed-term and permanent suspensions**

The school follows the statutory guidance from the DfE:

[DfE Suspensions and Exclusions Guidance](#)

In exceptional circumstances or where there is continuation of bad behaviour or lack of co-operation, the school may suspend a pupil. In the worst case, the child may be permanently excluded.

Only the head or member of the leadership team has the power to suspend a pupil from school. A pupil may be suspended for one or more fixed periods, for up to 45 days in any one school year. Suspensions for certain times of the day, such as lunchtime may also be deemed appropriate.

If a pupil is suspended, a leader will inform the parents immediately, giving reasons for the suspension. Leaders will meet with Parents as soon as possible after the suspension takes place. In this meeting, parents are informed about the details of the suspension, the length of the suspension and the option for parents to appeal the decision to the governing board.

The headteacher will inform the Local Authority and the IEB about any permanent exclusion, suspension and about any fixed-term suspensions beyond five days in any one term.

The IEB itself cannot either exclude a pupil or extend the suspension period made by a Headteacher.

For further information on fixed term and permanent suspensions please refer to the School Exclusions Policy. In addition, please follow the link below for Worcestershire Children First guidance:

[Worcestershire Children First: Getting It Right](#)



## Team Teach

The safety of all children and colleagues is paramount in all situations. If a child's behaviour endangers the safety of others, the adult in charge may stop the activity and exclude the child from taking part. The adult may consider it necessary to remove the other children to a safe place in order for the learning activity to continue. If absolutely necessary, a member of staff or team of staff may restrain a pupil to ensure the safety of that pupil or others.

Teachers and Teaching Assistants have been trained in Team Teach Positive Handling Techniques and will follow the school Positive Handling Policy.

If a child needs restraining frequently, a Positive Handling Plan will be written in collaboration with parents and other agencies. This plan will be reviewed at regular intervals.

Physical Restraint will only be used as a last resort. All incidents are logged in the Bound Book in line with Team Teach guidance. In addition, the incident is recorded on Safeguard. The Team Teach Bound Book is signed off half-termly by the Safeguarding Governor.

## **9. BULLYING**

Grove Primary School and Nursery does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we educate the children to ensure that children understand what bullying is and what they should do if they believe bullying is taking place. Where bullying is reported, an investigation is led by leaders in full communication with all parents.

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.

Children understand bullying and can refer to STOP:





Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Difficult to identify as a child is often scared to discuss bullying with trusted friends and adults

We recognise that bullying can take many forms:

Type of bullying	Definition
Emotional	Being unfriendly, deliberately excluding, tormenting, making and breaking friends This is often the most common type of bullying
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

We involve the children as much as possible in our Anti Bullying initiatives, including Anti- Bullying week.

Where appropriate, children are involved in writing the Anti-Bullying Policy and it links to the theme of Anti Bullying week in November. The policy is shared in a whole school assembly and is supported by the PSHE and Dimensions curriculum.

## **10. PROFESSIONAL DEVELOPMENT**

Following an annual review of the current policy, teachers and support staff receive updated training. Staff voice is an integral part of this process.

Behaviour is an ongoing focus throughout the academic year and is the focus of continued professional development activities to include at least once Professional Development meeting per term.

## **11. ROLES AND RESPONSIBILITIES**

### **Role of Interim Executive Board (IEB)**

The Interim Executive Board will write and disseminate a written statement of behaviour principles. The board will review this policy with the leadership team and monitor evidence of impact and the policy's effectiveness.

The IEB has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy but may be advised by the governing board. This will be into account when making decisions about matters of behaviour.

### **Role of the Headteacher and Assistant Headteacher**

It is the responsibility of school leaders, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

School leaders support the staff by implementing the policy, by modelling the expected standards of behaviour and by supporting staff in the implementation of the policy. The leadership team reviews records of reported serious incidents of behaviour in leadership team meetings.

All adults working with children are invited to contribute to the writing of this policy.

All leaders will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

School leaders will monitor how staff implement this policy to ensure our high expectations are consistently applied in and around the classroom. Support and guidance will be offered where appropriate. Good practice within the staff teach will be shared within opportunities such as observations, mentoring and coaching.

### **The role of the staff**

All Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Taking part in a de-brief meeting with leaders if required after a serious incident
- Ensuring Positive Praise is in use by all adults in a classroom

### **The Class Teacher**

The class teacher is responsible for:

- Teaching behaviour expectations in an age appropriate fashion
- Ensuring that the schools rules are implemented in their class and that their class behaves in a responsible manner at all times
- Ensuring that all adults working with their class have consistently high expectations of behaviour
- Ensuring that all children are able to learn in a calm and nurturing environment
- Working with colleagues such as Teaching Assistants and Lunchtime Supervisors in order to ensure high expectations at all times
- Effective liaison with parents in order to celebrate good behaviour
- Communicating clearly when expected standards have not been met and how they can be improved
- Recording serious incidents using the behaviour tab on Safeguard software and informing a member of the leadership as quickly as possible
- Consistent and fair application of the behaviour policy
- Liaising with SENCO where appropriate to ensure that all needs are being met
- Completing the necessary paperwork to evidence support strategies in place for any child causing concern, to include but not limited to
  - ABC forms
  - Perryfield Referral Forms
  - Personal Improvement Plans
  - Pastoral Support Plans
  - Risk Reduction Plans where a child is at risk of exclusion

### **Role of parents and families**

Parents are responsible for:

- Supporting their child in adhering to the expected standards of behaviour
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Working to support a child with a Behaviour Support Plan
- Liaising positively with the class teacher and school leaders to ensure behaviour expectations are met
- Where suspensions or exclusions are issued, attending any meetings to ensure clear lines of communication
- Modelling expected standards of behaviour and language on and around the school grounds

### **Role of the child**

Children are responsible for:

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

If a parent has concerns about how a situation has been handled, they are advised to follow the school complaints procedure.

## **12. MONITORING**

The success of this policy will be the result of effective, consistent and rigorous implementation. Therefore this policy and its impact on our pupils is monitored on a regular basis. Monitoring activities will take many forms to ensure all stakeholders are involved:

- Subject and area leadership specific monitoring of behaviour
- Regular pupil voice activities
- Regular Drop ins focused on consistent application of the policy by all adults
- Class Dojo monitoring
- Parent voice activities
- Feedback from outside agencies
- Regular Behaviour reviews to identify emerging patterns and trends in reported incidents
- Leadership team meetings to evaluate monitoring activities and identify any next steps to ensure consistent application of the policy.

This policy needs to be considered in conjunction with the following policies:

- Child Protection and Safeguarding
- Anti-Bullying policy (including Cyber Bullying)
- Team Teach
- Complaints Procedure
- Exclusions Policy and guidance
- E-safety Policy
- Expected Standards of Behaviour by Visitors to school