



BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY FOR SHAKESPEARE PRIMARY SCHOOLS

To be reviewed: Annually

Amended and Reviewed: January 2026

Review date: January 2027

To go to: Finance and General Purposes Committee



Aims

This policy aims to:

- Build a community which promotes and embeds our five school values;
- Create a positive culture that promotes excellent behaviour and attitudes ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the PACE approach;
- Foster our ethos of mutual respect and positive relationships throughout the school;
- Develop pupils' understanding of themselves, their emotions and subsequent behaviours;
- Provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to co-regulate and self-regulate, manage their behaviour and feel safe so they are ready to learn.

We aim to develop the children's mental and emotional capacity in order for them to identify potential consequences and take ownership of their own behaviours. We recognise that all behaviour is communication and that children who have experienced trauma are vulnerable to experiencing 'fight, fright or flight' reactions in everyday situations which would not normally make children feel afraid. This reaction is not conscious, is completely involuntary and out of their control. For these children, this policy is adapted to their specific need.

Our Principles

Playfulness, Acceptance, Curiosity and Empathy sit at the core of our behaviour policy.

Positive behaviour is everyone's responsibility in school.

Everyone at Shakespeare Primary School should aim for the highest possible standards of behaviour. We believe that everyone connected with the school should play their part in securing a positive atmosphere conducive to effective teaching and learning.

We recognise the importance of maintaining a safe, caring and nurturing environment built on shared values with an understanding of childhood traumas.

We recognise the importance of personal, social, moral and spiritual education as a means of promoting the values of mutual respect, self-discipline and social responsibility which underlie good behaviour.

We aim to develop our pupils' sense of personal responsibility to themselves and the wider community and aim to provide opportunities for all children to take on responsibilities appropriate to their age and stage of development.

We believe that British Values should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We recognise that equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity,

disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. These 'protected characteristics' are recognised under the Equality Act 2010.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts on their behaviour.

By supporting the growth of emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.

We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most appropriate way of supporting children to develop robust self-regulation systems and therefore the skills of self-control, empathy and emotional management.

Behaviour Expectations

Our behaviour expectations underpin our vision statement and school values:

Vision Statement

Shakespeare Primary School is a place where **individual differences are valued**, where varying needs and each person's potential to learn and grow is realised. We expect **excellence** in all aspects of school life and we are **committed** to the highest standards for all. We **respect** ourselves, each other and our environment, striving together to prepare for a challenging future. We aim to ensure that our children leave us as **self-motivated, confident** individuals, who embrace lifelong learning, appreciate and **reflect** on the world around them and make a worthwhile contribution to society.

School Values

Our school values are our behaviour expectations:

- **Be Kind**
- **Work Hard**
- **Show Respect**
- **Be Resilient**
- **Aim High**

Through these values, we actively promote our behaviour expectations throughout all areas of school life and the wider community. Children who display these values are able to maximise learning opportunities given to them and achieve their potential. These values will be displayed in every classroom and across school in order for staff and children to refer to our expectations.

All staff every day will:

- Build relationships by using the PACE approach, meet and greet and check ins.
- Refer to our school values as non-negotiable expectations.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair relationships.
- Always remind children about the expectations.

Senior Leaders will:

- Meet and greet children at the beginning of the day on the gate
- Be a visible presence around the school, especially during transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE in their own interactions
- Regularly share good practice
- Support staff in managing children with more complex behaviours
- Regularly review provision for children who fall beyond the range of written policies
- Ensure there is a consistent approach to the management and organisation of learning and teaching
- Ensure that rewards are awarded consistently and fairly
- Ensure that the Behaviour Policy is consistently followed

Zones of Regulation

Each class Y1-6 will display a zones of regulation area, this is to allow children to register their feelings as soon as they enter the classroom and this can be dealt with accordingly by staff on a case-by-case basis.

ZONES OF REGULATION			
GREEN	BLUE	YELLOW	RED
			
happy calm good to go focused ready to learn	sad fired lonely bored unwell	anxious confused excited frustrated worried	angry terrified aggressive I need time to talk

Recognition and Rewards

- Establish positions of pupil leadership and responsibility
- Praise for effort and attitude
- Intrinsic rewards for children (feelings of pride and a job well done)
- House Points
- Class Dojo Points (at the teacher's discretion)
- Golden Ticket
- Student Of The Week
- CapeAbility Character Books

- Medals, stickers, certificates, postcards to reinforce desired behaviour

Our reward systems are based upon the work of Carol Dweck and the Growth Mindset philosophy as people with a growth mindset seek challenge and thrive. Mistakes are learning opportunities and focus is directed towards doing their best and improving. We maintain a balance of intrinsic and extrinsic rewards.

Behaviour Steps

These sanctions and the three-step process will be followed at all times e.g. in classrooms, in corridors, at playtimes, lunchtimes and after school clubs.

Misbehaviour is defined as:

- Disruption: either in lessons, in corridors, in clubs and at break and lunchtimes
- Non-completion of classwork
- Poor attitude that is not aligned with our values
- Repeated breaches of the school rules that lead to disruption of other children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)

If a child is not displaying the expected values and behaviour or attitudes, then the following process will be actioned. Children are expected to rectify any misbehaviour at each stage of the process with the aim of restoring behaviour to the expected level.

Sanctions as consequences may be employed after the first three steps of this process.

1. Non-verbal reminder

2. Verbal reminder

3. Reflection and Restoration

1. Non-verbal reminders

Adults will use facial expressions, hand signals, gestures and eye contact to silently communicate with pupils in classrooms when re-directing behaviour or during transitions.

2. Verbal Reminder

Adults will verbally remind children of the expected behaviour and provide necessary support either through adult intervention outside of the classroom, peer support, reference to school values or by other means such as re-clarifying learning objectives or success criteria.

3. Reflection and Restoration

If the verbal reminder has not been successful, then a member of staff will take the child to the Family Support Manager, Deputy Headteacher or Headteacher (as appropriate) in order to discuss the behaviour using the PACE approach.

Senior Leaders will:

- Establish a positive **relationship** through mutual **respect** and discuss the child's **responsibilities**. *What was expected of the child? Where did the child not meet these expectations? What were the reasons for this?*
- When deemed appropriate, the senior leadership member will escort the child back to class and support the child **reintegrating** into the classroom or activity. *What can the child do to make it better? How can we move forward?*

Further Behaviour Steps

4. Early Support in class

This will involve adaptations to timetables, visual resources, nurture provision, medical adaptations, use of sensory room or quiet spaces, SEND adaptations as required. Class teachers will liaise with the senior leadership team to ensure provision matches the needs of the child.

5. One Page Profiles

For SEND children, the senior leadership team will support class teachers in creating a one page profile. It is used as a preventative step in clearly identifying a child's needs, triggers and preferences to allow appropriate adaptations to be planned in order to reduce or eliminate misbehaviours. This profile will be reviewed during the IEP process led by SENCO.

6. Individual Positive Reward System

Child supported with a positive reward system with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and pastoral lead. This will be led by a member of the family support team.

7. Behaviour Support Plan

A behaviour support plan aims to help the child to improve their social, emotional and behavioural skills. This will identify precise and specific targets for the child to work towards and will include the teacher, child, parents and senior leadership in the drafting process. This will be led by a member of the senior leadership team.

Self-Regulation

Children will be guided through a stepped self-regulation routine with the goal of developing the skills necessary to reflect on their emotions and behaviour and begin to develop independence in resolving issues when they occur. Trained staff will work with children in developing and applying appropriate strategies with the aim of understanding and de-escalation.

Throughout this process, staff will recognise and support pupils to make positive changes in behaviour and celebrate this.

Children who display poor behaviour at playtime and lunchtime and reach level three will be escorted to the senior leadership team who will discuss behaviours and apply the restorative approach.

When dealing with behaviour incidents:

We should avoid:	We should:
• humiliating	• use humour
• shouting	• keep calm
• over-reacting	• listen
• blanket consequences	• be positive
• sarcasm	• build relationships
• avoid show frustration	• be consistent

Restorative Conversations

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak.

To meet their individual needs, strategies that help a child to regulate vary according to the child.

Once the child is regulated, explore these example questions (or other relevant questions) in order to use the incident as a learning opportunity:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that.
4. How do you think [...] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult helps the child to problem solve and find an appropriate solution. Sometimes these may require visuals to aid communication.

All staff will take responsibility for leading restorative conversations; Senior Leaders can provide support to ensure a positive outcome.

Good Classroom management is essential

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

- Prioritise the safety of all children by using peripheral vision, placing themselves in positions where all children can be seen at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged at a suitable level of challenge and with a suitable level of support and scaffold
- Model the school values
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Addressing concerns regarding misbehaviour with children quietly, fairly and proportionately

Interventions

De-escalation must be at the heart of all behaviour management within Shakespeare.

Pupils who struggle the most with achieving consistently positive behaviour will need more support to meet our school's behaviour expectations. Staff will reinforce the behaviour curriculum in every interaction they have with pupils, by:

- Modelling what positive relationships look like, in their interactions with all members of the school community
- Acknowledging and praising behaviour that meets the expected standard
- Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Being calm, clear and consistent in the use of sanctions
- Appropriate use of time-out

“If it is predictable then it is preventable.”

Examples of proactive strategies include

- Identifying, removing or minimising identified triggers in advance
- Now and next board (including transition reminders) Language of ‘first... then...’
- Explaining new situations before they occur
- Pre-teaching activity
- Visual timetable (establishing routine)
- Spot them being good – positive descriptive praise and reinforce acceptable behaviours
- Choices – this or this
- Necessary adjustments to the physical environment (noise levels, seating arrangements)
- Visual aids (e.g. traffic light cards, feelings cards, calm-down cards, hand signals)
- Distraction techniques (e.g. redirecting the pupil to another activity)
- Use of calming activity
- Use of sensory diets
- Individual Behaviour Plans

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 safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read our Safeguarding Policy.

Recognising the impact of SEND on behaviour

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Staff will consider:

- What caused the problem?
- What behaviour is actually occurring?
- What was the reasons behind that behaviour?
- What do you want to happen?
- How can behaviour be de-escalated?
- Other relevant external factors known to school

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adapting activities to provide short and timed goals
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload
- Ensure pupils' sensory needs are met through the use of sensory diets
- Rotate supervision as for some a change of face is often a successful strategy and a sign of strength from the staff member. We are a team.

Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

More serious Behaviour Incidents

8. Internal Exclusion

An Internal Exclusion may be appropriate to support learning and ensure children's safety. A child internally excluded would not have contact with their class but instead have specific wellbeing support focussing on social, emotional and behavioural skills and their education would continue.

9. Suspension or Exclusion

As a last resort a child who constantly misbehaves demonstrates high-risk behaviour will be suspended or excluded from school or from school lunchtimes for a fixed period of time. The following considerations will be made:

- The action is a last resort once other strategies have been attempted
- Parents have been fully informed of misdemeanors and attempts to change behaviour
- Support from outside agencies has been sought where appropriate
- Chair of Governors is fully made aware of situation
- Lancashire County Council Exclusion procedures followed

The Headteacher (or the Deputy Headteacher in the Headteacher's absence) will decide whether to suspend or exclude a pupil, for a fixed term or permanently, in line with school policy. All relevant circumstances, evidence available and the need to balance the interest of the pupil with those of the whole school community will be taken into account.

Parents have the right to make representations to the governing body (or discipline committee) about any exclusion and the governing body must be informed about the exclusion decision and review any permanent exclusion. Where the governing body upholds a permanent exclusion, the parents have the right to appeal the decision to an independent review panel.

The school is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. The school will endeavor to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Behaviour that we consider high risk is listed below (although this list is not exhaustive):

- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to damage of school property and resources
- Possession of 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)

The word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period. Suspensions and permanent exclusions are both types of exclusion, and where this guidance uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.

Restrictive Interventions, Including The Use Of Reasonable Force

In-line with the DfE Policy which can be visited here:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

School have adopted the following guidance whilst maintaining that the use of reasonable force will only be applied when necessary to ensure the safety of pupils and staff.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Other physical contact with pupils

The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. Additionally, schools will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. Shakespeare Primary School have adopted a sensible, DfE-aligned policy to allow staff to make appropriate physical contact with pupils when necessary and in accordance with reasonable-force guidance.

Circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate.

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age

Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.¹⁴

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Recording and reporting duties

Incidents must be recorded as soon as practicable after the event. It should be recorded on CPOMS by the staff member(s) involved and they will endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

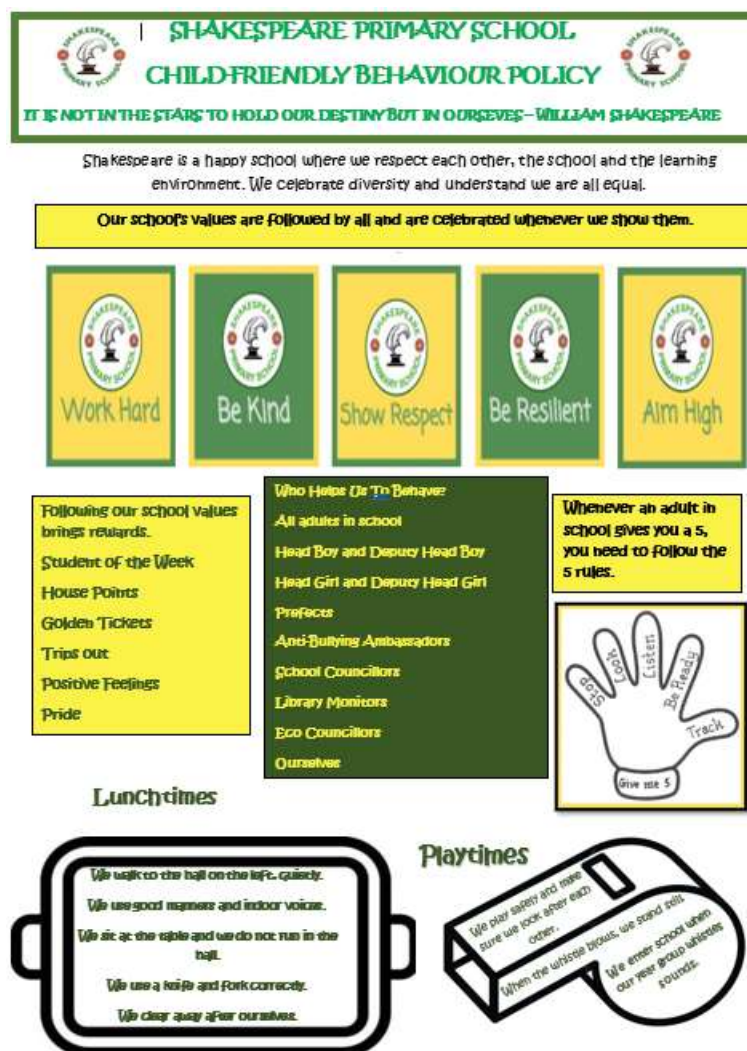
School ensure that a procedure is in place for reporting each significant use of force to the parents of the pupil involved as soon as practicable after the incident, and we will endeavour to do this no later than the same day. Parents will be invited to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.

Child-friendly Policy

This policy was developed with our pupil Behaviour Champions in order to clearly outline behaviour expectations in school.



Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher is responsible for:

- Promoting ethos of the school
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Senior Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Leading on the behaviour and conduct of key phases in school and working with the Head and Deputy to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day to day monitoring of this policy
- Supporting teachers in reporting incidents to parents

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Talking in an appropriate voice using acceptable and effective words
- Displaying Rights and Rules in each classroom
- Ensuring behaviour system charts are ready for the morning and afternoon sessions
- Reporting incidents to parents

Parents and carers

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

Parents and Carers are responsible for:

- Making sure that the child is in school on time, every day and ready for learning
- Making sure that the child is dressed appropriately for school in line with the School's Uniform and Appearance policy
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being a good role model for their child on and around the school premises
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate

Pupils will be educated on the following in regard to the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are new to the school.

This policy will be revised annually

ML October 1991

Revised and updated March 1994 / Reviewed 1997 / Revised April 1999 / 2003 / Reviewed 2004

Revised 2008 / 2009 / 2012 Last approved by Governors 15/11/12 /

Revised 2015 / 2016 Checked and amended Sept 2016 – LW. Approved by Governors Nov 16

Revised Feb 2018 (addition of Exclusion Guidelines). Approved by Governors 22nd Feb 2018

Revised Feb 2020 LW, Approved by Governors 9/3/20

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