



**Being safe, being
respectful, being *our* best**



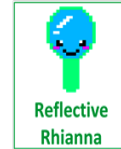
Ready Robert



**Resilient
Rosie**



**Resourceful
Roy**



**Reflective
Rhianna**



**Responsible
Ruben & Ruby**

Earith Primary School: Behaviour Policy

Last reviewed on: November 2024

Next review due by: November 2025

Person responsible: Mr T Abbs, Head Teacher

Approved by LGB: November 2024



Being safe, being respectful,
being *our* best



This policy relates to and should be read in conjunction with the School's Safeguarding, Equality, SEND & Anti-Bullying Policy.

The School Behaviour Policy for Academic Year 2024/2025 has been reviewed based on current educational research; the emergent needs of our pupils and in-line with our Multi Academy Trust's – The ALT's: Behaviour Principles.

1. AIMS OF THE POLICY:

The aim of our school behaviour policy is to create a positive, safe, and supportive environment where all students can succeed. Specifically, the goals are:

Promote Positive Behaviour:

- Encourage Respect: Foster respectful relationships among students, staff, and the school community.
- Reinforce Values: Promote the core values of the school.

Ensure a Safe Environment:

- Prevent Disruptions: Minimise disruptions to allow all students to fully engage in learning.
- Maintain Safety: Protect the well-being of students and staff by preventing harmful behaviour.

Support Student Development:

- Encourage Responsibility: Help students develop self-discipline and make good decisions.
- Provide Support: Assist students struggling with behaviour through targeted interventions.

Ensure Fairness and Consistency:

- Set Clear Expectations: Make sure all students understand what behaviour is expected.
- Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.

Build a Strong School Community:

- Strengthen Relationships: Promote positive interactions between students, staff, and parents.
- Involve Everyone: Engage parents, students, and staff in maintaining a positive school culture.

Prepare Students for the Future:

- Teach Life Skills: Equip students with skills like cooperation and communication to succeed beyond school
- Promote Lifelong Learning: Support students' ongoing academic and personal growth.

2. SCHOOL EXPECTATIONS, RULES & VALUES

Our Code of Conduct (Basic School Rules): Minimum Expectation of All Pupils

Earith Primary School Code of Conduct:

Be Safe

Be Respectful

Be Your Best

These three, really simple school rules are habitually explained and reinforced throughout daily aspects of school life. They are accessible, visible, and tangible for all children. If our children adhere to, and follow these rules, there would ***never be*** any undesirable behaviours. Eradicating undesirable behaviours ***has to be*** our ultimate aim for the benefit of all children. We have high expectations of our pupils so this **Code of Conduct** must serve as our ***very minimum expectation of all pupils.***

If we are *all* being safe, if we are *all* being respectful and if we are *all* being the very best versions of ourselves we can be, then this is the best foundation for the magic to happen – for all pupils...***learning!***

What's our end goal? ***We're in it for the long run!***

If children are being safe. If children are being respectful. If children are being their best, then learning and progress can begin. The acquisition of National Curriculum knowledge & skills is then more likely to lead our pupils to higher attainment rates (pupils achieving the expected standard at KS1 or KS2); more likely to lead our *former* pupils to then achieving the expected standard at the end of KS3; more likely to lead to our *former* pupils to then obtaining grades A-C in GCSE and more likely to lead to our *former* pupils to being successful in Further Education and into their chosen careers. **Legacy.** Although we may never know it, these former pupils stood a ***greater likelihood of increased life chances*** because we did our bit – well.

We planted trees under whose shade we'll never sit

But it's not just qualifications, knowledge and skills that employers are looking for. It's the right people, with the right character and the right behaviours.

Our Core Values are deliberately designed and taught to children because exemplifying them now; practising them now; until they become more deeply engrained and automatic will help our pupils one day, hopefully, get the job of their dreams. **So what's our end goal?**

Maximising our pupils' chances in life

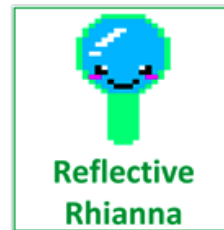
And it all starts with positive behaviour. Whether it be learning to follow basic school rules, or choosing to exemplify our learning behaviours (The Core Values: 5RS); whether you are a parent, staff member, governor or other school stakeholder, you are adhering to this policy because ultimately, **you want the same thing as us – to maximise life chances for all our young people. This is our common goal and our starting point for the rest of this policy.**

Our Core Values – The 5Rs

Our Core Values & Behaviour Code of Conduct are such an integral part of school life, they also form a major part in our school's Ethos, Vision & Values:

We firmly believe in promoting, developing and actively celebrating pupils' accomplishments through our school Core Values – the 5Rs. These learning behaviours, we feel, will help our young people thrive, not only through their time at Primary School, Secondary School and in the wider world of work, but help them to become aspirational and well-rounded, active citizens of society.

Our school values are based around 5Rs of:



These values are embedded throughout school life, and all children, from Early Years to Year 6, understand our expectations in displaying these values, both during learning and playtimes. Everyone has a stake in our school behaviour code, which also underpins our values:

Earith Primary School Code of Conduct

Be Safe

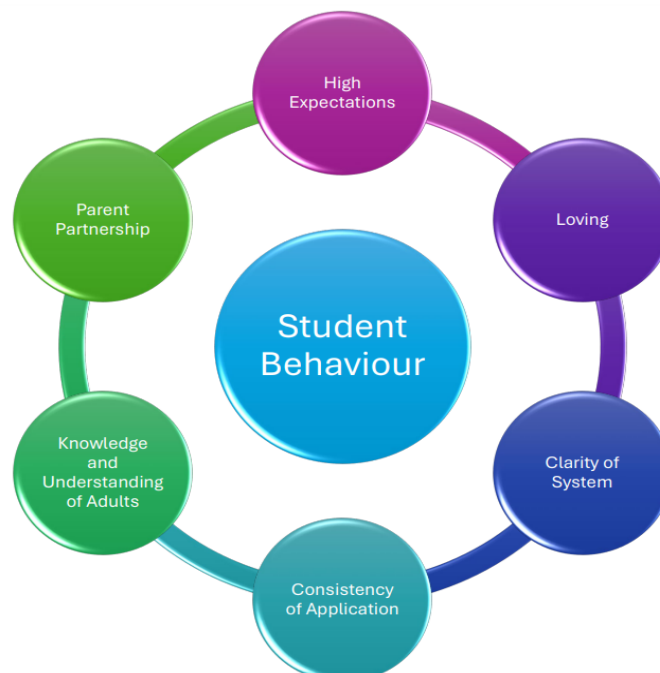
Be Respectful

Be Your Best

3. PRINCIPLES OF EFFECTIVE BEHAVIOUR MANAGEMENT

Active Learning Trust's 6 Behaviour Principles: foundations of sustainably great behaviour

The Active Learning Trust has developed the following principles which underpin exemplary behaviour in our academies:



Each principle features below and what it means to us here at Earith Primary School:

1. High Expectations:

- We have an unapologetic and unwavering commitment to upholding the highest standards in behaviour possible
- We wish to ensure an environment where respect, responsibility and excellence is expected
- Pupils have an unequivocal right to learn in an environment free from disruption

2. Loving:

- Adults exemplify the ALT's Core Values for adults to other adults (this benefits all pupils in our care).
- Adults exemplify the school's Code of Conduct and Core Values (The 5Rs) to our pupils. This supports meaningful relationships and fosters profound connections.
- All pupils are genuinely cared for – they feel *cherished*
- Dedication to providing the best opportunities for pupils to develop socially, emotionally, mentally and academically
- We enthusiastically inspire a passion and devotion for learning

3. Clarity in Systems & Processes

- Well-defined structures, protocols and procedures will guide how behaviours are understood, addressed and managed
- Transparency: staff, pupils and parents have a clear understanding of our expectations, rewards & consequences
- This transparency fosters consistency and fairness in the application of behavioural standards, which promotes trust and predictability within the community

4. Consistency in Application

- Adhering to expected rules, consequences and behaviour in a fair and uniform manner across all situations and individuals helps our children know how to behave and what to expect

5. Adults' Understanding & Knowledge

- Adults are well-trained and knowledgeable in behaviour management and de-escalation strategies – they positively influence behaviour effectively
- Adults' communication techniques enable them to engage with pupils in a proactive, empathetic and effective manner
- Best practice is shared and continuously refined

6. Parental Partnership

- Open communication, mutual respect and collaborative problem-solving supports positive and helpful relationships between school and home
- Valuable insights into a pupil's home environment and individual needs allows us to tailor specific interventions, whilst not diluting our high expectations for how everybody should behave

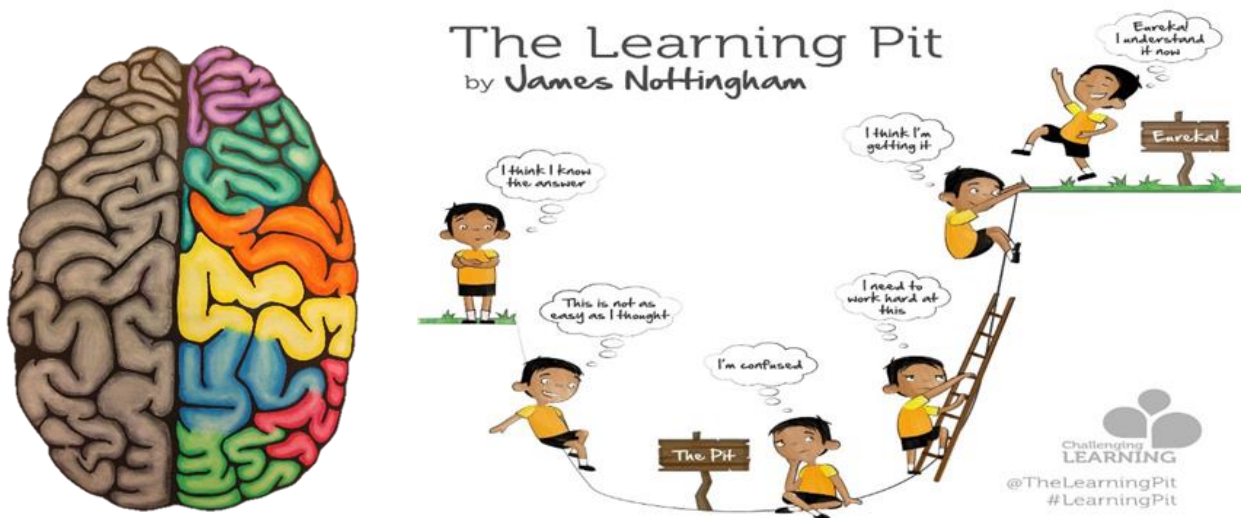
Parents as active partners promote consistency between home and school, reinforcing expectations and cultivating a sense of community and shared responsibility for pupil behaviour and outcomes

4. REWARDS WE USE IN OUR SCHOOL

School rewards, awards, recognition, praise, responsibility & opportunities that foster positive behavioural choices from all pupils:

These are important to all our children. We know this because they tell us so, and even at a more in-depth level, during whole class school council discussions in February 2024. We have even modified our offer based on pupil feedback. They should therefore have great emphasis.

Children will achieve more, be more motivated and behave more appropriately when staff recognise, praise, reward, award – and give further opportunities for – their success, rather than focussing on a pupil's 'failures'. That said, we have worked hard to create a culture where we celebrate mistakes, especially linked to learning: regularly referencing messages of positivity through a *Growth Mindset* alongside our Core Values and pupils have been taught what it means, and are self-aware, when they are *in the pit* and what they may need to *get out* – *James Nottingham's: The Learning Pit* (also referenced as part of regular discussions with children in class and assemblies).



Praise and recognition comes in many forms. It has a reinforcing and motivational role. It helps a child feel valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; teachers typically know what works best for individuals and their class. Pupils have told us they like it when we say nice things about them and their learning – either directly to them or to their parents. Below are just some of the ways we capture this:

Verbal praise & encouragement

Words can have a profound impact and further solidify our connection with pupils – verbal praise and encouragement is ideally focussed on the Code of Conduct, learning or behaviour/Core Value (5Rs).

'Botheredness'

Daily acts of care: the interest shown in our pupils' lives. Knowing our pupils' special talents, interests and hobbies; knowing if our children are experiencing an especially tough time – how to make each child feel listened to, appreciated and important.

Displaying children's work

Whether it be a particular piece of writing; a piece of artwork, for example, the whole class's piece is displayed across the 'We Celebrate' boards and changed cyclically. This values everyone's efforts, irrespective of outcomes. Children enjoy looking at, and finding their own and their peers' work displayed in the corridors.

Sent to the Head Teacher/other staff member (for good reasons!)

Pupils may be sent to visit the Head Teacher/other appropriate staff member with a piece of their work that represents excellent progress and where instant feedback and praise is deserved. Children may be sent individually, visit with a teacher or Teaching Assistant. There is nothing more exciting than seeing a child's face beam with pride over their work!

Active Citizens Programme

At the start of the year, children are informed about the various jobs on offer in each classroom. These jobs are not tokenistic. They support the safe and smooth running of the school, often increasing teaching & learning time. A discussion is had and children are selected for their jobs – for the year. They are expected to carry them out, mostly daily. Our children know the value they are adding and for many, this is a reward in itself. Many children even ask for extra responsibility/jobs. Our Active Citizen programme also extends to lunchtimes where many other jobs are available to support the provision available. Our provision improves year-on-year due to the dedication of our pupils. Whether it is mobilising tuff trays; bringing out the litter pickers, speed stacks, hoops, basketballs, football, Lego, construction blocks, K'Nex, or scooters...there is always work to be done! Our Active Citizen display shows every child in school and every job they were elected to do, at the start of the year. This supports positive behaviour and teaches our children the Core Value (5R) of responsibility.

Buddy System

Every child in Year 5/6 is paired with another child in Reception soon after the start of every year. They become their School Buddy. As children of all ages at Earith Primary School integrate at breaks and lunchtime, it is a unique opportunity for the older children to support our youngest children to ensure a smoother transition into school and throughout the year. This is a privilege and many children in UKS2 will actively seek out their buddy in their free time, or ask if they can support their younger buddy e.g. play with them; listen to them read; generally, support them across all aspects of school life.

School Buddy System (New for 2024/2025):

It may not just be our youngest pupils that require a 'Buddy'. In Academic Year 2024/2025, we will trial and appoint 'School Buddies'. Children who have been selected (and want the job) due to their interpersonal skills & attributes to work *shifts* throughout breaks and lunchtimes. Their role will be to facilitate play and support the wellbeing of *any* pupils that need them. They will be distinguishable in the playground by their 'Buddy' baseball caps.

School Council

The Chair of Governors with the Head Teacher, following an application and interview process, will appoint two Head Pupils from Year 6 each year. Head Pupils will then be given the opportunity to interview prospective councillors and together, form a School Council every year. The School Council will meet with the Head Teacher; agree on the issue or topic they wish to discuss in their PSHE slot with the rest of the class; take notes/votes and report back to the Head Teacher.

Decisions are then collectively made and the cycle repeats. This ensures that pupil voice is regularly sought and enacted across school life.

Weekly Celebratory Assemblies

Our weekly celebratory assemblies (Fridays at 9am) provide a positive focus for the celebration of achievement. Children and parents will not know if a child is receiving an award until the assembly itself. This ensures the award focusses on/reinforces current learning for that week's achievements and is a special surprise for our children. Any parents are welcome to attend.

Weekly Celebratory Assemblies: Certificates

A minimum of three certificates per class are given every week. Within this, at least one Core Value award, and two from any subject discipline (all curriculum subjects are represented, including areas from within the EYFS framework). This ensures the importance of Core Values and curricula is routinely promoted and reinforced.

Weekly Celebratory Assemblies: Filming

As a special extra and to avoid disappointment for many of our working parents, we film our assemblies and place them on the website so parents, along with their child, can relive the magical moment when their child came up to the awards table. We do every week. This facility reinforces the praise at home.

Weekly Celebratory Assemblies: Certificate Photo

Another special extra, we also take a photo of every child and their award, after the assembly, and email this on to parents.

Weekly Celebratory Assemblies: Curriculum Champions Display

Photos of children with their awards are also displayed on the *Curriculum Champions* board in the Hall for the duration of the following week until the next celebratory assembly. This gives pupils a further opportunity to celebrate; reflect on their achievements and therefore to reinforce desirable learning behaviours.

Weekly Celebratory Assemblies: House Point Cup



In Academic Year 2023/2024, the school implemented a House system. Children are no longer just earning points for themselves, but for their fellow 'house peers' – to further promote *active citizenship* and comradery. This also feeds into the weekly celebration assemblies, with an associated cup and the winning house logo from the Earith Primary School Coat of Arms added to the display board in assembly. Two children from the respective House are chosen to hold the cup

high & proud. Points are cumulatively added week-on-week and the house with the highest amount of house points wins for the year. This corresponding crest is also added to the display board. Will it be Orchard, River, Bulwark or Bridge? Four Houses, each geographically linked to the locality of Earith.

Weekly Celebratory Assemblies: Attendance Cup

The class with the highest attendance for the week wins the attendance cup. Two children from the class are chosen to come and hold the attendance cup high and proud, adding their class logo to the winning attendance display in the Hall and retaining the cup in class for the duration of the following week.

The whole school attendance for the week is also shared. If the school obtains an attendance rate of 98% or above for the week, all pupils in school are awarded an additional break time as an extra incentive.

Our attendance position across all Cambridgeshire schools is also shared weekly with pupils, parents and staff.

A culture of high attendance is linked to positive behaviour and pupil outcomes. For further information about the strategies we use to promote high attendance, please refer to our Attendance Policy.

Weekly Celebratory Assemblies: Curriculum Plus

Routinely celebrating our pupils' extra-curricular talents, hobbies and interests is also captured each week. Parents can email the Head Teacher with any special awards or feats in progress outside of school that children deserve or would like recognition for. Any accompanying photos are added to the weekly assembly slide deck and celebrated accordingly. We have celebrated a whole host of awards: swimming, karate, athletics, rugby, gymnastics, football, Beavers, Scouts, Girl Guides, BMX, horse riding to name but a few.

There are also weekly awards for children that log in to our virtual learning platforms in their own time and demonstrate excellent progress or reach specific levels or milestones: Active Learn, Numbots, TT Rockstars & Spelling Shed awards, for example. This encourages children to value their education and prioritize learning during their free time, outside of the classroom.

End of Half Term Celebratory Assemblies:

A similar format to our weekly celebratory assemblies but in place of our weekly certificates, at the end of each half term, two pupils from each class are nominated to receive a special 'Head Teacher's Award'. These awards represent excellent progress and achievement across the curriculum, including associated behaviours, over a half term. For this reason, they are more prestigious than a weekly certificate as they are harder to achieve. For this event, parents of the recipients are notified one week in advance so that they may be able to attend in person.

End of Term Celebratory Assemblies:

Again, at the end of each term, Head Teacher's Awards are nominated. In addition, thrice-yearly (Christmas, Easter & Summer) children may be nominated to receive an ALT Active Leader, Active Learner or Active Citizen badge. These are even more prestigious than a Head Teacher's Award. Teachers are agreeing that they have at least one year's worth of evidence that a pupil has routinely met the criteria necessary to qualify for this award. The ultimate aim: every child by the end of KS2 (Year 6) will have been awarded each badge. This is purposefully challenging. Children are encouraged to visit the *Hall of Fame* in order to read the criteria necessary in order to seek feedback from their teachers about what they need to do to improve. This puts additional

onus on our pupils to show their motivation for self-improvement and aspirations for growth. The Hall of Fame display also showcases all the pupils, who are currently in school, and which of the three badges they have obtained so far on their learning journey. Parents/carers of recipients are also informed and invited to attend one week in advance.

Our Curriculum and a rich set of coherently planned experiences

Our curriculum has been selected to be purposefully ambitious and meet the needs of all children. This supports positive behaviour.

Additionally, pupils are provided every year with a wide, rich set of experiences (approximately 20) which inextricably link to the curriculum: DT Day; Science Day; World Book Day, World Mental Health Day to name but a few. Planned enrichment opportunities (approximately 10) such as egg rolling, hunting and decorating; Christmas parties, events, guests; discos; educational visits; additional time in the school pool – all supports fostering a positive climate for expected behaviour standards.

Class Rewards & House Points

Children be awarded House points at the class teacher's discretion for exhibiting any of the Core Values (5Rs). For every house point a child receives, it is also one for their respective House (previously explained).

Each class implement house points in order to positively approach classroom behaviour and promote positive reinforcement.

Each class may establish its own system of class rewards, which will be linked to house points. These rewards may be agreed between the teacher and the pupils and linked to specific 'treats' that the children are motivated to achieve.

We have established systems that notify parents via Arbor when children have received a house point. This is in response to children's feedback and allows parents to celebrate their child's successes with them at home.

Summary

If we reward minimum standards, children will only strive for the minimum. Reward those who go over and above.

We are proud of the rewards, awards and recognition forms we have established over many years. **With an offer of this quality, it is only fair that we have high expectations of our pupils and how they behave. Therefore, there are no excuses for poor behaviour.** All we ask for in return, is that children adhere to our basic school Code of Conduct: ***to be safe, respectful and their best.***

5. CONSEQUENCES USED IN OUR SCHOOL

Introduction: Sanctions/Consequences

Behaviour is a form of communication. There will be reasons behind many of the behaviours we see. We work hard to support our pupils in understanding these reasons and getting to the 'root cause' of pupil behaviour. This is important as it is how we can

best target support; positively affect change and ultimately, forge stronger, trusting relationships. This also links to safeguarding.

However, despite our strategies to focus on managing behaviour positively and delivering a robust and enriched curriculum, including bespoke interventions, tailored to meet the social, emotional and mental health needs of our pupils, there are times where pupils need to be sanctioned.

Please ensure you read our section on our *restorative approach* to ensure you are not misguided into thinking we are a school that believes solely on 'sanctions':

Sanctions/Consequences

Low level Disruption

Teachers are given the power to exercise professional judgement around what they consider constitutes low-level disruption within their classroom culture at Earith Primary School although it is widely recognised (but by no means exhaustive) to include:

- talking & chatting unnecessarily/at inappropriate points
- calling out/shouting out without permission
- interrupting people
- not being on-task
- not starting work when asked
- showing mild lack of respect for peers, adults or themselves
- not having the correct equipment
- answering back
- questioning adult instructions
- not following a basic instruction
- disturbing other children
- fidgeting or fiddling with equipment unnecessarily
- purposefully making noise/to gain attention
- swinging on chairs
- negative body language

Sanctions for Low-Level Disruption

Teachers operate verbal warnings (not on a visual display) in the following sequence:

-1st warning (that needn't have happened: follow the instruction and turn behaviour around quickly)

-2nd warning (last chance; follow the instruction and turn behaviour around immediately; this is getting serious)

-Loss of 15 mins: parents must be informed by the class teacher if a child has missed 15 mins. This must be recorded on an electronic behaviour form. An automatic email/SMS will be sent to parents, notifying them to speak to their child's class teacher for further details during collection.

Please note: **15 mins should be the minimum time pupils will be sanctioned for**, for this offence. Not only has the pupil lost their own time, they may be denying a class teacher the ability to have a break, go the toilet, or prepare for subsequent lessons due to the time needed to

supervise or facilitate supervision for the pupil. The ripple effects of this incident are further explained in the following section. **This lost time may also be reflected in the sanction at a teacher's discretion. It could mean, in reality, the pupil 'pays back' a higher amount of time than 15 mins.** Pupils need to understand the impact of their behaviour in the immediacy, but also afterwards on other people. This in itself should serve as a big enough deterrent not to do it in the first place. This predictability should make pupils think *'it's just not worth making this poor choice'*. The predictability: *'if I do this...this will happen'*.

If a child got as far as a 1st or 2nd warning, and stopped making poor choices and a time period, deemed reasonable (at the teacher's discretion) has passed, the teacher may decide to revert back to the 1st warning stage. However, **multiple warnings e.g. 4 or more within a short time period – within a single lesson or over the morning, for example, is unacceptable and may also incur 15 mins at the teacher's discretion.**

In the examples above, the teacher has had to stop teaching in order to give warnings for something a pupil likely **knows they should not be doing/is in breach of our Code of Conduct.**

Behaviour Principle 1: High Expectations: **Pupils have an unequivocal right to learn in an environment free from disruption.**

This disruption has likely meant that **more than twenty pupils** have had their education disrupted. This is unacceptable.

Partner Class

A teacher may consider it appropriate for a child to be escorted to another class of their choosing for an agreed period of time. This may be in the best interests of the child, or the class, if they have had their learning disrupted. **15 min sanction likely still applies.**

Deterioration over time

If pupils have missed **two lots of 15 minutes or more within a day, or within that same week, or if there is a clear pattern of deterioration of behaviour** over a time span judged to be unacceptable by the class teacher and/or Head Teacher due to persistent low-level disruption, then this constitutes more extreme behaviour and **greater sanctions can apply.**

Children in EYFS

Children in EYFS are taught and know within the very first few weeks of school exactly what we expect. Our internal monitoring systems have evidenced this. However, a certain degree of flexibility in approach and professional discretion is given to the class teacher until the end of Autumn 1 (October Half Term) to allow new pupils to adjust to their surroundings.

The use of **'sit out; miss out'** may additionally be applied in Year R at the teacher's discretion in order to reinforce an immediate sanction and in order to have better impact on the child– **action, consequence.**

Serious Behaviours

Again, teachers are given the power to exercise professional judgement around what they consider constitutes a serious behaviour within their classroom culture at Earith Primary School although it is widely recognised (but by no means exhaustive) to include:

- Multiple low-level disruptions

- Repeatedly refusing to do work
- Repeatedly refusing to follow adult instructions
- Persistent/deliberate rudeness to pupil or staff
- Deterioration in behaviour over a period of time (number of offences)
- Any form of bullying (see Anti-Bullying Policy)
- Prejudice-related incidents e.g. racist, sexist, homophobic language/discriminatory behaviour (see Anti-Bullying Policy)
- Unprovoked aggression
- Physical assault/aggression towards pupil or staff
- Verbal assault/aggression towards pupil or staff
- Unnecessarily taunting/targeting/joking directed at pupils/staff
- Sexual assault/aggression toward pupil or staff
- Cyber assault/aggression towards pupil or staff
- Fighting
- Theft
- Spitting
- Vandalism/causing deliberate damage
- Absconding
- Telling repeated lies
- Use of mobile phone
- Contraband: illegal drugs, alcohol, weapons/dangerous items etc.

Sanctions for serious behaviours can vary e.g. at the Head Teacher's discretion. Examples may include but not be limited to:

- Miss part lunchtime (outside play session)
- Miss a whole lunchtime (isolation from peers during lunch service and miss outside play session)
- Miss breaks and lunchtimes (whole or part for a stated period of time)
- Indefinite loss of breaks and lunchtime (until otherwise instructed)
- Isolation from peers and class (a lesson/s, morning, afternoon or day, for example)
- Loss of certain privileges (for a stated period of time)
- Indefinite loss of privileges (until otherwise instructed)
- Not allowed to attend an educational visit (high risk: safeguarding)
- Not allowed to swim in the school pool (high risk: safeguarding)
- Not allowed to attend school Residential (high risk: safeguarding)
- Not allowed to attend certain school events or access other enrichment activities or rewards (high risk: safeguarding)
- Internal suspension
- Fixed-term suspension
- Permanent exclusion

The class teacher will likely involve the Head Teacher (or another Senior Leader) to make an informed decision based on the level of sanction/sanctioning to be imposed following an investigation, which will give greater details of the context e.g. the root cause, as well as considering the number and type of offences that pupil may have already committed recently/in-year. Serious incidents need to be treated on an individual basis and the circumstances investigated.

All serious behaviours should be recorded on an electronic behaviour form.

The class teacher should inform the child's parents of any serious behaviours. Dependent upon the severity, the Head Teacher or another, Senior Leader may inform parents. Parents will also be notified electronically via SMS/email.

It is likely that if a child misses a lunchtime/greater, this will be facilitated by, or involve the Head Teacher.

Sanctions should always:

- Express displeasure with the **action and not the child**
- Reference how our **Code of Conduct** was breached
- Make it clear that unacceptable behaviour affects other people (**pupils have an unequivocal right to learn in an environment free from disruption**) and is a serious offence against the school community
- Avoid being applied to a whole group for the actions of individuals
- Be consistently applied by staff so children and staff feel supported, secure, and to further **assume levels of predictability of outcomes, for would-be perpetrators – therefore acting as a deterrent**
- Be in proportion to the offence, taking into account any previous sanctions
- **Avoid shouting. We do not shout at individuals or whole classes** unless a pupil is at risk of immediate harm. There may be occasions when it is necessary to raise a voice or be assertive. This is different. It assumes control. We use a '**thumbs up**' strategy to gain the attention of larger groups of pupils at our discretion.

Please note: we are always sensitive to the needs of our pupils. If they are kept in, their access to snacks, lunch, drinks, toilets and the outdoors/fresh air is always considered.

What do we do during sanctions? A Restorative Approach

Examples may include one or a combination of the following – at the teacher's discretion:

- Staff member/s may meet with the teacher – conversations at the teacher's discretion (e.g. in-line with how Code of Conduct was breached; to ascertain the root cause of the behaviour)
- Ask the pupil a question/series of questions about the incident verbally for them to reflect on; answer and then give feedback on
- Conduct a reparation meeting (see appendices)
- A teacher may consider it appropriate for a pupil to commit their reflections on how it happened to paper – therefore a pupil may be asked to fill in one of our **pupil reflection forms**
- Completing incomplete work/school work not started as a result of the incident

At Earith Primary School, **we do not believe just in punitive measures** as these **can** have little impact on pupil's subsequent behaviours. We believe in a **restorative approach** and want to establish a culture of children making steps towards **paying it back** (as discussed in the sanctions section) but also in starting to **put it right** as – it is hoped – that this will teach our pupils more about actions, consequences, develop their empathy, prepare them for adulthood and deepen their understanding of how society works.

A distinctive feature of a restorative approach is where a pupil's behaviour has fallen below an acceptable standard; they take part in a conversation with a teacher or other appropriate adult in

the school. The aim of the conversation is to ensure that the pupil recognises where their behaviour has fallen short of the expected standard with a view to the acceptance of this responsibility being the basis to repair, maintain and build relationships.

More detailed examples of a restorative approach although by no means exhaustive:

- A child understanding the impact their choice made on their own/other peoples' day. For example, quantifying the time spent denying others their **right to learn in an environment free from disruption**. The impact of this may have meant that:
 - some pupils failed to understand what they needed to do (if the disruption happened during a teaching input),
 - if the disruption occurred during an independent part of the lesson, the time spent dealing with this interruption meant that pupils who needed help, were not helped
 - other pupils were distracted and could not concentrate on their work
 - the teacher had to spend time writing up the incident which – had it not have happened – would mean they could have put this energy into supporting pupils, preparing resources or having their break which meant they were more energized to teach children well
 - the time spent by the teacher, or other staff member having to find time during a busy day e.g. in between other teaching commitments and meetings to call the child's parents and explain what they did. Again, time that could have been spent doing something for the benefit of the class/school
 - the time in then subsequently logging the pupil's behaviour on their record versus how this time (as above) could have been spent
- If a child has vandalised or damaged school property, they may be asked to spend their time preparing what they want to write or say when they meet the school caretaker and explain what they did. Having met the school caretaker and built an understanding of how it has impacted their day/workload may be a useful start not to make that decision again. The child could be asked to support in repairing the damage (if appropriate to do so) in their own time, as well as consider how much time and money it may cost to put it right – an understanding of how that money could have/should have been spent may also influence future behaviour positively
- If a child hurts another child, they may be asked to be part of a **reparation meeting** where they hear how their actions made someone feel for the rest of that day, that night at home, or even longer into the week. Now they have heard that, how do they feel? What would they do differently if they could? Parties may collectively agree on how they will behave around each other in the future, or what the perpetrator may be able to do in the victim's view in order to start to **put it right**.
- A child writing and delivering a letter of apology
- Any purposeful, restorative action deemed appropriate by the Head Teacher

Sanctions and/or restorative actions are intended to:

- Help us understand the reasons behind the behaviour
- Affect a desirable change in the pupil's behaviour. This change may take time.
- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially teaching and learning time.
- Provide every opportunity for children to modify their behaviour and make sensible choices
- Prevent further sanctions being applied.

- Prevent suspensions and/or permanent exclusion from school.
- Support parental involvement, SENCO and support agencies if/as appropriate.

We have established a culture where children take responsibility for their actions. Our hope: pupils begin to appreciate their education more; they begin to value their peers' right to education more; and they understand that **having a sanction or being involved in a restorative approach or action is due to the fact that we care for them, and ultimately, want them to achieve.**

Leaving the school grounds without permission

If a child should leave the school grounds for whatever reason, staff will do everything in their powers – primarily – to ensure the child's safety. The Head Teacher should be informed immediately and will quickly make a judgement call in order to respond with the most suitable action/strategy, which again, will be in the best interests of the child's safety.

In most cases, the child will remain on/near to the site and stay within visual contact or quickly return. Once the child is successfully within the school building/grounds, the Head Teacher or appropriate staff member, will ensure the child is calm, uninjured and above all else, safe, before entering into any kind of discussion. Parents will be informed.

In an emergency situation where the child will not engage or return to the school grounds, or has ran out of view/sight, parents and the emergency services will be informed as appropriate – a professional judgement is made.

Upon returning to school/at the most appropriate time it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour. A sanction and/or restorative approach will be applied at the discretion of the Head Teacher and once the reasons are fully understood.

6. SUSPENSIONS AND EXCLUSIONS

Purpose

Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all students and maintain a positive learning environment.

Suspensions

A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehaviour that disrupts the learning environment or endangers the safety of others. During a suspension, students are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.

Exclusions

An exclusion is a more permanent removal of a student from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions.

Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a student is made by the school leadership in consultation with the student's parents or guardians, and any relevant support services.

Process

- Investigation: Before any suspension or exclusion, a thorough investigation is conducted to understand the situation and ensure that all facts are considered.
- Notification: Parents or guardians are informed of the decision, the reasons for it, and the duration of the suspension or exclusion. A written notice will be provided.
- Support and Reintegration: For suspensions, a reintegration plan is developed to support the student's return to school.

This may include a meeting with the student, their family, and relevant staff to discuss strategies for improving behaviour and ensuring a smooth transition back to the school environment.

Appeal Process

Parents or guardians have the right to appeal a suspension or exclusion decision. Appeals should be submitted in writing to the school's appeal committee within a specified timeframe. The committee will review the case and provide a final decision.

Commitment to Support

Our school remains committed to working with students and their families to address behavioural issues effectively and supportively. We aim to provide a safe and positive learning environment while ensuring that all students have the opportunity to succeed.

7. USE OF REASONABLE FORCE

In our school, the use of reasonable force is a measure of last resort and is only employed when absolutely necessary to ensure the safety and well-being of students and staff. Reasonable force may be used to prevent a student from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All incidents involving the use of force are recorded and reported to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.

8. RIGHTS TO SEARCH & CONFISCATE

In accordance with UK law, our school reserves the right to search students and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search students' possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to students or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of students are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community.

9. THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific

statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Head Teacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all of circumstances, the Head Teacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.

10. SUPPORT FOR PUPILS

Responding to misbehaviour from pupils with SEND

Earith Primary School needs to manage pupil behaviour effectively, whether or not the pupil has underlying needs. However, we recognise 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

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

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

Examples of our approach to anticipating and removing triggers of misbehaviour may include, but not be limited to:

-Meetings with parents, other staff members, SENCO/Head Teacher (any other external agencies as appropriate) in order to accurately identify known triggers; agree on how to respond to these triggers and any strategies or provision necessary to reduce the likelihood of these triggers

-The above, dependent upon the severity/necessity may be written in the form of an Individual Risk Management Plan and shared between key adults within the school community and enacted upon.

-A commitment to ongoing training for staff around specific conditions that might impact behavioural choices: ASD, ADHD, for example

-Ongoing updates and training for staff on specific children e.g. strategies to use; provision to ensue; documentation/guidance to follow in order to mitigate the likelihood of triggering misbehaviour

-Planned 'brain breaks' for children with SEND who find it difficult to sit still for prolonged periods

-Adjusting seating plans for pupils with SEND in order to support visibility, audibility, focus and attention

-Any use of equipment/specific resources which may enable/support the above

-Use of separation spaces/other areas within the school that provide a more positive environment to enable a child to focus or regulate their emotions

-Access to higher-level and moderate (class level) sensory snacks & circuit

-The use of Thrive (to accurately assess) and support children's emergent social, emotional and mental health – and other targeted interventions to support SEMH

-Access to the Mental Health Lead for planned work in school

-Greater access to adult support for SEMH or Cognition & Learning needs

-Bespoke timetables of support

-Enhanced enrichment activities

-Use of strategies/resources which have been identified by the child/with the child in order to help a pupil self-regulate behaviours e.g. the use of a special are, toy, and game

-Raising awareness of the Zones of Regulation to inform above strategies/resources

-The use of rewards & sanctions as outlined within this Behaviour Policy

-Adjusting uniform requirements to meet the sensory needs of pupils with SEND

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether 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 external agencies as appropriate to identify or support specific needs.

We will work with parents/carers to create the plan and review it on a regular basis.

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

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

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

11. STUDENT VOICE

Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving students in discussions about behaviour expectations and school policies not only empowers them but also fosters a sense of ownership and responsibility. Students are encouraged to share their perspectives and feedback through regular surveys, focus 3 groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging students in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

12. EQUALITY & INCLUSION

Our behaviour policy is designed to be fair and inclusive, ensuring that no student is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our student body, promoting cultural sensitivity. Additionally, the policy is written in clear and accessible language, making it easy for all stakeholders to understand and engage with.

13. ROLES & RESPONSIBILITIES

Governing Body

The Board of Trustees devolve the legal responsibility for the discipline of the school to the Local Governing Body. Governors delegate the day-to-day management to the Headteacher. The Headteacher is legally required to publicise the behaviour policy and make it available on the school website.

The Governing Body is responsible for:

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

The Head Teacher

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour

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

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of 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.

Pupils

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

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

14. PARENTAL INVOLVEMENT

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

Roles and Responsibilities

- **Communication:** We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.
- **Partnership:** We work closely with parents to discuss their child's behaviour, set goals, and create behaviour plans.
- **Support at Home:** We provide resources where necessary to help parents reinforce behaviour expectations and address any Issues at home.

Engagement Strategies

- **Parent Meetings:** We hold regular meetings to talk about student behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.
- **Workshops and Resources:** We offer workshops and materials to help parents understand and support our behaviour policies.
- **Feedback and Surveys:** We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

Support for Parents

- **Open Door Policy:** Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
- **Individualised Support:** We work with parents to create personalised plans for students with specific behavioural needs.

Commitment to Collaboration

- We are dedicated to working with parents to support student behaviour and development, creating a supportive environment that helps students succeed both academically and socially.

15. STAFF TRAINING & KNOWLEDGE

Overview:

Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support student behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive learning environment.

Training and Professional Development

- **Regular Training:** Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.
- **Specialised Workshops:** We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting students with additional behavioural needs, and implementing restorative practices.
- **Collaborative Learning:** Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

Knowledge and Expertise

- **Understanding Behaviour:** Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
- **Communication Skills:** We focus on developing strong communication skills, enabling staff to interact with students in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

Ongoing Support and Resources

- **Access to Resources:** Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
- **Mentoring and Coaching:** New and experienced staff receive mentoring and coaching to continually refine their behaviour management skills. This support includes regular feedback and personalised guidance.

Evaluation and Improvement

- **Feedback Mechanisms:** We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.
- **Continuous Improvement:** Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

Commitment to Excellence

We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support student success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and respectful school environment.

16. RECORDING & MONITORING

Our school carefully keeps track of student behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results. These records are reviewed regularly by staff to spot patterns, monitor progress, and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to students. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

APPENDICIES

Appendix 1: Written statement of behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Reparation Meeting

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

Structure of Reparation Meeting

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

These questions are similar to the content of our school's **Pupil Reflection Forms**

Minimum Expectation of All Pupils: Earith Primary School Code of Conduct:

Be Safe, Be Respectful, Be Your Best

Why follow the Code of Conduct?

That's when the magic happens...learning!

We concentrate on the **Core Values (5Rs)**:



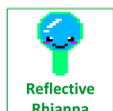
Ready Robert



Resilient Rosie



Resourceful Roy



Reflective Rhianna



Responsible Ruben & Ruby

Maximising our pupils' chances in life

Top-Rated Rewards & Awards

- House Points & Cup
- Verbal Praise & Encouragement
- 'Botheredness'*
- Certificates (Subjects & Core Values)
- Head Teacher Award
- Active Leader, Active Learner, Active Citizen Badges
- Curriculum +
- Class Attendance Cup
- 98% Attendance (Extra Break)
- Sent to Head Teacher

'We like it when you say nice things about us and to our parents' (Earith Pupils: 2024)

Low-Level Behaviour Examples

- talking & chatting unnecessarily/at inappropriate points
 - not starting work when asked
- showing mild lack of respect for peers, adults or themselves
 - not following a basic instruction
 - disturbing other children
- purposefully making noise/to gain attention

Sanctions: Low-Level

- 1st warning, 2nd warning, 15 mins
- Partner Class can be used
- Sit out, miss out can be used (Year R)

Serious Behaviour Examples

- Multiple low-level disruptions
- Repeatedly refusing to do work
- Repeatedly refusing to follow adult instructions
- Persistent/deliberate rudeness to pupil or staff
- Deterioration in behaviour over a period of time (number of offences)
 - Bullying
 - Physical & Verbal assault

Sanctions: Serious

- Ranging from **15 mins (minimum)** to: multiple/indefinite loss of breaks and lunches, including loss of privileges and unable to attend school events/trips (agreed between Head & Teacher). Partner Class can also be applied
- Suspension, exclusion, permanent exclusion (Head Teacher decision)

How?

1. High Expectations:

- Pupils have an unequivocal right to learn in an environment free from disruption
- We have an unapologetic and unwavering commitment to upholding the highest standards in behaviour possible
- An environment where respect, responsibility and excellence is expected

2. Loving: Adults exemplify:

- ALT's Core
- Earith's Code of Conduct & Core Values (The 5Rs)
- Genuine care for pupils – they feel *cherished*
- Enthusiasm: inspire a passion and devotion for learning

3. Clarity in Systems & Processes:

- Well-defined procedures guide how behaviours are understood, addressed and managed
- Transparency: staff, pupils and parents have a clear understanding of our expectations, rewards & consequences
- This transparency fosters consistency and fairness; it promotes trust and predictability within the community

4. Consistency in Application:

- Adhering to expected rules, consequences and behaviour in a fair and uniform manner helps our children know how to behave and what to expect

5. Adults' Understanding & Knowledge

- Adults are well-trained and knowledgeable in behaviour management – they positively influence behaviour effectively
- Adults' engage with pupils in a proactive, empathetic and effective manner
- Best practice is shared and continuously refined

6. Parental Partnership

- Open communication, mutual respect and collaborative problem-solving supports positive relationships between school and home
- Valuable insights into pupils' home environment and individual needs allows us to tailor specific interventions, whilst not diluting our high expectations for how everybody should behave
- Parents as active partners promote consistency between home and school, reinforcing expectations and cultivating a sense of community and shared outcomes



Thumbs Up to gain attention of small groups, classes or whole school

During a Sanction: Examples

- Restorative action (*pay it back; put it right*)
- Reflection Form (written)
- Complete work
- Conversation & questions/verbal target setting with Teacher (including 5Rs)
- Reparation Meeting (victim & perpetrator)



