



HODGE HILL
PRIMARY SCHOOL



...putting children at the heart of all we think, say and do.



Behaviour for learning policy

2024 – 2025

Responsibility for this policy	Headteacher
Responsibility for monitoring/evaluation:	Deputy Headteacher
Date of next review:	September 2025 or earlier if required
Links to other policies and key documents:	Anti-bullying Policy, Online Safety Policy, Safeguarding Policy and Procedures, Attendance Policy.

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We work alongside our parents so that every child will:

- become a successful, engaged learner who enjoys learning and who is knowledgeable and skilled, makes progress and achieves
- become a successful, engaged learner who is fully prepared for the next stage of their education
- be a confident and articulate individual who leads a safe, healthy and fulfilling life whilst maintaining positive relationships
- be an optimistic and responsible citizen who knows that they can make a difference in the world

We work alongside each other so that we can all develop and evolve as both practitioners and people. We strive to create a supportive but challenging centre of excellence that supports innovation, growth, questioning and advancement. Leaders are very clear about their professional, moral and educational purpose to grow the sector's next leaders for the benefit of future generations.

School Values

We have 6 core values that underpin all that we do. These incorporate the three values of Create Partnership Trust: Excellence, Partnership, and Perseverance. They also incorporate the three values that best summarise the voice of pupils, parents and staff gathered during the Summer term 2019: Integrity, Open mind-set, Spirit of adventure.

1. Excellence
2. Partnership
3. Perseverance
4. Integrity
5. Open mind-set
6. Spirit of adventure

We work to support each child in making the appropriate choice in order to manage their behaviour in line with our expectations. We educate our children to understand that every choice has a consequence – therefore, if their choice is the right one, they will learn, make progress, attain well and be rewarded; however, if a choice is wrong, the consequence is likely to be a sanction but that we will support them in making a more appropriate choice when confronted with a choice to make again. We want to educate our pupils in order that they may manage their own behaviour and make the appropriate choices. This is very much part of their education and development in becoming a confident and articulate individual who leads a safe, healthy and fulfilling life whilst maintaining positive relationships.

1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association and is in line with Create Partnership Trust's Behaviour management-Trust principles (Appendix1)

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Purposeful non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We have adopted the KiVa anti-bullying programme to provide pupils with specific lessons to reduce and prevent bullying incidents. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively following the steps set out in the KiVa programme. This means that anyone who knows that bullying is happening is expected to inform members of staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying can include:

Type of bullying	Definition
Emotional	Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
Physical	Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	Because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

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

5. Roles and responsibilities

5.1 The Local Advisory Board – in the absence of a Local Advisory Board, the Board of Trustees fulfils its duties

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The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Head teacher to account for its implementation.

5.2 The Head teacher

The Head teacher is responsible for reviewing and approving this behaviour policy.

The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo awards
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Celebration assemblies
- Certificates and stickers

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A reminder of expected behaviour by an adult
- A verbal reminder
- Moved seat within the classroom
- Moved to a buddy class for 10 minutes. This buddy classroom has been agreed already within the year group.
- Referred to the YGL for a reminder of expected behaviour and a conversation with parent by class teacher
- SoS card for assistance
- Work with a member of the Leadership Group for an appropriate period of time as a removal from class
- Referred to the YGL and a conversation with parent by YGL or Leadership Group member

For more serious behaviours

- Referred straight to HT or DHT – suspensions (fixed term exclusions) and permanent exclusion

Behaviours will be monitored weekly by an AHT to enable any consistent poor behaviour to be tracked and, if necessary an appropriate intervention will be made. A removal from class or a referral to a YGL or a member of the Leadership Group (including suspensions) will be recorded for monitoring using our school system (CPOMS).

In addition to this, it is important to track any consistent low level behaviour as repeating patterns of behaviour may be visible over time. Class teacher to retain copies. See Appendix 5.

A behaviour support plan will be agreed with pupil, parent and staff in order to support an improvement in behaviour. This will be put on provision map.

Staff may update parents regarding a child's behaviour with a 1-1 meeting, a phone call or a letter (See appendix 4 for sample letters to parents about their child's behaviour). All correspondence regarding a pupil's behaviour will be recorded using CPOMS.

Pupils may be withdrawn from their class to work with a senior leader, in isolation from their peers, in response to serious or persistent breaches of this policy. Pupils may be sent to work in isolation with a senior leaders during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. This information is then recorded using CPOMS.

Pupils who do not attend a given detention are also sent to work with the senior leader in isolation from their peers.

The senior leader will ensure that the office door will remain open should a child be working alone in the allocated office.

High tariff behaviour needs will be referred to the City of Birmingham Behaviour Schools team (COBS team) for support and consultations. Recommendations will be added to the child's behaviour support plan and shared with parents. This will be recorded on CPOMS and Provision map. These will be regularly reviewed with the COBS team. Referrals may be made to other outside agencies depending on outcomes of consultations.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school visit or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an allegation against a member of staff, the Head teacher will follow the guidance as outlined by Keeping Children safe in Education Part four and the school's safeguarding and child protection policy Appendix 3. The Head teacher will inform the CEO.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will discipline the pupil in accordance with this policy.

Please refer to Appendix 3 of our safeguarding and child protection policy – appendix 3 for more information on responding to allegations of abuse.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- 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

See Appendix 2 for further guidance.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Our Pastoral Team are trained in the MAPA Pivotal approach to supporting pupil behaviour. Positive manual handling plans will be created on Provision map for high tariff children with specific needs. This approach prioritises the care, welfare, safety and security of all. It enhances calm and consistent behaviour of adults working across our school and promotes a consistent approach and language building a positive culture around pupil behaviour. Our Pastoral Team are trained as trainers and support all staff in ensuring our approach to supporting pupil behaviour is kept up to date and is underpinned by our school values and ethos. Where physical restraint is used this will be recorded on CPOMS and a restorative/repair conversation will be had following training guidelines.

8.3 Confiscation

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (age, sex, sexual orientation, gender realignment, race, pregnancy & maternity, disability, religion or belief, marriage & civil partnerships, gypsy & travellers – race discrimination) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The School Leadership Group, supported by the school's special educational needs co-ordinator, Year group leaders and pastoral team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Suspensions and Exclusions

Suspensions are used as a last resort or in incidences of extremity.

Removals from class are used in incidences of severe contravention of the behaviour expectations. A removal from class is used only with the approval of the Leadership Team and is reported to the Head teacher. They are timed limited and can be incremental. The rights of a child cannot be contravened and break times, lunchtimes and access to the full curriculum is assured albeit subject to appropriate modifications and adaptations.

Removal from class is treated seriously. They will be recorded in writing with the parent, explaining the reasons why the removal has been carried out, reiteration of the expectations and the support the pupil will receive to ensure it is not repeated. It may result in a formal behaviour support plan and/or external support being sought. It will be recorded on the pupil's attendance register and as a safeguarding concern using CPOMs.

Suspensions are used in severe cases where a pupil has shown extremely poor choices and committed acts such as violence, aggression or has put their safety or the safety of others at risk. The Head teacher will discuss the suspension with the CEO of the Trust before enacting the suspension. The suspension will be appropriate in time stipulation and in line with the 2023 statutory guidance: "Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England."

Leaders will ensure appropriate reinstatement support is afforded to the pupil as they return to school.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. This includes supporting pupils with emotional and mental well-being.

Specific and bespoke training is given regularly to our Pastoral Team who are on hand to support staff.

A staff training log is kept as part of our CPD and Safeguarding CPD matrix.

11. Monitoring arrangements

This behaviour policy will be reviewed by the School Council, Parents, Head teacher and Leadership Team every two years. At each review, the policy will be approved by the Head teacher and shared with the CEO of Create Partnership Trust.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Board of Trustees every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Behaviour Management Trust Principles
- Staff Code of Conduct
- Create Adult Behaviour policy

Appendix 1 The Trust's principles of behaviour management as a guide for school policy

We promote the Four Rs: respect, right, responsibilities, routines

RESPECT: All members of our school community are treated with unconditional respect which is not affected or influenced by past experiences or current behaviour. Our high expectations are maintained at all times.

RIGHTS: All members of our school community have the right to feel safe, learn, achieve and be respected

RESPONSIBILITIES: All members of our school community have the responsibility to treat others with respect, to support others in their learning and to celebrate all achievements

ROUTINES: Good routines promote good behaviour and enable good learning. All staff and pupils are coached in the school routines and expected to adhere to them at all times.

Twelve non-negotiable principles for our Trust

1. Inclusion is at the heart of the Trust as an organisation and is central to our work.
2. Above everything else, the management of behaviour is based on a commitment to ensuring that pupils are kept safe at all times. Poor behaviour, including bullying and racism, is not tolerated because it can affect the welfare and safety of the school community.
3. We recognise that pupils need to learn the social, emotional, behavioural and learning skills required to be successful at school.
4. We are committed to providing a high quality, broad and balanced curriculum which both supports and challenges pupils and is geared to their individual needs and abilities.
5. We promote both individual and collaborative learning so that pupils understand the need for their personal application as well as positive and collaborative working with others.
6. Pupils' independence is actively promoted, at the appropriate level for their age and stage of learning, so that they can make good behavioural choices.
7. Staff are trained to provide patient encouragement to pupils who find it difficult to make good behavioural choices.
8. Staff model good behaviour, positive attitudes and respect at all times.
9. Pupils are encouraged to reflect on their behaviour and are professionally guided to improve.
10. We recognise that a close partnership with parents/carers/families is essential if pupils are struggling to behave well.
11. We understand that in rare cases we may not have the capacity to support a pupil's behaviour improvement and we will look to other schools in the Trust or the locality for further support, in addition to urgent advice and help from outside agencies.
12. We will actively seek in-school alternatives to both fixed-term and permanent exclusion.

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Board of Trustees every two years

Appendix 2: approach to managing behaviour

Every day a pupil will receive a dojo for:

- Arriving on time
- Wearing the correct uniform

A pupil will receive a dojo each Friday for returning their home reader on the allotted day of the week

A pupil will receive a dojo for every piece of weekly homework completed and returned on the correct day

Per week a total of 16 dojos per week

Dojos will be collected weekly and collated to award overall house points. The house with the most dojos for the week will be awarded 4 points, the next 3 points, then 2 points with the house with the least dojos will be awarded 1 point. Over the course of the term these points will be added resulting in the house with the most points by the end of a term receiving a treat.

Pupils will receive an individual certificate for reaching any multiple of 16 in dojo points across any one year. The calculation for dojo points collected starts at 0 every September or when the pupil joins the school within a year.

Dojos may only be awarded one at a time. Additional dojos can be awarded for polite manners, helpfulness, courtesy, effort, a good standard of work and positive attitudes (conduct and learning). Once rewarded, dojos cannot be taken away.

Sanctions

	Behaviour	Sanction	Action
1	<ul style="list-style-type: none"> • making silly noises • distracting others • difficulty with settling to work • getting out of seat • sulking • getting out of line when moving around school site 	<ol style="list-style-type: none"> 1. reminder of expected behaviour by adult 2. verbal reminder (once) 3. moved seat within the classroom 4. buddy class 10 minutes 5. referred to Year Group leader for a reminder of expected behaviour and a conversation with parent by class teacher 	<ul style="list-style-type: none"> • Complete weekly monitoring sheet • Consider referral to SEND and/or Pastoral Team • Send first behaviour letter/conversation <p>If behaviour continues send second behaviour letter – conversation with parent log on CPOMS - meeting</p>
2	<ul style="list-style-type: none"> • refusal to follow instructions • answering back • deliberate breaking of equipment • inappropriate use of furniture or equipment • deliberate pushing while in line • deliberate negative actions towards others such as in the playground 	<ol style="list-style-type: none"> 1. reminder of expected behaviour by adult 2. verbal reminder (once) 3. buddy class 10 minutes OR 4. work with member of leadership group for appropriate time as a removal from class 5. referred to Year Group leader for a reminder of expected behaviour and a conversation with parent by YGL/LG 6. SoS card for assistance by Leadership Group 	<ul style="list-style-type: none"> • Complete weekly monitoring sheet • Behaviour log to support CPOMS account • Make referral to SEND and/or Pastoral Team • Send third behaviour letter/conversation • Complete Behaviour contract template. • (Log onto CPOMS behaviour concern level 2 + the following categories where appropriate: child on child, protected characteristics, location)
3	<ul style="list-style-type: none"> • aggression such as name calling, inappropriate language • defiance • use of foul language including motivated by protected characteristics • theft • lying • spitting • violent conduct including physical 	<ol style="list-style-type: none"> 1. refer straight to Head teacher (DHT or AHT in the event of absence) –Removal from class 	<ul style="list-style-type: none"> • Complete weekly monitoring sheet • Behaviour log to support CPOMS account • Meeting with the parent • Letter sent home • Make referral to SEND/behaviour lead and/or Pastoral Team • Log onto CPOMS behaviour concern level 3 + the following categories where appropriate: child on child, protected characteristics, location

4	<ul style="list-style-type: none">Level 3 behaviours or repetition of behaviours	2. refer straight to Head teacher (DHT or AHT in the event of absence) – Suspension or Permanent exclusion	<ul style="list-style-type: none">Log onto CPOMs behaviour concern level 4 + the following categories where appropriate: child on child, protected characteristics, location)Letter sent home
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Appendix 3: behaviour log

To be completed and scanned into CPOMs or used as a template for CPOMS account

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter



Hodge Hill Primary School

Twycross Grove

Birmingham

B36 8LD

Tel: 0121 464 2189

enquiry@hodgehill.create.org.uk

*...putting children at the heart of
all we think say and do.*

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter



Hodge Hill Primary School

Twycross Grove

Birmingham

B36 8LD

Tel: 0121 464 2189

enquiry@hodgehill.create.org.uk

*...putting children at the heart of
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Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still finding it difficult to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter



Hodge Hill Primary School

Twycross Grove

Birmingham

B36 8LD

Tel: 0121 464 2189

enquiry@hodgehill.create.org.uk

*...putting children at the heart of
all we think say and do.*

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter



Hodge Hill Primary School

Twycross Grove

Birmingham

B36 8LD

Tel: 0121 464 2189

enquiry@hodgehill.create.org.uk

*...putting children at the heart of
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Dear Parent,

I am writing to inform you that _____, has been given a detention on this date _____ at
this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 5

Weekly monitoring sheet

	Monday	Tuesday	Wednesday	Thursday	Friday
A reminder of expected behaviour by an adult					
Second verbal reminder					
Moved seat within a classroom					
Moved to a buddy class for 10 minutes	Log blue behaviours on CPOMS				
Referred to YGL for a reminder of expected behaviour and a conversation with parent by class teacher					
SOS card for assistance					
Work with a member of the Leadership Group for an appropriate period of time as a removal from class					
Referred to YGL and a conversation with parent by YGL or Leadership Group member					
Suspension					

Appendix 6






EEF



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:

Proactive				Reactive
1	2	3	4	5
<p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> • Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff 	<p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> • Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours 	<p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy 	<p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> • Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour • School leaders should ensure the school behaviour policy is clear and consistently applied 	<p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> • Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Report Published
7th June 2019
eef.li/behaviour

Amendments	Date	Reason	Member of Staff
Section 8.5 2022 statutory guidance changed to 2023 statutory guidance	06.09.23	Change due to update of government guidance	Mrs K Darnley