Behaviour Policy

1. Introduction

1.1 Our Christian Vision

Learning today for success tomorrow

Believe **A**chieve **R**espect **T**ogether **S**ucceed

B – We **believe** we will flourish in God's family.
A – We know that everyone in St Bart's can **achieve.**
R – We **respect** everyone in our family.
T – Together we support and help each other.
S – As part of God's family we support everybody to **succeed.**

1.2 Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

1.3 Rationale

By the time pupils leave St Bartholomew's, we not only want them to have fulfilled their 'academic potential' but we want confident, independent British citizens, who will be positive role models in society and demonstrate the following attributes:

- **Ambition** – always aiming to better themselves.
- **Courage -** they will not be afraid to try new things.
- **Commitment -** they will work hard.
- **Willpower –** they will strive to be the best they can be.
- **Integrity –** they will tell the truth at all times.
- **Drive –** they want to better themselves at every opportunity.
- **Patience –** they will accept that some things take time.
- **Resilience –** they will always keep trying.
- **Optimism –** they know that good things will happen to them if they work hard.

This behaviour policy will support pupils in achieving this. To support this policy, staff will be consistent, fair and provide a positive learning environment.

1.4 Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

1.5 Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Clearly define what we consider to be unacceptable behaviour, including bullying.
- Identify how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school.
- Outline our system of rewards and consequences.

1.6 School Ethos

Positive behaviour is consistently recognised and reinforced throughout the school. The Trackit Lights Behaviour System is used in all Key Stage 1 and Key Stage 2 classrooms, with pupils awarded points for demonstrating positive behaviour and making positive choices. In the Early Years Foundation Stage (EYFS), the system is used where appropriate to support and encourage positive behaviour.

The school adopts a restorative approach to behaviour, encouraging pupils to develop self-awareness, self-regulation, motivation, empathy and positive social skills. Children receive consistent praise, encouragement and recognition when they demonstrate positive behaviour and make positive choices. Staff support pupils to reflect on their actions, resolve conflicts appropriately and develop effective problem-solving skills.

Our School Rules are explicitly taught and consistently reinforced from Reception through to Year 6. This creates a clear and transparent whole-school culture, providing pupils, staff and families with a shared understanding of expectations and values. As a result, a positive and respectful learning environment is promoted throughout the school.

1.7 The school Rules

All pupils are expected to:

- **R**espect (staff, children and property)
- **U**niform (wear at all times)
- **L**isten (to everyone)
- **E**xcellence (do your best)
- **S**afe (stay safe)

1.8 Rewards

Rewards for positive behaviour play a key role in recognising both individual and collective achievement. In addition to the verbal praise and feedback that are embedded within teaching and learning across the school, Trackit points are awarded throughout the day in Key Stage 1 and Key Stage 2 to pupils who demonstrate the school's pupil attributes (five points), follow the St Bart's Way expectations (five points), or display other positive qualities associated with responsible British citizenship (three points).

The school focuses on one pupil attribute each half term, and each week one pupil from every class is awarded a special certificate in recognition of consistently demonstrating that attribute. This award is worth 100 Trackit points.

'Super Star' awards, worth ten points, are presented to one pupil in each lesson to recognise exceptional effort, achievement or exemplary behaviour. Super Star awards may also be awarded at other times during the school day to recognise pupils who consistently demonstrate outstanding behaviour, attitudes or conduct.

'Vision' awardsorth ten points, may be awarded to pupils who demonstrate the values, qualities and characteristics reflected within the school's vision. These awards recognise pupils who actively embody the school's Christian vision and serve as positive role models within the school community.

Pupils receive five Trackit points each day for attending school, and those with excellent attendance can also earn a special attendance award worth 100 points.

The school celebrates the achievements of individual pupils while also promoting collective success. Rewards are therefore provided for both individual and class accomplishments. Further information about the rewards available to pupils and classes can be found in the Behaviour and Procedures Chart (Appendix 2).

In the Early Years Foundation Stage (EYFS), positive behaviour is primarily encouraged and celebrated through verbal praise, encouragement and the use of stickers. This approach is developmentally appropriate and helps children to develop positive attitudes towards

learning and behaviour from the outset of their school journey. During the Summer Term, children are introduced to the Trackit system to support a smooth transition into Key Stage 1 and to familiarise them with the rewards and expectations they will encounter in the following academic year.

1.9 Consequences

There are occasions when pupils do not behave appropriately or fail to follow the school's rules and expectations. Such behaviour is not acceptable, and the school adopts a consistent approach to addressing it through the Trackit Lights Behaviour System. In EYFS, Trackit is to record red behaviours, enabling effective monitoring and analysis of behaviour patterns and ensuring that members of the Senior Leadership Team are notified when appropriate.

Consequences are applied in a clear, fair and consistent manner and are proportionate to the level and nature of the behaviour displayed (see Appendix 2). Staff use professional judgement to ensure that consequences are reasonable, appropriate and tailored to individual circumstances while remaining consistent with the principles of the behaviour policy.

The school's approach is restorative in nature, seeking not only to address inappropriate behaviour but also to support pupils in reflecting on their actions, understanding the impact of their behaviour on others, and making positive choices in the future. Consequences are designed to promote accountability, repair relationships where appropriate, and reduce the likelihood of repeated incidents.

2. Roles and responsibilities

2.1 The Governing Body

The governing board/Pupil Support Committee is responsible for reviewing and approving the written statement of behaviour principles.

The governing board/Pupil Support Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

2.2 Leadership and Management Responsibilities

The Headteacher and Deputy Headteacher are responsible for reviewing this Behaviour Policy in consultation with the Governing Board and/or the Pupil Support Committee, giving due consideration to the school's Statement of Behaviour Principles. The Headteacher has overall responsibility for approving and implementing this policy.

The Headteacher and Senior Leadership Team (SLT) will:

- Implement and monitor the Behaviour Policy, ensuring that expectations and procedures are applied consistently across the school.

- Be ultimately responsible and accountable for standards of behaviour throughout the school.
- Report to governors on the effectiveness of the policy and its impact on behaviour and learning.
- Meet with parents and carers where concerns arise regarding a pupil's behaviour.
- Work closely with the Wellbeing Lead and Designated Safeguarding Lead to ensure appropriate support is in place for pupils.
- Ensure that the school environment promotes and encourages positive behaviour.
- Ensure that all staff understand the school's behavioural expectations and the importance of maintaining them consistently.
- Provide all new staff with a clear induction into the school's behaviour culture, expectations, routines and systems, enabling them to support pupils effectively.
- Offer appropriate training and professional development in behaviour management, including the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- Ensure that this policy is implemented alongside the school's Safeguarding and Child Protection Policy, so that pupils receive both support and appropriate consequences where necessary.
- Regularly review behaviour data, including information from Trackit, to identify trends and ensure that no group of pupils is disproportionately affected by the policy.
- Support staff in responding to challenging behaviour and ensure that actions taken are lawful, reasonable and proportionate.
- Monitor the consistent implementation of the policy across all classes and groups of pupils.
- Ensure the health, safety and welfare of all pupils and staff.
- Promote, praise and celebrate positive behaviour through rewards, recognition and dedicated assemblies.

2.3 Staff Responsibilities

All staff are responsible for:

- Creating and maintaining a calm, safe, inclusive and positive environment for all pupils.
- Establishing and consistently maintaining clear boundaries of acceptable behaviour.
- Implementing the Behaviour Policy fairly and consistently.
- Modelling respectful behaviour, positive relationships and the values expected within the school community.
- Communicating the school's expectations, routines, values and standards through explicit teaching and through every interaction with pupils.
- Providing a positive learning environment in which all pupils feel valued, supported and able to succeed.
- Supporting pupils in developing the language, communication and social skills needed to build positive relationships and interact successfully with others.
- Adopting a personalised approach where appropriate to meet the specific behavioural, emotional or developmental needs of individual pupils.
- Supporting pupils to recognise, understand and regulate their emotions through restorative conversations, positive relationships and elements of the PSHE curriculum.

- Using a range of effective teaching and behaviour-management strategies to engage pupils in their learning and promote positive behaviour.
- Recording behaviour incidents accurately and promptly using the Trackit Lights system.
- Working in partnership with parents, carers and relevant professionals to support pupils whose behaviour may require additional intervention.

The Senior Leadership Team will support staff in responding to behaviour incidents and in implementing behaviour strategies that are consistent with the principles and expectations outlined in this policy.

2.4 Parents/Carers

Parents and carers are expected to:

- Support their child in following the school's rules, values and expectations for behaviour.
- Ensure their child attends school regularly, arrives on time and is ready to learn.
- Inform the school of any changes in circumstances that may affect their child's wellbeing, behaviour or engagement with learning.
- Attend meetings, including telephone discussions, regarding their child's behaviour, wellbeing or progress when requested by the school.
- Discuss any behavioural concerns promptly with an appropriate member of staff or the Senior Leadership Team (SLT).
- Follow the school's expectations and procedures for dropping off and collecting children.
- Work in partnership with the school to promote positive behaviour, good attendance and the school's values.
- Support the school's Behaviour Policy and encourage their child to take responsibility for their actions and make positive choices.

The school recognises that effective behaviour management is most successful when there is a strong partnership between home and school. We are committed to building positive relationships with parents and carers through open communication, mutual respect and a shared commitment to supporting every child. The school will keep parents informed of significant developments relating to their child's behaviour and will work collaboratively with families to celebrate successes, address concerns and provide appropriate support where needed.

2.5 Pupils:

Pupils are expected to:

- Build positive relationships within the school community based on mutual respect, cooperation and engagement.
- Take responsibility for their actions and understand the impact that their behaviour has on others.
- Show respect for other people, their views, beliefs and feelings.
- Demonstrate empathy, kindness and consideration towards others.
- Behave fairly and honestly.
- Reflect on their behaviour and be willing to make positive changes when necessary.

- Work cooperatively with others and contribute positively to the school community.
- Follow the school's rules, routines and expectations.
- Act in a way that upholds the values of the school and the principles of the St Bart's Way.

Pupils will also be made aware of the following as part of the school's behaviour culture and induction processes:

- The standards of behaviour expected of all pupils.
- Their responsibility to follow the Behaviour Policy and school rules.
- The school's key routines, expectations and values.
- The rewards available for demonstrating positive behaviour and meeting expectations.
- The consequences that may be applied when behaviour falls below expected standards.
- The pastoral, emotional and wellbeing support available to help them meet behaviour expectations and succeed in school.

At St Bartholomew's, we are committed to a restorative approach to behaviour. When incidents occur, the focus is on repairing harm, rebuilding relationships and helping pupils learn from their actions. Pupils are supported to reflect on what has happened, understand the impact of their behaviour on others and consider how situations can be resolved positively.

Through restorative conversations and appropriate support, pupils are encouraged to take responsibility for their actions, rebuild trust where necessary and develop the skills needed to make positive choices in the future. This approach helps to preserve positive relationships and maintain a safe, respectful and inclusive school community.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying in any form is unacceptable and will not be tolerated. The school is committed to creating a safe, respectful and inclusive environment in which all pupils feel valued and protected. Details of the school's approach to preventing, identifying and responding to bullying are set out in the Anti-Bullying Policy.

4. Reporting of incidents within School

4.1 Reporting and Managing Behaviour Incidents

All staff are expected to follow this Behaviour Policy consistently when recognising positive behaviour and when applying consequences for inappropriate behaviour.
Staff have a responsibility not only to challenge inappropriate behaviour but also to report and record incidents appropriately. All behaviour incidents are logged using the Trackit Lights system. Any incident recorded as a red behaviour incident will be reviewed by a member of the Senior Leadership Team (SLT), who will determine any further actions or support required.

Incidents involving racism, homophobia, discrimination or other hate-related behaviour are taken seriously and are managed in accordance with this Behaviour Policy. Where appropriate, such incidents will also be reported to Stop Hate UK and recorded in line with local authority requirements. Incidents of bullying will be reported to the Senior Leadership Team and monitored through termly Behaviour Reports presented to governors. Online or cyberbullying incidents will be addressed using the same principles and procedures outlined within this policy and the school's Anti-Bullying Policy.

4.2 Child-on-Child Abuse and Harmful Sexual Behaviour

Incidents of child-on-child abuse will always be managed by a member of the Senior Leadership Team and the Designated Safeguarding Lead (DSL) in accordance with the school's Safeguarding and Child Protection Policy.

Where harmful sexualised behaviour is identified, the DSL and another member of the safeguarding team will complete an Individual Pupil Risk Assessment (IPRA) and utilise the AIM checklist to assess risk and determine appropriate next steps. The safeguarding team will recognise, respond to and, where necessary, refer concerns to the Local Authority and other relevant agencies. Decisions regarding support, intervention and monitoring will be informed by the nature and severity of the presenting behaviours, alongside information gathered through assessment and pattern mapping.

Where abusive, harmful or violent behaviours are identified, appropriate safety planning and support measures will be implemented to safeguard all pupils involved. The welfare, safety and wellbeing of children will remain the primary consideration throughout any investigation or intervention.

4.3 Communication and parental/family partnerships

Effective communication and positive partnerships between home and school are essential in promoting high standards of behaviour and ensuring a consistent approach to supporting pupils. Where a child's behaviour gives cause for concern, the school will work closely with parents and carers to discuss the issues identified, share information and agree appropriate strategies to support positive behavioural outcomes.

This Behaviour Policy is shared with parents and carers, who are encouraged to work in partnership with the school and support the values, expectations and approaches that promote positive behaviour and wellbeing.

Where additional support is required, members of the Senior Leadership Team (SLT) and the Designated Safeguarding Lead (DSL) will work collaboratively with parents and carers to identify and access appropriate support services. This may include signposting or referrals to external agencies, early help services or other professionals who can provide support to the child and family.

5. Responding to behaviour

5.1 Safeguarding

The school recognises that changes in a pupil's behaviour, presentation or emotional wellbeing may be an indicator that they are in need of help, support or protection.

When assessing behaviour, staff will consider whether a pupil's conduct may be linked to an underlying safeguarding concern, unmet need, trauma, mental health difficulty or whether they may be suffering, or at risk of suffering, significant harm.

Where this is identified as a possibility, the school will respond in accordance with its Child Protection and Safeguarding Policy. This may involve providing pastoral support, implementing an Early Help intervention, seeking advice from external agencies, or making a referral to Children's Social Care where appropriate.

The school is committed to ensuring that behaviour concerns are considered within the wider context of a child's circumstances, wellbeing and safeguarding needs, recognising that behaviour can often be a form of communication.

For further information, please refer to the school's Child Protection and Safeguarding Policy.

5.2 Responding to Positive Behaviour

When a pupil's behaviour meets or exceeds the expected standards, staff will recognise and reinforce this through positive recognition and the awarding of Trackit points. In the Early Years Foundation Stage (EYFS), positive behaviour is primarily encouraged and celebrated through verbal praise, encouragement and the use of stickers.

This provides all staff with opportunities to reinforce the school's culture, values and ethos. Positive reinforcement and rewards are applied consistently, fairly and proportionately to strengthen the routines, expectations and behaviours that underpin the school's positive behaviour culture.

5.3 Classroom Practice

Teachers and support staff are responsible for establishing and maintaining a positive climate for learning within their classrooms and learning groups. Staff should consider and utilise a range of behaviour management strategies appropriate to the needs of individual pupils and situations (see Appendix 1: Strategies for Managing Behaviour).

Teachers and support staff will:

- Create and maintain a stimulating and engaging learning environment.
- Greet pupils positively at the start of the day and at the beginning of lessons.
- Establish, teach and consistently reinforce clear routines and expectations.
- Display classroom rules and refer to them regularly when appropriate.
- Develop positive, respectful and supportive relationships with pupils.
- Recognise, celebrate and promote positive behaviour and achievements.
- Support pupils to reflect on their choices and learn from mistakes.
- End each day positively and provide pupils with a fresh start the following day.

5.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standards that can reasonably be expected, staff will respond promptly and appropriately to restore a calm, safe and purposeful learning environment and to minimise the likelihood of the behaviour recurring.

Staff will seek to create a predictable and consistent environment by addressing behaviour that falls short of expectations in a fair, proportionate and consistent manner. This helps pupils to understand that inappropriate behaviour will always be addressed and that positive behaviour is valued and recognised.

Where appropriate, staff may use a range of de-escalation strategies, including restorative conversations, positive behaviour reminders, redirection, and agreed scripts or phrases, to prevent situations from escalating and to support pupils in making positive choices.
All pupils will be treated fairly and equitably under this policy. Staff will consider any contributing factors that may have influenced a pupil's behaviour, including age, developmental stage, special educational needs and disabilities (SEND), wellbeing, safeguarding concerns or personal circumstances.

When applying consequences, staff will also consider the support required to help pupils meet the school's behaviour expectations in the future. The emphasis will be on promoting positive behaviour, repairing relationships and helping pupils to learn from their actions.

5.5 Breaktimes and Lunchtimes

The school expects pupils to maintain the same high standards of behaviour during breaktimes and lunchtimes as they do in the classroom and other learning environments. All pupils should demonstrate respect, kindness and consideration towards others and follow the school's rules and expectations at all times.

Swearing, aggressive behaviour, physical aggression, discriminatory language, bullying or behaviour that causes harm or distress to others will not be tolerated. Where such incidents occur, pupils may be referred to a member of the Senior Leadership Team (SLT) and may spend the remainder of the break or lunchtime with an appropriate member of staff.
As part of the school's restorative approach, pupils will be supported to discuss the incident, reflect on their actions, understand the impact of their behaviour on others and identify ways to repair any harm caused. The aim is to help pupils develop greater self-awareness, accountability and positive relationship skills.

The Headteacher or Deputy Headteacher will be informed of serious or repeated incidents where appropriate and will become directly involved where additional support, intervention or investigation is required. Parents and carers will be informed of significant incidents and may be invited to meet with school staff to discuss concerns, agree supportive strategies and work collaboratively to prevent further occurrences.

5.6 Mobile phones

Pupils should only bring a mobile phone to school if they need it to travel to and from school independently. Upon arrival at school, pupils must switch their mobile phone off before entering the school building and hand it to their class teacher at the start of the day.

Mobile phones will be stored securely throughout the school day and returned to pupils at the end of the day as they leave the school premises.

Failure to follow these expectations may result in contact being made with parents or carers. Repeated breaches of this procedure may lead to further action in line with the school's behaviour policy.

5.7 Restrictive Interventions

The school is committed to maintaining a safe environment for all pupils and staff. Our approach to restrictive intervention is guided by current Department for Education (DfE) guidance and is underpinned by the principles of necessity, proportionality, reasonableness and the welfare of the child.

Restrictive interventions may be used only when necessary to prevent a pupil from causing harm to themselves or others, seriously damaging property, or causing significant disruption that places others at risk. The school will always seek to prevent incidents through positive behaviour support, effective relationships, de-escalation strategies and restorative approaches before considering any form of restrictive intervention.

Staff understand that any form of restrictive intervention carries potential physical and emotional risks. Consequently, such interventions will only be used when absolutely necessary, for the shortest possible time and in the least restrictive manner appropriate to the circumstances.

5.7.1 Reasonable Force

All members of school staff have a legal power to use reasonable force in accordance with Section 93 of the Education and Inspections Act 2006.

Reasonable force may be used, where necessary, to prevent a pupil from:

- Hurting themselves or others.
- Committing a criminal offence.
- Causing serious damage to property.
- Seriously disrupting good order and discipline within the school.

Any use of reasonable force will:

- Only be used as a last resort when other strategies have been ineffective or are inappropriate.
- Be proportionate to the circumstances and level of risk presented.
- Be applied for the shortest time necessary.
- Be carried out in a way that preserves the safety, dignity and wellbeing of all involved.
- Never be used as a punishment or disciplinary sanction.
- Never involve techniques that restrict breathing, obstruct airways, or apply pressure to the neck, chest, abdomen or joints.

When considering the use of reasonable force, staff will take account of the individual needs and vulnerabilities of the pupil, including any special educational needs and disabilities (SEND), medical conditions, mental health needs or safeguarding concerns.

5.7.2 Safe Spaces and Regulation Support

At times, a pupil may require support to regulate their emotions and regain a sense of calm. Where appropriate, pupils may be supported to access a designated safe space or wellbeing area under adult supervision. This is intended as a supportive measure to promote emotional regulation and safety and is not used as a punishment.

Pupils will remain supervised at all times and will be supported to return to learning or social activities as soon as they are ready to do so safely.

5.7.3 Recording and Reporting

All incidents involving restrictive intervention, reasonable force or other significant behaviour incidents will be recorded in accordance with the school's Restrictive Intervention Policy and Safeguarding Policy.

Relevant records will include:

- The nature of the incident.
- The antecedents and circumstances leading to the incident.
- The intervention used.
- The duration of the intervention.
- Any injuries, concerns or follow-up actions.
- Communication with parents and carers where appropriate.

Following any incident, the school will review what occurred, consider whether additional support or adjustments are required, and ensure that opportunities for restorative conversations and learning are provided.

For further information, please refer to the school's Restrictive Intervention Policy.

5.8 Behaviour Beyond the School Site

At St Bartholomew's, we have high expectations of pupils' behaviour and conduct. We expect pupils to behave appropriately when travelling to and from school, when wearing school uniform, and when representing the school at events and activities beyond the normal school day, for example sporting fixtures, educational visits and extra-curricular clubs.

Under Section 89(5) of the Education and Inspections Act 2006, the school has the statutory authority to regulate pupils' behaviour in these circumstances to such an extent as is reasonable.

Subject to this Behaviour Policy, staff may apply consequences for inappropriate behaviour when a pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil of the school.

Staff may also apply consequences where behaviour, at any time and whether or not the conditions above apply:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil, member of staff or member of the public.
- Could adversely affect the reputation of the school.

In all cases, any response to behaviour will be reasonable, proportionate and consistent with the principles set out in this policy.

5.9 Educational Visits and School Trips

Attendance on educational visits and residential experiences is an important part of school life and provides valuable opportunities for learning and personal development. However, participation in such activities is dependent upon the school being able to ensure the safety and wellbeing of all pupils and staff.

Where a pupil's behaviour presents a significant risk to their own safety or the safety of others, the school may undertake an individual risk assessment to determine whether additional support, adjustments or supervision can be provided to enable participation. In exceptional circumstances, where risks cannot be reasonably managed, the school may decide that a pupil is unable to attend a specific activity.

Any decision will be made on an individual basis, taking account of the pupil's needs, previous behaviour, the nature of the activity and the school's legal responsibilities regarding health and safety.

5.10 Individual Risk Assessments

Pupils who regularly present behaviours that place themselves or others at risk may be monitored closely by the Senior Leadership Team. Where appropriate, an Individual Pupil Risk Assessment (IPRA) will be developed to identify potential risks, outline preventative strategies and establish appropriate support measures.

The purpose of an IPRA is to promote safety, reduce the likelihood of behavioural incidents escalating and minimise the need for restrictive interventions. Risk assessments will be reviewed regularly and shared with relevant staff to ensure a consistent, informed and supportive approach to meeting the pupil's needs.

5.11 Online Misbehaviour

The school may apply behaviour sanctions in response to online misbehaviour, including conduct that takes place outside of school, where it is reasonable and proportionate to do so.

This may include situations where the behaviour:

- Poses a threat to the safety or wellbeing of another pupil or member of staff.
- Causes harm, distress, intimidation or bullying to another pupil.

- Could have repercussions for the orderly running of the school.
- Adversely affects the reputation of the school.
- Occurs online and the pupil is identifiable as a member of the school.

Any incidents of online misbehaviour will be investigated and addressed in accordance with the school's Behaviour Policy, Anti-Bullying Policy and Online Safety Policy. Sanctions will be reasonable, proportionate and take account of the nature and severity of the incident.

5.12 Suspected Criminal Behaviour

The school takes any concerns relating to suspected criminal behaviour seriously and will respond in a manner that safeguards pupils, staff and the wider community.

Where a pupil is suspected of engaging in criminal behaviour, the school will make an initial assessment of the incident and determine whether it is appropriate to involve the police. In doing so, the school will consider the nature of the incident, the age of the pupil, any safeguarding concerns and the potential impact on those involved.

When establishing the facts, the school will seek to preserve any relevant evidence and will cooperate fully with any subsequent police investigation.

If a decision is made to report the matter to the police, the report will be made by the Headteacher, a member of the Senior Leadership Team (SLT), or the Designated Safeguarding Lead (DSL), as appropriate.

The school will not interfere with any police investigation or action. However, where appropriate and provided it does not prejudice or conflict with police enquiries, the school may continue to investigate the incident under its own procedures and apply consequences in accordance with this Behaviour Policy.

Where a report is made to the police, the Designated Safeguarding Lead will also consider whether the circumstances indicate that a pupil may require additional support or protection. Where appropriate, referrals may be made to Children's Social Care or other relevant agencies in line with the school's Child Protection and Safeguarding Policy.

The welfare, safety and wellbeing of all pupils will remain central to the school's response. Alongside any consequences applied, consideration will be given to any pastoral, safeguarding or educational support that may be required to help prevent future incidents and support positive outcomes.

5.13 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school takes a zero-tolerance approach to sexual harassment, sexual violence and child-on-child abuse. Such behaviour is never acceptable and will not be tolerated or dismissed as banter, part of growing up or harmless behaviour.

The school will ensure that all incidents and allegations of child-on-child abuse are taken seriously, responded to appropriately and never ignored.

Pupils are encouraged to report anything that makes them feel uncomfortable, upset or unsafe, regardless of how insignificant they may believe the incident to be. They will be listened to, taken seriously and supported throughout the process.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Timely.
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety and wellbeing. These include clear processes for:

- Responding to a report.
- Providing appropriate support to those involved.
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally.
    - Refer to Early Help.
    - Refer to Children's Social Care.
    - Report the matter to the Police.

The school will work closely with pupils, parents, carers and external agencies where appropriate to ensure that all concerns are addressed effectively and that appropriate support is provided.

For further information, please refer to the school's Child Protection and Safeguarding Policy.

5.14 Confiscation and Searches

5.14.1 Confiscation

Searching, screening and confiscation procedures are carried out in accordance with the latest Department for Education (DfE) guidance.

School staff have the legal authority to confiscate, retain or dispose of a pupil's property where this is reasonable and proportionate in response to a breach of the school's Behaviour Policy. Staff are protected from liability for damage to, or loss of, confiscated items where they have acted lawfully.

Staff may also search for and confiscate prohibited items, including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Fireworks.
- Tobacco, cigarette papers and vapes.

- Pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.

Any weapons, knives or illegal items will be dealt with in accordance with DfE guidance and, where required, handed to the police.

Where a confiscated item indicates that a pupil may pose a risk to themselves or others, the school will consider whether additional support or risk management measures are required, including the completion of an Individual Pupil Risk Assessment (IPRA).

5.14.2 Searching Pupils

The Headteacher and authorised members of staff have the legal power to search a pupil or a pupil's possessions where there are reasonable grounds to suspect that the pupil may be carrying a prohibited item or another item identified in the school rules as eligible for search.

Searches will be conducted lawfully, respectfully and sensitively, taking into account the age, needs and circumstances of the pupil. Wherever possible:

- Searches will be undertaken by a member of staff of the same sex as the pupil.
- Another member of staff will be present as a witness.
- Searches will take place away from other pupils.
- The pupil will be informed of the reason for the search and what it will involve.

In exceptional circumstances, where there is an immediate risk of serious harm, a search may be carried out without a witness or by a member of staff of a different sex, in line with current DfE guidance. A written record will always be made of such incidents.

Where appropriate, staff will seek the pupil's cooperation before carrying out a search. Refusal to cooperate may result in behaviour consequences and further involvement from the Headteacher, Senior Leadership Team (SLT) or Designated Safeguarding Lead (DSL).

5.14.3 Searching Pupils' Possessions

School staff may search a pupil's possessions, including bags, lockers, trays, desks and cloakroom areas, where there are reasonable grounds to suspect prohibited items are present.

Searches of possessions will normally take place in the presence of the pupil and another member of staff unless an immediate risk of harm makes this impracticable.

5.14.4 Safeguarding Considerations

The member of staff conducting a search will inform the Designated Safeguarding Lead (DSL) without delay where:

- There were reasonable grounds to suspect a pupil was carrying a prohibited item.
- A safeguarding concern is identified during or following the search.

- The circumstances suggest that the pupil may be at risk of harm or exploitation.

All searches for prohibited items, including those where no prohibited item is found, will be recorded in the school's safeguarding and behaviour recording systems.

5.14.5 Informing Parents and Carers

Parents and carers will be informed as soon as reasonably practicable following any search for a prohibited item. The school will explain:

- The reason for the search.
- What was found, if anything.
- Any items confiscated.
- Any actions, consequences or support put in place.

5.14.6 Support Following a Search

Following any search, the school will consider whether the pupil requires additional support. Staff will take into account the reasons for the search, the outcome and any wider safeguarding concerns.

Where appropriate, the school may provide pastoral support, implement an Early Help response, complete an Individual Pupil Risk Assessment (IPRA), or make referrals in accordance with the Child Protection and Safeguarding Policy.

For further information, please refer to the school's Restrictive Intervention Policy and Child Protection and Safeguarding Policy.

5.14.7 Strip Searches

School staff do not conduct strip searches. Any request for a strip search would be managed by the police in accordance with current legislation and Department for Education guidance, with the child's welfare, dignity and safeguarding remaining paramount.

5.15 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is found to have been deliberately invented or malicious, the school will consider an appropriate sanction in accordance with this Behaviour Policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is found to have been deliberately invented or malicious, the school will also consider an appropriate sanction in accordance with this Behaviour Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the Local Authority Designated Officer (LADO) where appropriate, will consider whether the pupil who made the allegation is in need of support or whether the allegation may have been a cry for help. Where necessary, appropriate referrals, including to Children's Social Care, will be made.

The school will carefully consider the pastoral needs of all individuals involved, including both the pupil making the allegation and any staff member or pupil who has been accused of misconduct.

For further information on responding to allegations of abuse against staff, please refer to the school's Child Protection and Safeguarding Policy and the Leeds procedures for managing allegations against staff.

6. Serious sanctions

6.1 Removal from the Classroom

In response to serious or persistent breaches of this Behaviour Policy, the school may remove a pupil from the classroom for a limited period of time.
Removal from the classroom is a serious consequence and will only be used where other appropriate behaviour strategies have been unsuccessful, or where a pupil's behaviour is so serious that immediate removal is necessary to maintain safety, prevent significant disruption or restore a calm learning environment.

Pupils who are removed from the classroom will continue to receive meaningful educational work under the supervision of an appropriate member of staff, although this may differ from the curriculum being delivered to their peers.

Removal may be used to:

- Restore order where a pupil is being unreasonably disruptive.
- Maintain the safety and wellbeing of pupils and staff.
- Allow the pupil to continue their learning in a managed environment.
- Enable the pupil to regulate their emotions and regain a state of calm.
- Provide an opportunity for restorative conversations and reflection before returning to class.

Pupils who are removed from the classroom will normally be supervised by a member of the Senior Leadership Team (SLT) or another designated member of staff. Removal will be for the shortest time necessary and ordinarily for no longer than one school day.

Pupils will not be removed from the classroom for extended periods without the explicit agreement of the Headteacher and careful consideration of the individual circumstances. Following a period of removal, pupils will be reintegrated into the classroom as soon as it is safe and appropriate to do so. Staff will support pupils to reflect on the incident, repair relationships where necessary and successfully return to learning.

6.2 Reintegration and Support

Where a pupil has been removed from the classroom, the school will consider what additional support may be required to help them meet the expected standards of behaviour and reduce the likelihood of future incidents.

This may include:

- Meetings with the Headteacher, Deputy Headteacher, Senior Leadership Team or Designated Safeguarding Lead (DSL).
- Behaviour mentoring or pastoral support.
- Targeted behaviour monitoring or report cards.
- Individual Pupil Risk Assessments (IPRAs).
- Support plans and reasonable adjustments where appropriate.
- Early Help or multi-agency involvement.
- Referrals for specialist advice and support.

Parents and carers will be informed on the same day that their child is removed from the classroom and, where appropriate, will be invited to work in partnership with the school to support positive behavioural outcomes.

All incidents of removal from the classroom will be recorded on the Trackit Lights system, including the reason for removal, actions taken and any support measures implemented.

6.3 Suspension and Permanent Exclusion

The school may use suspension or, in exceptional circumstances, permanent exclusion in response to serious incidents or persistent breaches of the Behaviour Policy where behaviour has not improved despite the use of appropriate support, interventions and in-school sanctions.

The decision to suspend or permanently exclude a pupil will only be made by the Headteacher and will be considered carefully, taking into account the individual circumstances of the case, the impact on others, and the school's legal duties.

Suspension and permanent exclusion are serious sanctions and will only be used as a last resort when all other reasonable and appropriate measures have been considered, unless there has been a serious breach of the Behaviour Policy that warrants immediate action. Where appropriate, the school will continue to work with pupils, parents and carers, and external agencies to support positive behavioural outcomes and successful reintegration following a suspension.

For further information, please refer to the school's Exclusions Policy.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that a pupil's behaviour may be influenced by a special educational need or disability (SEND). Some pupils may communicate distress, anxiety, frustration, confusion or unmet needs through their behaviour. Others may experience difficulties with

social communication, emotional regulation, sensory processing or understanding and responding to expectations.

When incidents of misbehaviour occur, the school will consider whether a pupil's SEND may have contributed to the behaviour. However, we recognise that not all behaviour displayed by pupils with SEND will be directly related to their additional needs. Decisions will therefore be made on a case-by-case basis, taking account of the individual circumstances and available information.

When responding to behaviour involving pupils with SEND, the school will balance its responsibilities under this Behaviour Policy with its legal duties under relevant legislation.

These duties include:

- Taking reasonable steps to avoid placing a disabled pupil at a substantial disadvantage as a result of the school's policies, practices or procedures, in accordance with the Equality Act 2010.
- Using our best endeavours to identify and meet the needs of pupils with SEND, in accordance with the Children and Families Act 2014.
- Ensuring that any provision specified within an Education, Health and Care (EHC) Plan is secured and implemented.
- Working collaboratively with parents, carers, the Local Authority and other professionals to support pupils effectively.

As part of fulfilling these duties, the school will seek to identify, understand and, where possible, anticipate factors that may trigger behaviours of concern. Appropriate support and reasonable adjustments will be implemented to help pupils regulate their behaviour, access learning successfully and experience positive outcomes.

Preventative and supportive strategies will be tailored to the individual needs of the pupil and may include:

- Adaptations to the learning environment.
- Visual supports, routines and personalised behaviour strategies.
- Targeted pastoral or wellbeing support.
- Individual behaviour or support plans.
- Individual Pupil Risk Assessments (IPRAs), where appropriate.
- Additional support from external agencies and specialist services.
- Enhanced communication and partnership working with parents and carers.

The school is committed to maintaining high expectations for all pupils while ensuring that behaviour support is fair, proportionate, inclusive and responsive to individual needs.

7.2 Adapting Consequences for Pupils with SEND

When considering a behavioural consequence for a pupil with SEND, staff will take account of the individual needs and circumstances of the pupil and consider whether their SEND may have contributed to the behaviour.

In particular, staff will consider:

- Whether the pupil was able to understand the rule, expectation or instruction.
- Whether the pupil was able to regulate or modify their behaviour at the time of the incident.
- Whether the behaviour may have arisen as a result of their identified SEND, communication difficulties, sensory needs, emotional regulation needs or other vulnerabilities.
- Whether reasonable adjustments have been implemented and were appropriate in the circumstances.

Where a pupil's SEND is considered to have contributed significantly to the behaviour, the school will carefully consider whether a consequence is appropriate and, if so, whether any reasonable adjustments should be made to ensure the response is fair, proportionate and supportive.

The school will always seek to balance high expectations for behaviour with its duties under the Equality Act 2010, the Children and Families Act 2014 and any provision outlined within a pupil's Education, Health and Care (EHC) Plan.

Where appropriate, the focus may be placed on additional support, restorative approaches, reasonable adjustments and preventative strategies to reduce the likelihood of future incidents.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The Senior Leadership Team (SLT) and the Special Educational Needs Co-ordinator (SENCO) may review the needs of any pupil who presents with persistent or challenging behaviour to determine whether there are underlying needs that are not currently being identified or adequately supported.

Where appropriate, the school will gather information from staff, parents and carers, the pupil and other relevant professionals to develop a fuller understanding of the factors that may be influencing the pupil's behaviour.

The school may seek advice and support from external professionals, including specialist teachers, educational psychologists, health professionals and other agencies, where this is considered necessary to identify, assess or meet a pupil's needs.

Where significant or complex needs are identified, the school will work in partnership with parents and carers, and where appropriate external agencies, to develop and implement an individual support plan. The effectiveness of any support strategies will be monitored and reviewed regularly to ensure that they continue to meet the pupil's needs and promote positive outcomes.

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

The school recognises its duty to secure the special educational provision specified within a pupil's Education, Health and Care Plan (EHCP) and to work in partnership with the Local Authority, parents and carers, and other relevant professionals to support the pupil's needs effectively.

Where concerns arise regarding the behaviour of a pupil with an EHCP, the school will consider whether the behaviour may be linked to the pupil's identified needs, the provision outlined within the plan, or any changes in circumstances that may be affecting the pupil's wellbeing, learning or development.

The school will work closely with parents and carers, the Special Educational Needs Co-ordinator (SENCO), the Local Authority and other relevant professionals to review the support in place and consider whether any additional strategies, interventions or adjustments are required.

Where appropriate, the school may request an early review or emergency annual review of the EHCP if there is evidence that the pupil's needs have changed significantly, the current provision is no longer meeting need, or there are concerns regarding the pupil's placement, safety or ability to access education successfully.

The school will always seek to take a proactive and collaborative approach, ensuring that pupils with EHCPs receive the support necessary to promote positive behaviour, wellbeing and successful inclusion within the school community.

7.5 Pupil Support

The school is committed to supporting pupils whose behaviour gives cause for concern. Where appropriate, the Senior Leadership Team (SLT), Special Educational Needs Co-ordinator (SENCO), class teachers and other relevant staff will work together to identify effective strategies and interventions to meet a pupil's needs.

The school may seek advice and support from external agencies and professionals where required and will work in partnership with parents and carers to plan, implement and review appropriate support.

8. Pupil transition

To support a smooth and successful transition between year groups, Senior Leaders responsible for each phase of the school will hold transition meetings with relevant staff at the end of each academic year in preparation for the start of the new academic year. During these meetings, information relating to pupils' academic, pastoral, safeguarding and behavioural needs will be shared to ensure continuity of support and that appropriate provisions are in place from the outset. This information will be reviewed regularly throughout the academic year to ensure that support remains effective and responsive to pupils' needs.

Where appropriate, transition plans, behaviour support plans, Individual Pupil Risk Assessments (IPRAs) and other relevant information will be shared with receiving staff to promote consistency and positive outcomes.

Information will also be shared, where appropriate and in accordance with data protection requirements, with receiving schools, including secondary schools, to support pupils' successful transition and ensure that appropriate support and safeguarding arrangements are in place.

9. Staff Training and Professional Development

The school is committed to continually improving practice through high-quality continuing professional development (CPD). Effective behaviour management is recognised as a key element of maintaining a safe, positive and inclusive learning environment, and staff will be provided with regular opportunities to develop their knowledge, skills and understanding in this area.

Behaviour management forms an integral part of the school's professional development programme. Training will be provided to ensure that staff are equipped to promote positive behaviour, respond effectively to challenging behaviour and meet the needs of all pupils. Professional development opportunities may include:

- Effective behaviour management strategies and restorative approaches.
- Team Teach training, including the safe and lawful use of reasonable force and other restrictive interventions.
- Understanding how special educational needs and disabilities (SEND) may affect behaviour.
- Understanding the impact of mental health, wellbeing and personal circumstances on behaviour.
- Trauma-informed practice and approaches to supporting vulnerable pupils.
- Behaviour de-escalation techniques and conflict resolution.
- Safeguarding and child-on-child abuse.
- Strategies for promoting positive relationships, emotional regulation and inclusion.

Where specific needs are identified, individual members of staff may undertake additional specialised training to ensure they have the knowledge and skills required to support particular pupils effectively.

The school will regularly review behaviour practices, monitor their effectiveness and ensure that staff remain up to date with current guidance, legislation and best practice.

10. Monitoring arrangements

10.1 Monitoring and Evaluation

The school uses data from the Trackit Lights system to monitor behaviour and identify trends, ensuring that support is provided proactively and at the earliest opportunity.

Behaviour data is reviewed regularly throughout the year, and termly reports are produced to inform school improvement, strategic planning and governor oversight.

The school will monitor:

- Behaviour incidents and patterns of behaviour.
- Attendance, suspensions and permanent exclusions.
- The use of pupil support units, off-site directions and managed moves.
- Incidents involving searching, screening and confiscation.
- Feedback gathered through surveys of pupils, staff, governors and other stakeholders regarding their experiences and perceptions of behaviour, wellbeing and the school's behaviour culture.

Behaviour data will be analysed each term by the Senior Leadership Team (SLT) to identify trends, evaluate the effectiveness of current strategies and determine whether further support or intervention may be required.

Data will be analysed from a range of perspectives, including:

- Whole-school trends.
- Year groups and phases.
- Individual pupils and identified groups of pupils.
- Protected characteristics.
- Pupils with special educational needs and disabilities (SEND).
- Disadvantaged pupils and other vulnerable groups where appropriate.

The school will use the outcomes of this analysis to review and improve its behaviour practices, ensure that support is targeted effectively, and meet its duties under the Equality Act 2010. The school will also use this information to identify any groups of pupils who may be disproportionately affected by behaviour policies or practices and take appropriate action where necessary.

10.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board/Pupil Support Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the and full governing board/Pupil Support Committee annually.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy.
- Anti-bullying policy.
- Restrictive interventions policy.

Appendix 1

Strategies for managing behaviour

What are the possible causes of challenging behaviour in children?
Knowing what causes challenging behaviour in children is crucial for dealing with it appropriately.

Some potential causes include:

- **Health:** does the child have an underlying medical problem that explains their behaviour? If a child is experiencing pain or discomfort then they may be acting out to express this, particularly if they have a problem communicating it.
- **Behavioural difficulties:** conditions like ADHD, autism, and other learning difficulties may make the child unable to handle and express their feelings effectively. Furthermore, if other children leave them out due to these difficulties, it is likely to make their feelings and behaviour worse.
- **Change:** it is worth asking yourself whether the child has been through any big changes recently and whether this is causing them to display challenging behaviour. For example, if they have moved school, their parents have separated, or someone close to them has passed away.
- **Learned behaviour:** the child may have learnt that acting out is how they get what they want, or may have been in an environment where everyone acted in the same way.
- **Home environment:** if the child has a poor home environment, such as frequent arguing, then they may feel like shouting and hostility is the norm. Additionally, if there are parental issues, such as domestic violence, mental health problems, and substance misuse, the child may adopt challenging behaviour as an outlet.
- **Boredom:** challenging behaviour may arise if the student feels bored in class and with their work. Moreover, an unrecognised talent may also result in the behaviour, as students struggle to stay on track with something they already know how to do.
- **Lack of routine:** a lack of routine, often in their home environment, can also create challenging behaviour. For example, late bedtimes and not enough sleep, insufficient support, and no behavioural boundaries.

Strategies for dealing with challenging behaviour in your classroom

Whilst you may not necessarily be able to control its causes, you should be aware of some strategies you can use for managing challenging behaviour in the classroom.

Turn negatives into positives

Information and commands sink in better when we are told what we should do, rather than what we should not. For example, we react much better to statements like "Thomas, please talk quietly" than "Stop shouting Thomas." Framing your instruction positively, as opposed to negatively, will have much better results.

Furthermore, when a child behaves in a typically 'negative' way, identify their reasons for acting that way instead of just punishing them. Then, discuss alternative ways that they can achieve their desired outcome. For example, if they misbehaved because they wanted attention, establish a turn-taking system where they get plenty of opportunities to speak.

Children will soon learn new behaviours when it helps them get what they want without punishment.

Teach positive behaviour

Rather than trying to completely remove unwanted behaviour, you should focus instead on facilitating the behaviour you want. Identify what counts as good behaviour and how you want your class to behave. Then, work on ways to communicate it.
Have a class discussion about positive behaviour and base an activity on it. In doing this, you are getting students involved in a stimulating activity rather than directly telling them what to do, which will have better results.

Model the behaviour you expect

Be a positive role model and behave in the same way you expect your students to. For example, if you ask your students to always be on time, make sure you demonstrate good time management. Similarly, if you ask students to be organised, ensure your organisation matches it.

You should also try to be considerate of your students' feelings, just as you want them to be considerate of others'. If you feel an emotion that they feel, such as frustration, act out how you would want them to respond: count to ten and then carry on.

Communicate well

Always ensure that you communicate clearly and consistently. The way you phrase your comments can have a big impact on the way children perceive them. For example, you can try to:

- **Preface your requests with 'thank you'.** For example, "Thank you for putting your crisps packet in the bin." This is a closed request and does not give the student any element of doubt to hold onto or argue with.
- **Be specific.** For example, "Hand your homework to me at the start of the lesson on Monday" is much more specific than "Hand your homework in on Monday". In doing this, you have communicated to the student exactly what they should do.

Recognise good behaviour and achievements

Most children misbehave from time to time – that is just a fact of childhood. However, they also learn new things and make magnificent progress every day, and that is an achievement in itself. When a child behaves well or completes a good piece of work, make it known. Tell them well done and show the rest of the class how proud you are. In doing so, other children are more likely to behave positively to get a similar reaction.

Proactively develop relationships

Take the time to get to know each of your students and build relationships with them. Talk about common interests, open a casual conversation, and always ask them how they are. You could even ask them for advice and recommendations on something, such as "I want to read a new book. Has anyone read any good ones recently?"

Keep class disruptions minimal

When you do have to call a student out on their behaviour, ensure you do it in a way that minimises class disruption. Shouting at a student in front of them will likely make them feel embarrassed about their behaviour. As a result, they will likely feel annoyed at you and will not want to listen to what you say next. Instead, use a simple glance or a directed question to let them know that you have recognised their behaviour and there will be further consequences if they continue.

All children misbehave from time to time, in numerous environments, and for multiple reasons. As long as you have strategies for dealing with challenging behaviour in the classroom, and understand the reasons why it happens, you can handle it effectively and keep class disruption to a minimum.

Stage	Behaviour	Rewards	Appendix 2
	• Ambition (improving on last time) • Courage (try something new) • Commitment (working hard) • Drive & Willpower (100% effort) • Integrity (honesty) • Patience • Resilience (never give up) • Optimism • Following instructions • Sat quietly • Being helpful • Being kind • Joining in/contributing well • Politeness • Completing homework • Planner signed • Reading at home • Attendance • St Bart's Way • Vision award • Super Star award	• Headteacher Weekly Award (Reception to Year 6) • Trackit trophies presented to the winning class from EYFS/KS1 and KS2. Each class will receive an extra playtime the following week. • Top class from EYFS/KS1 and KS2 with the most Trackit points at the end of each term will be rewarded with an activity choice. • Two children with the most Trackit points in each class in the Autumn Term will receive a certificate, a letter and a prize. • Two children with the most Trackit points in each class in the Spring Term will receive a certificate, a letter and a prize. • Two children with the most Trackit points in each class in the Summer Term will receive a certificate, a letter and a prize. • Two children with the most Trackit points in each class for the academic year will receive a certificate, a letter and a medal. • Class teachers/year groups can use additional rewards. • Headteacher awards, Attribute awards and Trackit class winners will be celebrated in the weekly newsletter and celebration assemblies.	
	Behaviour	**Consequences**	
	• Getting out of seat • Calling out • Interrupting teacher • Interrupting other pupils • Ignoring instructions • Distracting other pupils • Silly noises/behaviour • Eating sweets/chewing gum • Throwing pencil/rubber • Being unkind • Leaving seat without permission	• Verbal Warning & reminder given: "If this behaviour happens again you will be moved to yellow."	
	• Repeat behaviour from Orange • Not responding to teacher's direct requests/instructions • Not completing work set • Disruption to whole class learning • Inappropriate language – offensive language within the school • Stealing	• Complete unfinished work at break/lunchtime. • Teacher to speak to child. • Verbal Warning & reminder given: "If this behaviour happens again you will be moved to red."	
	• Repeat behaviour from Orange & Yellow • Persistent disruptive behaviour • Throwing objects across the classroom • Harming someone • Damaging school/pupil's property • Refusal to do work • Continued challenge to authority • Serious challenge to authority/threatening • Harmful/offensive language • Leaving classroom without permission • Fighting (equally to blame) • Swearing • Stealing • Leaving premises without permission • Physical assault • Bullying • Racist/homophobic incidents • Child on child abuse • Discriminatory language including racial and homophobic	**Consequences -** a member of SLT will respond to a 'red incident' to determine consequences. • Timeout from class with member of staff/SLT. • Apologise to the adult/child involved in any incident. • Redo a task at break/lunchtime if they have not done something well enough. • Contact with parents/guardians/carers by SLT. • Supervised break/lunchtime. • Play away from pupil they may be having issues with. • Help to mend something after damaging it. • Tidy up an area if they have created the mess. • Have their privileges/roles in school removed. • Immediate removal from the classroom/playground. • Loss of a full day from class. • Meeting with parents/guardians/carers. • Report Card. • Incidents of hate are reported to 'Stop Hate UK'. We employ each consequence appropriately (reasonably and proportionately) to each individual situation and each one is designed to be restorative in its approach and results in a reduction of the inappropriate behaviour.	