William de Yaxley C of E Academy

Positive Behaviour Policy
"May our love of God, of each other and of learning make this school a happy, safe place full of faith, hope and high expectations."

DEMAT Policy Statement

This policy underpins every aspect of school life in all DEMAT schools. At its core is the belief and vision that every member of the community in our schools is valued, honoured and respected. We believe that every child and adult in DEMAT schools has a fundamental right to feel physically and emotionally safe and to be treated with respect and dignity, in order to learn and develop to his or her maximum potential.

For further advice, see DFE guidance

Policy Principles for DEMAT and William de Yaxley Church of England Academy

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the rules within this policy define the boundaries of acceptable behaviour. We accept that children will test these boundaries and, whilst the child's behaviour may not be acceptable, the child ALWAYS is. We value each child and accept the challenge to show them that compassion, kindness, respect, politeness and helpfulness are qualities to which we can all aspire.

We expect all members of DEMAT and the school community of William de Yaxley Church of England Academy to be involved in promoting positive behaviour, since our behaviour policy is rooted in consideration and respect for others.

It is vital that good relationships exist between all staff members, including DEMAT officers, that staff work together as a team in trust and confidence, demonstrating their respect for pupils and parents. Also that members of the community are made welcome and their contribution to the Christian ethos of the school is valued. Whole school involvement is critical to this approach. At the start of every new school year, the Headteacher discusses and explains the meaning of the school rules with the whole school. The rules are deliberately simple so that they can be remembered and understood by all.

1. **Take care of yourself 2. Take care of others 3. Take care of our school**

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Each class teacher also displays the SLANT expectations and shares these with the children as the accepted and expected Code of Conduct within the classroom and lessons:

- **S- Sit up straight, never slouch. Four legs of the chair on the floor at all times. Face forwards**
- **L – Listen – to the adult and to your peers**
- **A – Always ask and answer questions, this is how we learn**
- **N – Never interrupt! Raise your hand high and wait to be asked to speak**
- **T – Track the teacher – focus on the speaker**

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently in DEMAT schools because children are unique individuals and are therefore responded to as such. At William de Yaxley Church of England Academy, our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

- good behaviour
- work of a good standard (relative to the child)
- politeness and manners
- personal qualities such as helpfulness, kindness, perseverance, consideration to others
- following school and class rules
- anything which is noteworthy

RIGHTS OF PUPILS

- to have an environment which allows them to learn to the best of their ability
- to be treated with consideration and respect
- to be listened to by the adults in the school
- to know what is expected
- to feel safe and not bullied
- to be treated fairly
- to have their positive behaviour recognised and rewarded
- to know what sanctions the school applies

RESPONSIBILITIES OF PUPILS

- Acknowledge that their behaviour is their responsibility
- Walk quietly through the school at all times
- Listen attentively without interrupting
- Use an appropriate classroom voice
- Use equipment carefully and safely, returning it to storage areas when finished
- Treat others with consideration and respect
- Listen when it is the turn of others to talk
- Follow instructions from teachers and other school staff
- Attempt to settle any disagreements in a civil manner

- Ask for help when they need it
- Play with others, avoiding kicking, fighting and verbal abuse
- Remain calm and quiet in the cloakroom areas
- Keep ball games to the specified times – no games before school starts
- To go to the playground upon entering school – unless they are a 'helping hand' for the class teacher
- To eat only at break times the specified items (cereal bars, cheese, dried fruit, fresh fruit, vegetables) - no chewing gum, chocolate or sweets to be brought into school at all.
- To tell the truth: the whole, correct version of how incidents occurred.

RIGHTS OF STAFF

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To feel safe
- To be treated fairly
- To have achievements recognised
- To be treated considerately

RESPONSIBILITIES OF STAFF

- To investigate fully any incident of poor behaviour, and keep a written record of it, in the Class Social File, and in the network Social File, for said child
- Listen to the children and what they have to say
- Separate the act from the child, emphasizing that they are valued, even if their behaviour is unacceptable
- Act justly and keep promises made
- Model positive behaviour, social interaction and good manners
- Remain calm and do not become emotionally involved
- Apply sanctions fairly, justly and consistently
- Treat the children with respect
- Communicate with parents through consultations, school report, or when appropriate, to inform parents of exceptional performance or concerns
- Use professional judgement as to whether parents need to be informed
- Recognise, praise and promote children's positive behaviour
- Support children in ensuring that equipment is used safely and carefully and that it is returned tidily to storage areas

POSITIVE BEHAVIOUR STRATEGIES

We are keen that well-behaved children receive recognition for their good behaviour

- Listen - it earns respect

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- Intervene as quickly and effectively as possible to diffuse conflict
- Use humour - it builds bridges and helps prevent the atmosphere becoming hostile
- As far as possible, ensure the children feel the conflict has been fully resolved
- Restore a calm atmosphere - it reduces tension and no-one feels less valued within the group.
- Verbal praise – indicating what is good
- Stickers
- Good behaviour commended verbally in class and around the school
- Examples of good practice identified and used as a model for others
  Children visit other staff or the Head teacher for recognition, and perhaps be given
- Good behaviour is recognised within the class reward systems
- Comments on Dojo
- Class reward systems
- Affirmation in Circle Time
- 'Catch' them being good
- Whole school assemblies are used as a celebration of children's achievements
  Informal and formal (certificates) praise is given to parents about their children's behaviour
- Private praise
- Unconditional 'strokes' (verbal) e.g. How did your football team perform at the weekend?
- Class Weekly Special Mentions Certificates

NEGATIVE BEHAVIOUR STRATEGIES – TO BE AVOIDED

BY STAFF

- Sarcasm - damages the adult and the child relationships
- Humiliation - breeds resentment
- Shouting - diminishes the adult
- Over-reacting - the problem will increase
- Blanket punishments - the innocent resent them

BY CHILDREN

- Hurting others' feelings (adults and children)
- Violence and aggression
- Threatening behaviour
- Dishonesty
- Refusal to comply with reasonable expectations
- Discriminatory language or behaviour
- Lack of respect
- Using unacceptable language

- Deliberately damaging property. Children may be asked to replace broken or damaged items.

SERIOUS BEHAVIOURAL BREACHES BY CHILDREN

- Violent Assault
- Theft (Taking personal belongings from bags and drawers)
- Bullying
- Racial abuse (see racial equality policy – all incidents recorded – see Mrs Corley for relevant guidance)
- Swearing and physical aggression towards adults and other children – all incidents must be recorded
- Vandalism
- Refusal to carry out staff requests/directions

RESPONSIBILITIES OF PARENTS

- Ensure that children are at school on time.
- Treat all children with respect
- Share concerns with staff at the earliest possible opportunity
- Support the school's systems of rewards and sanctions
- Support their child's learning and co-operate with the school so that a supportive dialogue between home and school can be built.
- Treat school staff with respect (aggressive behaviour will not be tolerated)
- Treat other parents with respect (aggressive behaviour will not be tolerated)

EXPECTATIONS WITHIN THE CLASSROOM

- Agreed school and SLANT Expectations on display, and frequently referred to and discussed – a copy sent home at the start of each new school year.
- Display the established reward system and consequences

We expect all staff to:

- Be aware of appropriate seating arrangements
- Establish clear communication systems (non-verbal/verbal)
- Establish clear entry and exit procedures (e.g. adults lead out and in, system to show who is out of class)
- Be well organized and provide a clearly labelled classroom
- Have illustrations to support positive behaviour/practice on display
- Have clear wet play procedures displayed
- Frequently refer to school/class rules and routines
- Model positive behaviour, social interaction and good manners

We expect children to:

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- Remain on task with an appropriate noise level
- Move quietly around the classroom without disturbing others
- Respect classroom and school resources and other people's property
- Be polite at all times and not answer back
- Listen to the teacher when required to
- Listen to others and show respect for everyone in the classroom
- Do their best at all times in order to achieve the highest standards possible

AROUND THE SCHOOL

For the safety of all concerned, we need to maintain a calm atmosphere around the school.

We expect staff to:

- Take responsibility for the behaviour of ALL children and where necessary, inform his/her class teacher of the child's behaviour (positive and negative)
- Lead classes through the school, preferably with an adult at the front and the rear.
- Avoid the need to talk to children or other members of staff during assembly, unless the matter is urgent
- Ensure their class is seated appropriately in the hall leaving enough space for other classes to enter and sit down Participate in all aspects of assembly

We expect children to:

- Walk sensibly, and quietly in a line, when with others
- Enter and leave assemblies quietly in single lines
- Sit attentively in assemblies and respond appropriately to questioning, singing etc
- Take responsibility for their own behaviour
- Participate in all aspects of assembly
- To open doors for adults
- To acknowledge adults and greet them politely and warmly

Our objectives for the following sections are:

- To maintain good order on transport and educational visits
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- To provide reassurance to members of the public about the school's care and control over our pupils and thus to protect the reputation of the school
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

VISITS OUT OF SCHOOL

The school's Visits Policy is the main point of reference here and should be strictly adhered to when children are taken away from the school site.

Children will be expected to:

- Walk sensibly in twos, in a line
- Sit sensibly on coaches/seats in buildings
- Remain in the group prescribed and stay with the allocated adult
- Remember they are ambassadors for the school

Staff are expected to:

- Ensure that each child is frequently accounted for throughout the duration of the visit
- Have 'Emergency contact numbers' with them in case of need
- Ensure a Risk Assessment has been carried out on the place to which they are going and to complete the school's Educational Visits' Checklist – both of these to be handed to the Headteacher at least a week before the visit takes place
- Ensure relevant medical conditions of children are documented carefully and the Class Manual, which contains photographs and details of children's needs are brought to the attention of staff taking the class, groups or individuals.
- Ensure on overnight stays that members of staff have clearly defined duties with regard to care of the children
- Plan breaks on long journeys for the comfort of the pupils
- Take a supply of old papers, bucket, dustbin liners, rubber gloves, bottle of water in case of travel sickness
- Keep any medicines safely stored for the duration of the trip
- Ensure children take their medicines at the required times (children are also expected to remember to take it)
- Ensure that children have an adequate intake of liquid and food throughout the duration of the visit.
- Wherever possible facilitate safe passage across roads by lining children along pavements and crossing together as a class/group.

TRAVELLING TO AND FROM SCHOOL

Children will be expected to:

- Be polite to all members of the public
- Respect other people's property
- Use appropriate language and behaviour
- Be considerate to others using the pavements e.g. politely moving out of the way.

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IN THE PLAYGROUND

Staff will:

- Take responsibility for all children
- Commend good behaviour
- Take the necessary action for undesirable behaviour
- Be outside promptly at 8.40a.m., to take their turn at 'before school' playground duty (teachers)
- Ensure that at morning break there is at least one member of staff on each of the playgrounds
- Ensure that at the end of lunchtime break, staff members on duty are outside after the first claxon sounds but before the second claxon.
- Expect the children to stand in their allocated spaces, when the second claxon goes.
- Hold up the class group cards to allow children to come back inside with minimum delay and maximum co-operation
- Ensure they are on the playground promptly at 8.50 a.m., 10.30/10.45 a.m. and 12.40/1.10 p.m.
  in order to escort their class back to the classroom.
- Ensure that the school's Supervision Policy is strictly adhered to.

Children will be expected to:

- Play outside
- Play together ensuring the safety of each other Avoid all rough and harmful games (no contact)
- Create harmony by avoiding name-calling
- Respect the adults and playground helpers on duty
- Respect playground equipment
- Stand sensibly in their allocated positions once the claxon has sounded
- Address the lunchtime supervisors respectfully
- Behave appropriately and demonstrate good manners
- Develop their social skills
- Use the toilet during breaks
- Not go beyond the red lines for their own safety

SOCIAL SKILLS

At William de Yaxley Church of England Academy we recognise that good social skills and high levels of pupil self-esteem have a direct link to high standards of behaviour.

We place great importance on the promotion and modelling of good manners believing that this creates a climate of mutual respect and consideration.

We aim to help children to develop the skills needed to resolve minor disputes and difficulties themselves.

The development of social skills and pupils' self-esteem is addressed through:

- Work outlined in the school's Personal, Social Health and Citizenship schemes of work
- The promotion of positive play
- Targeted social skills groups
- School/Class Councils
- Circle Time
- The Buddy System
- Various lunchtime clubs
- Modelling by adults in general daily school life and through specific incidents addressed through role play
- Assemblies which promote particular messages

SUPPORT FOR STAFF

Support for staff is available through:

- Staff training
- Consultation with Year Team, other colleagues, senior staff, SENCO and the learning/behaviour support service/DEMAT

PARENTAL CONFERENCE

The purpose is to agree a 'way forward' for a child to improve his/her behaviour and may involve parents, class teacher, SENCO, Deputy Headteacher or Headteacher. The child may be invited to attend the meeting. A plan will be drafted explaining what measures will be taken at school to help the child meet specified behaviour targets. This may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, thereby being responsible for their own behaviour.

The plan will then be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support – possibly including assessment/input by outside agencies – and disciplinary action.

NB – when a Parental Conference is held to discuss lunchtime misbehaviour, the child will usually have withdrawal of social privileges for a defined number of lunchtimes. This will involve being withdrawn from the playground and working with a member of staff to address their behavioural difficulties.

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SAFETY AND PHYSICAL INTERVENTION

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, **and only use physical intervention as a last resort** in line with DCSF and Local Authority advice.

The school has a policy for Physical Intervention with pupils and all staff are expected to follow the guidance outlined in this document.

Please also refer to School's own document: Positive Handling and Reasonable Force Policy.

LUNCHTIME SUPERVISORS

Lunchtime misbehaviour, whether direct or indirect, is dealt with by a separate system, specifically to minimize disruption to afternoon lessons. Midday Supervisors will therefore:

- Follow the guidelines in their job description
- Settle any playground disputes promptly (follow the MDS Behaviour Prompt Process)
- Record unacceptable behaviour on Pupil Asset
- If a child continues to behave inappropriately, or the behaviour is more serious then the member of staff could:
- Request that the child will accompany them for the remainder of the playtime
- Inform class teacher at end of lunch break of serious incidents
- Midday Supervisors record significant incidents, speaks to the children concerned and informs class teacher
- It is the responsibility of the Midday Coordinator to ensure that class teachers are aware of lunchtime incidents.
- It is the responsibility of the class teacher to ensure that they record and date the incidents as they take place (on Pupil Asset) and inform parents and the Upper/Lower School Phase Leader.

  Serious incidents are referred firstly to the Upper and Lower School Leaders, and then to the Deputy Head, or Headteacher, if necessary.
- The Deputy Head will refer incidents to the Headteacher if this is felt to be necessary
- Parental conferences will be called for continued poor behaviour. Lunchtime exclusions may be necessary if there is no improvement.
- Class teachers should inform Lunchtime Supervisors' if a particular child has had a difficult morning, so that the supervisors are pre-warned and able to support that child.

CONSEQUENCES

It is important that children know, and are reminded of, what is acceptable and what is not acceptable behaviour, both within classrooms and around all other areas of the school. If a rule is ignored or broken, the sequence of consequences listed on page 12 ('Summary Action Chart') are to be followed. The purpose is to help children take responsibility for their own actions and behaviour. All children should be aware of the consequence steps.

WHO CAN APPLY SANCTIONS?

The legal powers established in the Education and Inspection Act 2006 specifies that teachers and other staff have the authority to enforce disciplinary penalties. These penalties can be applied if a child fails to follow a school rule, an instruction given by a member of staff, or for any other reason that causes a child's behaviour to fall below the standard which can be reasonably expected of them.

In our school we have decided that the following sanctions may be applied by the following:

Time Out periods:	Teachers, Teaching Assistants, Lunchtime Supervisors
Removal of privileges	Class Teacher – in discussion with: Phase Leader/Deputy Head/Headteacher
Contacting of parents:	Teachers, Teaching Assistants
Use of physical restraint:	Not advocated

DETENTION

We do not impose detention after school hours , however specified amounts of minutes "lost" from break time and lunchtime can be used as a deterrent/response.

CONFISCATION

If an item is confiscated staff must:

a) Record the fact on a). CPOMS if a safeguarding concern, b). Bromcom if a behavioural concern and the reason the item was taken
b) Label the item to ensure who the owner is

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c) Send a message via Class DoJo to inform Parent/Carer that an item has been confiscated if it is not to be returned at the end of the school day e.g. if it is a dangerous item

d) Ensure that items are stored in a safe, secure place.

The school's policy on confiscation is outlined in the following criteria. An item might be confiscated if:

a) The item poses a threat to others
b) An item poses a threat to good order for learning
c) An item is against school uniform rules
d) An item poses a health or safety threat.
e) An item which is illegal for a child to have

MOBILE PHONES/DIGITAL DEVICES

In the interests of keeping children safe it is our policy to allow pupils to have a mobile phone with them in school under the conditions outlined in the policy below:

POLICY

1. Phones must not be used for any purpose (e.g. 'phoning, texting, surfing the internet, taking photos, taking videos) during school hours.

2. Phones must always be switched off (not on silent mode) and kept out of view (they MUST be handed into the school office at the beginning of the school day)

3. If a pupil breaches these rules the phone will be confiscated and given in to the office. It will be returned to the pupil the following day on receipt of a letter from parents.

4. Mobile 'phones must be left in the school office and collected at the end of each day.

5. Digital Devices, such as Gaming Devices, are only be brought into school when requested by the class teacher as a reward or are needed as part of planned learning. These devices must be kept in the teacher's classroom cupboard and used only within the classroom under supervision.

6. Permission is requested via Dojo from Parents/Carers on these very limited occasions.

EXCLUSIONS

Where inappropriate behaviour is persistent and of a serious nature, the school may use the following sanctions:

Exclusion from the child’s own class into another class within the school (Internal exclusion)

- Exclusion from school at lunchtime
- Exclusion for a fixed period of time e.g. 3-5 days
- Permanent exclusion

The principle reasons for exclusion include:

- Violence to staff
- Violence to pupil
- Drug related incidents
- Theft
- Continuous, high level of disruption to lessons
- Sexual misconduct
- Racist behaviour
- Verbal abuse
- Damage to property
- Total refusal to conform

The school follows the Local Authority guidelines on exclusion in consultation with DEMAT.

- The Headteacher has the responsibility for giving fixed-term exclusions to individuals
- For repeated or very serious acts of anti-social behaviour the Headteacher may permanently exclude the child
- Only the Headteacher (or Acting Headteacher) has the power to exclude a child from school
- The Headteacher may exclude a pupil for one or more fixed period, for up to 45 days in any one school year
- It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant
- If the Headteacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion, and at the same time, makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- The school informs the parents how to make any such appeal
- The Headteacher informs the LA and the local governing body and DEMAT about any permanent exclusion, and about fixed-term exclusions beyond 5 days in any one term
- The governing body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher
- The local governing body has a discipline committee which is made up of between 3 and 5 governors. This committee considers any exclusion appeals on behalf of the governors
- When the Appeals Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by

parents and/or other agencies, and consider whether the pupil should be reinstated.

- If the governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Summary Action Chart:

Positive Behaviour Policy

		Action	Follow up/other teacher action
Unacceptable behaviour This should be recorded onto Bromcom	1	Remind child of class/school rules	Give warning of step 2
	2	• If warning not heeded child's name is placed on the board • 3rd incident –Time out within own classroom – usually the art area	If this behaviour repeats on one subsequent occasion proceed to step 3
	3	• Time out in another classroom (usually parallel class) and discussion with Upper or Lower Team Leader	Record, using Bromcom/ CPOMS. If this action is taken three times within one week, proceed to step 4. Record on Bromcom/CPOMS. If pupil refuses, consideration may be needed around "serious breaches" Step 6/7
	4	• 'Phone call and/or Dojo message sent to parents inviting them to a meeting with class teacher to discuss behaviour and set up a monitoring system. • A daily report system may be given (see appendix) • Incident form may be given	Record meeting on Bromcom/CPOMS. Set up monitoring system. If no improvement shown, proceed to step 5.
	5	Second letter sent home inviting parent to meet with class teacher, Upper or Lower Phase Leader.	Record meeting. If no improvement shown, proceed to step 6. (Serious breaches of behaviour)

Serious Breaches	6	• Child sent to Assistant Head or Headteacher who contacts parents to arrange a meeting. An • individual programme to include monitoring of the situation is drawn up • Outside agencies may be involved e.g. Trust SEND Lead, Safeguarding Lead, , Access and Inclusion (STT), Emotional well – being team.	Teacher and school action taken will vary according to individual cases. If necessary proceed directly to step 7.

Positive Behaviour Policy			
	7	Fixed term Exclusion	If failure to comply persists, or no improvement on return to school and all strategies have been considered and put into place, then proceed to step 8.
	8	Permanent Exclusion	

TIME OUT PLAN

- All classes will have a designated 'time-out' space, for children who need to be moved to work in isolation, or to 'cool down' and consider their behaviour.
- Children who refuse to improve their behaviour should be sent to another classroom (avoid sibling's classroom) for time out
- It is the responsibility of the class teacher to provide work for any child in their class who is sent to a parallel class for time out. In some cases the child may just need a cooling off period, this should be made clear to the buddy teacher. The child should be accompanied by an adult or other child.
- If a child is sent to a parallel class for time out then it must be recorded onBromcom/CPOMs, which should accompany them. See example below:

DATE	REASONS FOR TIMEOUT
11/11	Persistently disrupting other children
27/11	Refusing to complete task

CHILDREN WITH SPECIFIC BEHAVIOURAL DIFFICULTIES

- Some children will have an individually designed behavioural approach with perhaps a timetable divided into half hour manageable periods in which to achieve success behaviour and a target sticker chart or monitoring sheet that will support them in achieving acceptable behaviour.
- It may be appropriate that a sensitive discussion is carried out with a class which has one or more children with behaviour problems in order that other pupils have an awareness that this person/s has particular difficulties which need support and understanding
- Some children have specific behaviour difficulties. Such children are recorded on the SEN Register as SEMH
- Individual Pastoral Support Plans will target improving behaviour
- Individual Behaviour Modification Plans/Risk Reduction Plans will be created if needed
- It is important that these children are rewarded for good behaviour in an additional way to that described in this policy
- Where there is concern that a child's behaviour may mean they could harm themselves or others (running away, throwing chairs or self-harming) it is vitally important that class teachers complete a Risk Assessment.

MONITORING AND EVALUATION OF THIS POLICY

- The SLT monitors this policy on a regular basis, Headteacher reports to the governors on the effectiveness of it
- The school keeps a variety of records of incidents of misbehaviour (Bromcom CPOMS) Teachers monitor minor classroom incidents

- Analysis of behavioural incidents takes place each half term and is reported at Trust level via the TIME report.

Positive Behaviour Policy

- Lunch time

  supervisors log incidents on a Bromcom, and alert Class Teacher
  - It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
  - Headteacher reports these on a half termly basis.
  - Chair of Governors/Trust SEND lead/Local Authority are informed directly of any fixed term exclusions

The policy and the behaviour procedures contained within it and within the appendices will be monitored and evaluated regularly throughout the school year to ensure that they are being implemented consistently throughout the school.

This process will take the following form:

When?	Who?	Methods
Bi-Weekly	Headteacher/DSL's	CPOM's monitoring/Safeguarding focus meeting
Half-termly	Headteacher/SLT	Monitoring of incidents logged onto Bromcom /CPOMS to identify if there is a link between SEN pupils and behaviour
Half-termly	Headteacher/SLT	Monitoring of records pupils who are recorded too frequently (Behaviour/Safeguarding concerns) Monitoring of Special Mentions and Dojo certificates
Termly	Senior Leadership Team	Discussions with SLT. Feedback to Leadership Team meetings. SLT monitoring tab - CPOMs
Annually	All staff	Parent and Pupil Questionnaire about procedures, results analysed by Headteacher and reported back to governors and staff meeting

Annually	Pupils	Questionnaire through the School Council. Results analysed by Head and reported back to governors and staff

	Termly monitoring schedule	SLT	Behaviour monitored in classrooms through : Learning walks, Observations and ongoing monitoring, break times and lunchtimes to ensure consistency of approach by all members of staff	

Annually	Headteacher SLT Teaching staff Governors	Following results of Behaviour analysis, the Policy and Procedures need to be reviewed.

CONCLUSION

The environment at William de Yaxley Church of England Academy is designed to develop self-discipline, tolerance, understanding and awareness of the needs of others regardless of race, ability, gender or creed, so that children may, in the long term, make a positive contribution to the life of the community in which they live.

REVIEW

The governing body will review this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

LINKED POLICIES

- Anti-Bullying policy
- Positive Handling policy

documents linked to this policy include:

- Positive behaviour management strategies SLANT Poster
- Managing behaviour
- General systems
- Children with additional needs
- Manners – STEPs/Dining Room Etiquette
- Dojos – Rewards
- CPOMS
- Bromcom
- Playground Risk Assessment
- Wet breaks – alternative arrangements
- Collective Worship expectations

Approved by Governors on: 01 March 2024

Chair of Governors _____

Review date: **February** 2025