

# MOSELEY

## CHURCH OF ENGLAND

# PRIMARY SCHOOL



## **BEHAVIOUR POLICY**

**(December 2022)**

**Presented to Governors on 1.12.22**

**Date for renewal: December 2023**

## **1. Our Mission Statement**

### ***Flourishing Together To Serve.' (1 Corinthians 12: 4-28)***

Our welcoming, spiritually vibrant and inclusive, church school aspires to fulfil the potential of all. We seek to enable every unique child to flourish in body, mind and spirit; gaining wisdom and knowledge and developing gifts and talents. We nurture and empower children to serve as active citizens in God's diverse, modern world; guided and strengthened by our distinctively Christian values of Hope, Courage, Love, Thankfulness, Trust and Forgiveness.

## **2. The Aims of Our School**

- To ensure that the children remain at the heart of everything we do
- To ensure that all pupils feel safe and secure and enjoy coming to school
- To deliver innovative and effective high quality teaching and learning experiences for all pupils; promoting high standards and accelerated progress for all pupils across the whole curriculum.
- To promote a love of education for all learners and to equip them with the tools to be responsible for their own learning.
- To embed our shared, distinctively Christian values in all aspect of daily life at our school.
- To offer regular opportunities to all pupils and adults to grow spiritually including through encountering high quality inclusive, invitational and inspiring collective worship.
- To promote children's self-efficacy, their rights and responsibilities.
- To nurture a welcoming sense of community where all pupils, staff, families and visitors feel valued.
- To have shared high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.
- To establish and work in local, national and global partnerships in order to strengthen our curriculum, promote an awareness of the wider world for the benefit of our pupils, their families and the wider community.
- To promote a Growth Mindset culture where children have the confidence and resilience to have a go and challenge themselves as learners and learn through their mistakes.
- To engage families in their children's learning and the development of good behaviour linked to moral purpose.

## **3. Statement of Intent**

***"Therefore encourage one another and build each other up," 1 Thessalonians 5:11***

Our school provides a safe, encouraging and positive learning community underpinned by our distinctively Christian ethos and values. Children's emotional well-being and their behaviour are central to the learning process and are intrinsic elements of education. We aspire for all members of our community to feel nurtured and supported to develop the necessary skills, knowledge and emotional security that will enable them to flourish. Everyone in our school should feel that they are safe, valued and a necessary member of our community.

Moseley Church of England Primary School believes that, in order to facilitate high quality teaching and learning in a safe, encouraging, positive, Christian learning community, acceptable, positive behaviour must be demonstrated in all aspects of school life. The Christian values of compassion, forgiveness, patience, respect, kindness, gentleness and

tolerance are at the heart of our approach to behaviour. Good behaviour is actively taught and consistently nurtured. We want our children to understand the impact that their behaviour, both positive and negative, has on others and we encourage children to become increasingly able to self-regulate their own behaviour. We actively teach and consistently encourage all children to demonstrate positive personal behaviour; showing respect, compassion, tolerance and kindness towards others and to care for our environment.

Our school acknowledges that unacceptable behaviour can be the result of unmet educational, mental health or other needs. We endeavour to meet children's learning, developmental and social, emotional and mental health needs through universal support and, when necessary, through well-planned, appropriate individualised graduated responses. Any inappropriate behaviour is managed using a range of sanctions but Christ's message of forgiveness is implicit in all we do.

Adults who manage behaviour of children effectively understand that the first principle is to manage their own response so that it is predictable, consistent and empathetic. Patience and compassion from adults who are in control of their own emotions and behaviour ensures a clear focus on the behaviour of the child and does not de-value the child's self-worth, or self-esteem. Our school has a no shouting policy and all members of our school community, including any visitor or volunteers, must adhere to this.

#### **4. Aims of our Behaviour Policy**

We are a caring Christian school community, whose values are built on mutual trust and respect for all. It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. Our behaviour policy is therefore designed to support all members of our school to behave, live and work together in a supportive and harmonious community.

The aims of our behaviour policy are:

- To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To ensure that our school is a safe, calm, purposeful and positive learning environment.
- To promote positive, nurturing relationships that enable all to flourish.
- To ensure that everyone in our school clearly understands the good behaviours expected from them and takes responsibility for their own actions and behaviour.
- To ensure everyone in our school community endeavours to actively demonstrate and promote good behaviour.
- To provide clear guidelines and ensure a consistent approach to behaviour management so that positive behaviour is consistently expected, acknowledged and celebrated and consequences for inappropriate behaviour are proportionate, fair and consistently applied.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination
- To identify roles and responsibilities and procedures for managing behaviour in our school.

#### **5. Legislation, statutory requirements and statutory guidance**

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

➤ [Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- 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

## **6. Links to other policies**

This policy operates in conjunction with the following school policies:

- Parent Code of Conduct
- Staff Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Policy

## **7. Definitions**

For the purpose of this policy, our school defines “**unacceptable behaviour**” as any behaviour which may disrupt the education or well-being of the pupil themselves and/or others in our school community including, but not limited to, the following:

- Lateness
- Low level disruption eg talking in class
- Failure to complete classwork
- Rudeness

“**Unacceptable behaviour**” may be deemed “**seriously unacceptable behaviour**”, depending on the severity of the behaviour.

For the purpose of this policy, the school defines “**seriously unacceptable behaviour**” as any behaviour which may cause physical or emotional harm to oneself or others, damage the

reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Sexual violence**, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- **Sexual harassment**, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, absconding from school, vandalism
- Wilfully inflicting harm on another person – child or adult
- Deliberately endangering themselves or someone else
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of themselves or of other pupils
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing or threatening language
- Fighting or aggression
- Wilful damage to property including graffiti.
- Repeated breaches of the school rules
- Racist, sexist, homophobic or discriminatory behaviour
- **Possession of any prohibited items.**  
These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 8. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, 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 or gaming sites

***“So let’s choose for ourselves what is right. Let’s learn together what is good.”***

***Job 34:4***

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school are made aware our Behaviour Policy and our Ant-Bullying Policy and their responsibilities in relation to these. All reported or investigated instances of bullying will be investigated by a member of staff. All staff members will receive training on identifying and dealing with the different types of bullying.



All types of bullying will be discussed as part of the relationships and health education curriculum, in line with our Jigsaw and RSE Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Our school clearly communicates a whole-school commitment to addressing bullying. We aspire for all members of our community to feel nurtured and supported to develop the necessary skills, knowledge and emotional security that will enable them to flourish. This ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

Our school Behaviour Policy identifies clear expectations for acceptable behaviour and rewards and sanctions are consistently applied. Our school rules (which are defined in the Behaviour Policy) are clearly defined, prominently displayed, known by all stakeholders and enforced by all staff.

In Collective Worship we explore Christian themes and consider ways in which our values influence the choices we make about how we respond and behave.

Throughout our Curriculum we nourish our children's spiritual, moral, social and cultural development and encourage them to develop strong aspirations and a desire to make a positive difference in a society faced with continual challenges that require resilience, understanding and a desire for peace. All types of bullying will be discussed as part of the curriculum. Diversity, difference and respect for others is promoted and celebrated through various lessons.

All teaching staff capitalise on opportunities across all subjects to consolidate children's understanding of how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety. Teaching staff use real-life scenarios and fictional stories to teach, discuss and re-inforce key messages.

Through a variety of planned activities across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to express their own thoughts and opinions, speak up for themselves and be courageous advocates for the rights of others.

Personal Social and Health Education is taught by all staff within a programme which encourages mindfulness and children's self-esteem, self-awareness and their knowledge, understanding and respect of others. Our PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons.

Across our curriculum we actively teach, promote and reward co-operative group work within lessons. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

The school office is supervised throughout lunch time. This is a safe place available for pupils to go to during lunch time if they feel threatened or wish to be alone. Office staff are trained to listen to children and will take the child to a senior leader who will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, eg. drama, sports and cultural activities.

Our Social Emotional and Mental Health (SEMH) lead and Behaviour Coordinator (BECO) identify support for children who show early signs of bullying behaviour or children who may be potential victims.

Stereotypes are challenged by all staff and pupils across the school.

Name calling and inappropriate Language is responded to by all staff using the 'Moseley CofE Primary School Response Script for name calling or inappropriate language' (See Appendix)

All pupils are made aware of the adults that they can go to during free time if they feel threatened, anxious or angry. All adults will speak to pupils to find out the cause of any problems and take action to stop any form of bullying taking place.

Class teachers ensure that all pupils know that they are available for any pupil, at any time to discuss any bullying; whether they are victims or have witnessed an incident.

Pupils deemed vulnerable meet with their class teacher (or another designated adult) on a weekly basis, where appropriate, to ensure any problems can be actioned quickly. Class teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

When new pupils join our school, class teachers will identify a 'buddy' to help integrate them into our school.

Before a vulnerable pupil joins the school, the pupil's class teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.



The school will be alert to instances of the sharing of indecent imagery of pupils amongst the school cohort, and will evaluate whether it presents a safeguarding concern; such instances will be managed in line with the Child Protection and Safeguarding Policy.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **8. Roles and Responsibilities**

Everyone in our school community is valued and everyone has a necessary and integral role in upholding, modelling, encouraging and promoting acceptable behaviour.

### **8.1 The role of pupils**

All pupils will be made aware of our school's behaviour culture when they join our school. This will include teaching pupils about:

- The expected standard of behaviour they should display at school
- That they are responsible for following the behaviour policy
- Our school's rules and routines
- The intrinsic and extrinsic rewards for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils are expected to take personal responsibility for their own behaviour. All adults will actively encourage all pupils to take responsibility for their own behaviour. Aggressive, unsafe or unhygienic behaviour whether it be verbal, physical, mental or emotional, is not acceptable.

Pupils are responsible for:

- Their own behaviour (both inside school and outside school in the wider community).
- Reporting any incidents of unacceptable behaviour to a member of staff.

As pupils progress through the school they are expected to develop the skills needed to become excellent role-models to others; becoming increasingly autonomous in modelling and encouraging others to demonstrate positive behaviour.

Adults will ensure that **all** children are provided with appropriate opportunities for responsibility and to be recognised as role-models when demonstrating positive behaviour.

All children are given regular opportunities to take on roles of responsibility in class (such as register monitor, book monitor etc), in the school community (such as play leaders, school council, science ambassadors, reading buddies, class advocates etc), outside of school (such as representing our school in sports teams, orchestra etc)

In the daily life of the school, pupils will be taught, and actively encouraged, to informally notice and celebrate their own and their peers positive dispositions, positive behaviour and achievements. Weekly celebration assemblies provide a more formal, whole school opportunity to recognise and celebrate pupils positive dispositions, positive behaviour, demonstration of school's values and achievements.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported regularly to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **8.2 The Role of Parents and Carers**

Parents/Carers are very important role models for their children. Parental support and engagement is vital to a successful education for our children. The best outcomes for pupils are achieved through a strong, supportive partnership between children, Parents/Carers and school staff.. Our school actively encourages good, professional working relationships between pupils, parents/carers, teachers and all adults who work in school. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

We expect our parents to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Support the behaviour of their child(ren) inside and outside of school.
- Be positive role models for their children through their use of words and actions, especially when on school property and through their use of social media.
- Adhere to the Code of Conduct for Visitors and Parents and the Social Media Code of Conduct for Parents.(These are available on our website.)
- Speak and communicate calmly, politely and respectfully to our members of staff.
- Raise any concerns regarding the behaviour of their own child or another child as soon as possible to the class teacher as the first point of contact
- Update school on any changes in circumstance that might affect their child's emotional well-being, social, emotional or mental health or welfare.
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Support school in its implementation of this Behaviour Policy and use of rewards and sanctions. The school's Behaviour Policy is available on our school website.
- Be considerate of staff workload when communicating with school.

We aim to ensure communication between home and school is supportive, transparent and effective. All teachers are expected to respond to concerns raised by parents and vice-versa.

Parents and carers are asked to be mindful of teacher's workload; teachers are unable to read or respond to email messages during the school day when they are teaching and are not expected to respond to messages in the evening, at weekends or during school holidays. Urgent messages must be communicated through the school office using the [enquiry@moseleyce.bham.sch.uk](mailto:enquiry@moseleyce.bham.sch.uk) email address.

Class teachers are available for brief discussions at the end of the school day. Parents and carers are asked to wait until staff have dismissed all of the children in their class before approaching them to discuss any concerns. Parents are also asked to be mindful that teachers complete marking, assessment, planning and preparation at the end of the day and are not readily available for longer discussions.

Appointments with teachers or senior leaders are welcome if a parent / carer, teacher or leader wishes to discuss significant concerns further. These must be arranged in advance at a time that is convenient for the member of staff. These can be booked through the school office.

### **8.3 The role of all staff**

***“And let us consider how we may spur one another on toward love and good deeds.”  
Hebrews 10:24***

***“Why attempt to crush behaviours with punishment when you can grow better ones with love?” (Paul Dix)***

All staff must be aware of the school’s behaviour policy and are responsible for playing an active role in creating a calm, harmonious, positive school community and ensuring high standards of behaviour are maintained. All adults are expected to be role-models and demonstrate high standards of positive behaviour. All staff will seek to build warm, nurturing, respectful, positive relationships with pupils to create a culture within our school where our Christian ethos and values are clearly visible and where positive behaviour is celebrated.

All members of staff (including any volunteers working in our school) are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting, and contributing to, a supportive and high-quality learning environment, and modelling positive personal behaviour.

All staff will consistently and actively teach and reinforce positive behaviour by:

- Developing strong, positive relationships with children.
- Providing warm welcome greetings to every child.
- Consistently noticing, encouraging and celebrating children who are demonstrating positive behaviours.
- Setting and maintaining consistent, high expectations for positive behaviour and maintaining clear boundaries of acceptable pupil behaviour for all children.
- Speaking positively with and about children.
- Modelling the positive behaviours that we aim to teach children through their interactions and conduct.
- Implementing the behaviour policy consistently
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Setting and maintaining clear and consistent routines within their own classrooms and consistently reinforcing all agreed routines around school.
- When correcting any incidence of unacceptable behaviour, staff should always state what we would like the child to **start** doing rather than what we would like them to **stop** doing eg ‘Walk quietly along the corridor’ rather than ‘Stop running.’
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

All staff should be proactive in raising any concerns about a child's behaviour or emotional well-being with the child's class teacher in the first instance. Staff should share the details of their concern, any underlying factors that might have led to the behaviour, any actions that they have taken to manage or support the behaviour and the outcome of their actions.

Staff plan and deliver various activities that promote and support children to develop positive behaviours.

These might be:

- **Whole school activities** (such as Collective Worship, Anti-Bullying week, Safer Internet Day, Zones of Regulation etc)
- **Class activities** (such as PSHE lessons including the Jigsaw Charter, Circle Time etc)
- **Small group activities** (such as Circle of Friends, team games or sports at lunch time or play time)
- **One to one activities** (such as The Restorative Approach, Zones of Regulation interventions and Well-Being Hub support activities)

## **8.4 The Role of the Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## **8.5 The Role of the Behaviour Co-ordinator (BECO)**

The BECO is responsible for:

- Proactively leading and developing positive behaviour expectations and processes within school; supporting the Headteacher in developing the Behaviour Policy and procedures.

- Ensuring the Behaviour Policy is fully implemented and adhered to and is consistently applied by all stakeholders.
- Maintaining the Behaviour Policy and procedures, reviewing and updating these as required and ensuring staff are fully informed of developments.
- Supporting all staff to develop approaches which will actively teach, encourage and maintain appropriate behaviour.
- Maintaining behaviour logs and monitoring these on a regular basis; identifying any further actions needed to respond to any concerns. This includes keeping an overview of behaviour across the whole school; reporting to the Headteacher as required and reporting to the Governing Body on a termly basis (or as required).
- Supporting staff and parents to address behavioural concerns for pupils and signposting staff and parents to resources and information that might provide support for children.
- Ensuring staff are kept abreast of national and local guidance; including leading Continuing Professional Development for staff on behaviour and mental health (with Mental Health lead).

The BECO will manage behaviour records on My Concern for individual children ensuring that they are kept up to date; including records of any incidents, risk/restraint reduction forms, one page profiles, IBPs, IBP reviews, notes from meetings with parents and any other information related to the child's behaviour and the actions that have been taken to support the child.

The BECO might provide support for Class Teachers to make adjustments in their classroom to enable them to manage behaviour effectively to ensure a good and safe learning environment. This might include supporting class teachers to complete an Environmental Checklist and using it to write, implement and review a Behavioural Environment Plan.

The BECO will arrange and lead Team Around the Child meetings when these are needed (see below) and will evaluate the outcomes of interventions on pupils' behaviour, education and wellbeing. The BECO will be proactive in coordinating the implementation of behavioural support interventions for children as required by ensuring direct and regular communication with parents, children, staff and any other professionals involved, to implement these effectively. The BECO will liaise with the SENDCO to arrange support from outside agencies such as City of Birmingham Schools (COBS), Beacon School Support, Forward Thinking Birmingham, Communication and Autism Team or Educational Psychologists as necessary. The BECO and Class Teacher are jointly responsible for writing, implementing and reviewing Individual Behaviour Plans (IBP). IBPs will be written by the Behaviour Coordinator following consultation with the class teacher, the child and their parents/carers. The Behaviour Coordinator and Class Teacher might also liaise with the SENDCO and/or professionals from outside agencies when writing, implementing and reviewing an IBP.

The BECO will liaise with professionals in other settings (eg key workers from Early Years Settings, the BeCo from other schools, pastoral leads from secondary school etc) to support transition for individual pupils with behavioural needs. Pupils and their parents will be involved in planning transition so that pupils feel well-supported through a smooth, well-planned transition.



## **8.6 The Role of the SENDCO / Mental Health Lead**

The SENDCO / mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, (eg Forward Thinking Birmingham, Educational Psychologist) to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting class teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Leading Continuing Professional Development on mental health.

## **8.5 The Role of Teaching Staff**

Positive relationships are key to promoting positive behaviour. Our school focusses heavily on forming these relationships to allow teaching staff to understand their pupils to create a strong foundation from which positive behaviour can flourish.

- Teaching staff will be proactive in promoting a positive behaviour ethos and environment. Teaching staff use a number of strategies to establish positive, professional relationships with their pupils – these may include:
  - Welcoming pupils as they enter the classroom.
  - Ensuring pupils understand what is expected of them.
  - Creating a positive learning environment where every pupil feels comfortable and respected.
  - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, family and life outside school.
  - Engaging with pupils during lunchtime and breaktime.



- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes and positive behaviour eg giving constructive feedback to support learning and using precise positive praise.
- Well-managed classrooms are paramount to promoting positive behaviour. Class teachers will encourage positive behaviour in their classrooms through:
  - Displaying the school rules and behaviour expectations in every classroom.
  - Establishing positive, warm, respectful relationships.
  - Quality first teaching that meets the needs of all learners effectively. The class teacher is responsible for planning and teaching well-structured lessons using a range of learning activities to ensure all children are actively engaged in their learning and are challenged effectively and supported appropriately across the curriculum.
  - Teachers are responsible and accountable for the progress and development of all pupils in their class. Teachers will set high expectations for every pupil and aim to teach them the full curriculum, whatever the child's prior attainment. Teachers will plan lessons to address potential areas of difficulty to ensure that there are no barriers for any pupil achieving their full potential, enabling all pupils to study the full national curriculum.
  - Establishing and maintaining clear and consistent classroom routines and rules. The Class Teacher sets explicit expectations about appropriate behaviour and positively reinforces these expectations using specific praise and rewards. Teaching staff will use positive language and ensure that all pupils fully understand what is expected of them.
  - Providing effective and consistent use of praise, rewards and sanctions
  - Creating and maintaining an effective, tidy, purposeful, well-ordered classroom environment.
- Teachers will employ strategic seating and classroom arrangements to promote positive behaviour and enable any poor behaviour to be noticed early and addressed discretely and effectively without significant disruption to the flow of learning. This includes:
  - Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the teacher and the board.
  - Ensuring the teacher and teaching assistants can move around the room so that learning can be supported effectively.
  - Ensuring that resources are prepared in advance and are readily available during the lesson.
  - Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the learning and task clearly.
  - Teachers will establish a method for gaining pupils' attention. Any methods teachers use, are made clear to pupils from the outset and will be used consistently.
  - Teachers will teach and support children to develop effective behaviour for learning.
- The Class Teacher communicates with the child, their parents/carers, Teaching Assistants, Lunch Time Supervisors, other Class Teachers, the Behaviour Coordinator, the SENCO, Senior Leaders, other adults in the school, and outside agencies to ensure that the needs of each child in their class are effectively supported through a holistic approach.

The Class Teacher should maintain effective, professional communication with parents and carers of all children to facilitate effective working relationships that enable home and school

to work together to meet the needs of the child. Teachers will share positive behaviour and discuss any significant unacceptable behaviour concerns with parents and carers. The class teacher will record any communication with parents where they have discussed or reported an incident or concern. Teachers will record the concern and any actions that they have taken on MyConcern.

Class teachers will record any behavioural incidents and the actions that they have taken in response to these incidents on My Concern. The class teacher will be proactive in raising any significant behaviour concerns with the Behaviour Co-ordinator. The Class Teacher and Behaviour Coordinator will use the information recorded in behaviour logs on My Concern to identify any patterns or changes in a child's behaviour to inform any support that is needed to enable a child to manage his/her behaviour.

The Class Teacher will verbally inform the BECO or the Head teacher immediately of any serious unacceptable behaviour incidents or serious concerns and they will agree the actions that will be taken to resolve the concern. The class teacher will then log the concern on MyConcern along with a record of the actions taken and the outcome.

The BECO and Class Teacher are jointly responsible for writing, implementing and reviewing Individual Behaviour Plans (IBP) for children who need individualised behaviour support.

The Class Teacher might liaise with the BECO to complete an Environmental Checklist to identify any factors which may contribute to any identified behavioural issues and identify actions needed to develop and maintain a positive behaviour environment which is conducive to learning.

Teaching staff should be aware of the signs of SEMH-related behavioural difficulties. All teaching staff will make themselves aware of the needs, intended outcomes and support provided to any pupils with SEMH-related behavioural difficulties. Class teachers should be involved in planning and reviewing support for pupils in their class with SEMH-related behavioural difficulties in collaboration with parents, the SENCO / Mental Health lead and, where appropriate, the pupils themselves.

All teaching staff will be observant and watchful for any changes in a child's behaviour, social and emotional well-being or mental health. Teaching staff will listen to the voice of the child and will verbally inform the DSL of any concerns and record their concern on My Concern in accordance with the Safeguarding and Child Protection Policy.

## **8.6 The Role of Lunch Time Supervisors**

Every class has an allocated lunch time supervisor assigned. The lunch time supervisor is responsible for overseeing the pastoral needs of their class during lunch time. However, all lunch time supervisors are responsible for supporting all children in their care during lunch time and will work together as a lunch time team to undertake this role.

- The assigned lunch time supervisor communicates with the Class Teacher at the beginning and end of lunch time to ensure a smooth transition of any relevant information regarding the children in that class to enable lunch time supervisors to support children in their care effectively during lunch time. This might include sharing information about pupil's Special Educational Needs, medical needs, incidents of bullying or suspected bullying, IBPs, Risk/Restraint reduction plans, updates of behavioural incidents or first aid incidents.

- The lunch time supervisors will liaise with the Sports Coach or Higher Level Teaching Assistant to plan and lead activities on the playground and to coordinate the use of play equipment.
- All lunch time supervisors will be proactive in supporting all pupil's play and pastoral needs throughout lunch time. This will include supporting pupils to have their lunch, to engage in structured and unstructured play activities, to use play resources, to use the Restorative Approach and to use the 4 step apology.
- The lunch time supervisor will communicate any exceptionally positive behaviour or achievement to the Class Teacher at the end of lunch time so that pupil's behaviour can be shared and celebrated.
- Lunch time supervisors will log incidents and actions taken in their class lunch time book. The class teacher will use this to record incidents and actions taken on MyConcern. The lunch time supervisor will discretely and sensitively share any incidents of unacceptable behaviour with the class teacher, identifying the actions they have taken and the outcomes of these actions so that the Class Teacher can follow up any further actions if necessary.

## **8.7 The Role of the Governing Body**

The governing body has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social Emotional Mental Health (SEMH) related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where the Christian ethos, calmness, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- To approve and review the Behaviour Policy as part of a two year cycle.

## **9. School Behaviour Curriculum: Nurturing, celebrating and maintaining positive behaviour**

Our Christian values and school rules provide clear positive expectations for how we communicate, work and play well together in our school.

All staff will adopt a positive, proactive approach to behaviour management rather than a reactive approach.

Clear procedures and practices have been established for children to behave safely and appropriately whilst in school and when on a school visit. (See Appendix 1: Procedures and Practices.)

All pupils are expected to:

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

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **9.1 Our Christian Values**

Our school community reflected on 6 stories from the Bible and identified 6 key Christian values which are important to our school community:

**Hope Courage Compassion Thankfulness Trust Forgiveness**

We expect all members of our school community to demonstrate our Christian values in all aspects of school life and to play an active role in nurturing, celebrating and maintaining our positive Christian learning environment.

We pro-actively teach and re-inforce expectations for positive behaviour; actively teaching and reinforcing our school's Christian values throughout our curriculum and in all aspects of the daily life of our school.

## **9.2 Whole School Rules and Expectations**

***“So let’s choose for ourselves what is right. Let’s learn together what is good.”  
Job 34:4***

It is important that all children understand the need to behave in appropriate ways in different environments and contexts. We look for and praise good behaviour and effort. We want children to be responsible for self-regulating their own behaviour, at a developmentally-appropriate level because they know it is the right thing to do.

Rules are most effective when:

- Phrased positively
- Kept to a minimum (Elton 4:55)
- Are implementable
- Reflect the ethos of the school
- Are effectively communicated to pupils, staff and parents.
- Are agreed.

Our 4 School Rules for behaviour are prominently displayed and consistently applied throughout our school.

All pupils are expected and supported to follow these school rules.



## Be safe

*This includes:*

- Being gentle with our actions to keep others safe.
- Being safe when moving around school and in the playground.
- Using equipment safely.
- Being safe online.
- Following instructions to keep ourselves and others safe.
- Telling an adult if you feel unsafe or are unhappy.
- Helping and encouraging others to stay safe.



## Be ready

*This includes:*

- Being ready to listen.
- Being ready to learn.
- Being ready with everything you need for lessons including correct uniform, equipment and PE kit.
- Being ready for lunch including lining up sensibly with your hands washed.



## Be respectful

*This includes:*

- Valuing everyone and everything.
- Using kind words.
- Being polite and showing good manners.
- Including everyone and making sure everyone feels welcome.
- Thinking about other's needs.



## Be responsible

*This includes:*

- Making responsible choices about how to behave guided by our values.
- Being responsible for your own learning; participating in lessons, persevering and showing pride in your learning.
- Being a role-model to others through your actions.
- Being proactive in helping others.
- Being yourself and playing your part in our school community.
- Being honest with yourself and others.

All adults consistently establish, promote and maintain clear expectations for following our school rules and demonstrating our Christian values in the daily life of our school, for example:

- Noticing and praising children who are ready to learn who are demonstrating effective behaviour for learning.
- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others respectfully and compassionately in the same way that they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so that children understand how to act in a given context eg holding doors for others, standing to the side to allow others to pass, picking up bags or coats that have fallen on the floor etc.
- Teaching pupils the importance of showing respect to each other – e.g. thanking others who show respect.

### **9.3 Use of praise and rewards**

When giving praise and rewards, staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.

- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

Praise that is given is always sincere. Staff ensure that praise is not given continuously without reason but is used purposefully and sincerely when a pupil's efforts, work or behaviour needs to be recognised.

Staff encourage pupils to praise another pupil if they see them modelling good behaviour.

Rewards are most effective when:

- Given immediately.
- Perceived by pupils as rewarding and motivating.
- Given consistently.
- Given only when desired behaviour is displayed. (small, achievable steps).
- The behaviour that they are being rewarded/recognised for is specifically named.

All staff are considered in their decisions to reward children with extrinsic rewards as this can focus the motivation for behaviour onto what they can get if they do the right thing rather than providing intrinsic motivation for positive behaviour that will enable children to grow into more thoughtful and conscience led people who actively demonstrate their values and show moral-purpose through their actions.

Appropriate rewards might include:

- Positive messages to parents.
- Positive phone calls home or conversations with parent at the end of the day.
- Sharing good work with another pupil, teacher, Deputy or Head Teacher
- Verbal feedback in the playground from teacher to parent
- Recognition in whole school Celebration Assembly
- Certificates
- Head teacher's half termly award

## **9.4 Celebration Assembly**

In our weekly celebration assembly we celebrate birthdays, Values in Action Awards, TT Rockstars achievements, Writers of the Week and in and out of school achievements etc.

At the end of each half term, Head Teacher's Awards are awarded.

Our Values Ambassadors are appointed in Year 6 in the Autumn term. Children apply for the role and are selected through an application process. They will take on additional pupil leadership responsibilities including actively promoting our school ethos and Christian values and will take an active role in leading Collective Worship including Celebration Assemblies.

## **9.5 Promoting social and emotional and mental health**

Our school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

Our school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is considered and promoted through our policies and our curriculum



- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. Our school’s SEMH Policy outlines the specific procedures that will be used to assess and support pupils experiencing SEMH difficulties that could affect their behaviour.

## 9.6 Zones of Regulation

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

Self-regulation is paramount to every pupil’s holistic development. Zones of Regulation is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

Children are not born with self-regulation skills; it is a process that matures through nurturing environments and relationships. As such, our school curriculum is committed to enable pupils to identify their emotions and how to deal with them, by teaching self-regulation skills at the earliest opportunity.

Using the four zones of Blue, Green, Yellow and Red, there are various strategies that pupils can use to help them recognise and control; their emotions; manage their impulses and sensory needs and develop skills such as problem-solving, when faced with challenges or conflicts.

Zones of Regulation will be used to help children frame their emotions and build effective strategies to deal with different emotions positively.

## **9.7 Mobile Phones**

Pupils are not permitted to have mobile phones with them in school. The headteacher may authorise the use of mobile devices by a pupil for medical, safety or precautionary use. If authorisation is granted, parents are liable for any costs of repair or replacement in the case of loss or damage.

Pupils who walk to and from school alone who bring their mobile phone for safety reasons must hand this in at the school office each morning where it will be stored securely by school staff throughout the school day. Parents are liable for any costs of repair or replacement in the case of loss or damage.

Pupils are not permitted to use their personal devices on the school site including at the beginning and end of the school day, during lesson time or when moving between lessons. In case of an emergency, if a pupil needs to contact their parents during the school day, they are allowed to use the phone in the school office.

Where a pupil uses accessibility features on a personal device to help them access education, e.g. where a pupil who is deaf uses their mobile phone to adjust the settings on an internal hearing aid in response to audible stimuli during class, the arrangements and rules for conduct for this are developed and managed on a case-by-case basis.

Pupils' devices can be searched, screened and confiscated in accordance with the Searching, Screening and Confiscation Policy. If a staff member reasonably believes a pupil's personal device has been used to commit an offence or may provide evidence relating to an offence, the device will be handed to the police.

## **10. Managing unacceptable behaviour**

To facilitate high quality teaching and learning it is vital that unacceptable behaviour does not have a negative impact on learning; either on the child's own learning or on other children's learning. Any instances of unacceptable behaviour are taken seriously and dealt with immediately. Children need to be taught and retaught expected behaviours in different contexts and at different stages of maturity.

### **10.1 Creating the conditions for good behaviour**

All staff are responsible for setting the tone and context for positive behaviour within the school.

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 10.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

## 10.3 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always addressing behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

The immediacy, quality and consistency of the response is what is effective rather than the severity of the sanction.

Where unacceptable behaviour occurs, staff will quickly implement positive de-escalation strategies to diffuse the situation – this might include the following:

- Using non-verbal cues such as making eye contact with a child, putting finger to lips in order to represent silence. This lets the children know that the teacher is aware of their behaviour without bringing it to the attention of the rest of the class, and it keeps the flow of the lesson moving.
- Directly re-engaging the child in the learning eg by asking them a question or sharing good practice from their work.
- Effective use of proximal praise to achieve compliance. A positive comment on the behaviour of other pupils can be used instead of a negative comment to the child whose behaviour is of concern.
- Remaining calm and in control and using a modulated, low tone of voice
- Providing adequate personal space including not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Using simple, direct, positive language. When correcting behaviour, staff should always state what we would like the child to **start** doing rather than what we would like them to **stop** doing eg 'Walk quietly along the corridor' rather than 'Stop running.'
- Use positive phrases, e.g. Rather than saying "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

- Avoid being defensive or reacting emotionally to a situation e.g. if comments or insults are directed at the staff member
- Identifying any points of agreement to build a rapport
- Reassuring the pupil and creating an outcome goal

## 10.4 Appropriate use of sanctions

Unacceptable behaviour may require the use of agreed sanctions. All sanctions are used consistently and fairly throughout our school. Staff explain clearly to pupils the positive behaviour that is expected of them, why this behaviour is important and what will happen if they breach any of the rules so they are aware of the sanctions that will be imposed.

Sanctions are most effective when:

- Immediate and discreet.
- Fair
- Consistent
- Take into account individual circumstances (Elton R25)
- Carried out / implemented (ie you do what you say you are going to do)
- Appropriate and proportionate

Behaviour	Action / Sanction
Initial incidence of low level unacceptable behaviour.	<ul style="list-style-type: none"> <li>• Positive de-escalation strategies will be used to diffuse the situation.</li> <li>• A reminder will be given of the school rule or Christian value that the behaviour is linked to.</li> </ul>
If the behaviour is not corrected	<ul style="list-style-type: none"> <li>• A clear verbal caution will be given to the child.</li> <li>• This caution will be given privately, wherever possible.</li> <li>• The child will be made aware of their behaviour and the consequences that will occur if their behaviour continues will be clearly outlined.</li> <li>• The child will be reminded to <i>'Think carefully about your next step'</i></li> </ul>
If the behaviour continues.	<ul style="list-style-type: none"> <li>• The child will lose 5 minutes of their free time (play time or lunch time.)</li> <li>• When this stage is reached, the sanction cannot be negotiated down.</li> <li>• The adult will speak to the child privately and give them a final opportunity to correct their behaviour.</li> <li>• The adult will offer a positive choice the child could make and remind them of previous examples of their own good behaviour.</li> <li>• The unacceptable behaviour will be reviewed with the child using the restorative approach. (see below)</li> <li>• <b>The teacher will log the incident on MyConcern</b> at this point as a behaviour concern with a brief description of the behaviour and action taken.</li> </ul>
If the behaviour continues	<ul style="list-style-type: none"> <li>• Persisting with ongoing, <b>"Unacceptable behaviour"</b> may be deemed <b>"seriously unacceptable behaviour"</b>.</li> <li>• The child will be given time and space to calm down inside/outside the classroom, in another classroom or in another designated space. This is time for the child to calm down, compose themselves, reflect on their behaviour and make positive choices to improve their behaviour.</li> <li>• Further sanctions will be implemented.</li> </ul> <p>Possible sanctions include:</p> <ul style="list-style-type: none"> <li>• Loss of play time</li> <li>• Removal to another classroom or space in school to calm down.</li> <li>• Teacher speaking with parents/carers</li> </ul>

	<ul style="list-style-type: none"> <li>• Senior Staff speaking with child</li> <li>• Senior Staff speaking with parents/carers</li> <li>• Internal lunch time / play time Exclusion</li> <li>• Internal exclusion from class</li> <li>• Lunch time exclusion</li> <li>• Exclusion (See Exclusion Policy)</li> </ul> <ul style="list-style-type: none"> <li>• The unacceptable behaviour will be reviewed with the child using the restorative approach. (see below)</li> <li>• When the child is ready to re-join the class, a positive transition needs to be made to ensure a new start is established and the relationship is harmonious and respectful moving forwards.</li> </ul>
If a child regularly and / or persistently demonstrates unacceptable behaviour	<ul style="list-style-type: none"> <li>• The class teacher will discuss their concern with the BECO.</li> <li>• Parents will be informed.</li> <li>• Further actions to support the child to improve their behaviour will be agreed and implemented.</li> <li>• The BECO will monitor any behaviour incidents logged on MyConcern and will liaise with the class teacher to identify any further action needed.</li> </ul>
If there is an incident of <b>Seriously Unacceptable Behaviour</b> <i>(including inappropriate language, wilfully inflicting harm on another person – child or adult, deliberately endangering themselves or someone else, wilfully destroying property, bullying.)</i>	<ul style="list-style-type: none"> <li>• The child will be removed from the situation to calm down and further sanctions will be implemented.</li> </ul> <p>Possible sanctions include:</p> <ul style="list-style-type: none"> <li>• Loss of play time</li> <li>• Removal to another classroom or space in school to reflect.</li> <li>• Senior Staff speaking with child</li> <li>• Senior Staff speaking with parents/carers</li> <li>• Internal lunch time / play time Exclusion</li> <li>• Internal exclusion from class</li> <li>• Lunch time exclusion</li> <li>• Exclusion (See Exclusion Policy)</li> </ul> <ul style="list-style-type: none"> <li>• The Head Teacher/Deputy Head Teacher will be informed.</li> <li>• The behaviour will be reviewed with the child using the restorative approach. (see below)</li> <li>• Parents / carers will be invited into school to meet with a senior member of staff. Parents / carers will be informed of the incident and of the actions and sanctions taken by school.</li> <li>• Parents can add any home sanctions as agreed with the senior member of staff.</li> <li>• The BECO will record of the incident on the school's behaviour log.</li> <li>• Teachers will log the behaviour and actions taken on MyConcern.</li> </ul>
Non completion of classwork due to unacceptable or seriously unacceptable behaviour	<ul style="list-style-type: none"> <li>• It is important that a child's unacceptable behaviour does not have a negative impact on their own or other's learning.</li> <li>• Work not completed due to unacceptable behaviour must be completed by the child in their own time.</li> <li>• The uncompleted work can be sent home with the child at the end of the day.</li> <li>• Parents will be informed so that uncompleted work must be completed and returned to school the next day.</li> </ul>

## 10.5 The Restorative Approach

At times some children may need additional support to understand the impact their behaviour has on others and on our school community. When incidents of unacceptable behaviour occur, we work with children using a restorative approach as outlined below. This helps

children to understand the impact of their behaviour on others and to consider how they might make better choices to handle similar situations differently in the future.

### ***1. What happened?***

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective, without judgement.

### ***2. What were you thinking at the time?***

This reflection helps the child reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to someone looking on. However, it may not be obvious to the child that their initial thoughts led them to make a bad choice. Help the child to identify the point where the thinking took the wrong turn.

### ***3. What do you think now?***

Often we think differently when initial emotion has subsided and we are able to think more clearly. At this point children can often tell you what they could or should have done. If not, the adult may need to help sort out the thinking in order for understanding to grow and learning to take place so that next time they can make a choice in line with the values.

### ***4. Who do you think has been affected? How?***

The child may have been unaware of how other people felt about their behaviour. This is the opportunity for the child to be able to consider and understand the impact of their behaviour on others. This question guides the child to use their conscience. Initially they usually think it is only them who have been affected but prompting them to think of others such as the teacher being unable to teach, the other children unable to learn, the child who was worried, the friend who got involved etc., they understand that it is not just about them.

### ***5. How will you put it right?***

The child needs to be a part of the solution. This is an opportunity for the child to focus on the needs of the harmed party. It enables the child to take responsibility for their own behaviour; repairing relationships, putting things right and considering how they can make better choices in similar situations in the future.

The Restorative Approach questions will be displayed in each classroom to support restorative conversations.





## Our Restorative Approach



What happened?



What were you thinking at the time?

What do you think now?

Who has been affected? How?



How will you put it right?

### **10.6 The 4 Step Apology**

Christ's message of forgiveness is implicit in all we do. The act of forgiveness is powerful for all involved in a disagreement or those who may feel wronged by another.

Using the 4 step apology detailed below we teach children to gain a deeper understanding of the value of forgiveness and its role in restoring healthy relationships.



*At Moseley C of E Primary we use the 4 step apology to support the process of letting go of negative emotion and restoring healthy relationships.*



I'm sorry for...



This was wrong because...



In the future I will...



Will you forgive me?

No child is forced to apologise or to forgive but they are supported to make the decision and understand the implications of their decision with no judgement.

The 4 Step Apology will be displayed in each classroom.

### **10.7 Bullying, harassment and discriminatory behaviour**

This behaviour policy should be read and implemented alongside our Safeguarding and Child-Protection Policy, Anti-Bullying Policy and Equality Policy.

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment. Our approach to bullying is outlined in our Anti-Bullying Policy.

The Christian faith teaches that all people are made in the image of God and are unconditionally loved by God. In our school everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity. We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

A response script to support all staff to confidently and positively respond to any incidents of name calling or inappropriate (including discriminatory) language is included in Appendix 2.

Our school prohibits all forms of discrimination including sexual discrimination including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

### **10.5 Recording unacceptable behaviour**

MyConcern is used to record incidents of unacceptable behaviour and seriously unacceptable behaviour. The Concern Summary should be used to indicate that the concern relates to UNACCEPTABLE BEHAVIOUR and should give a brief indication of the nature of the concern. This enables the BECO and DSLs to deal with concerns effectively.

#### **Concern Summary**

UNACCEPTABLE BEHAVIOUR - disruptive behaviour in class

Details of the concern should describe the behaviour and when and where it happened. Details of incidents will be used to identify patterns in behaviour to plan any additional support that children need.

### Details of Concern

X was persistently calling out during Reading lesson. Verbal caution given by class teacher but behaviour persisted. Refused to follow instructions given by teacher and TA. Settled to work when supported by TA but when TA began working with another pupil X began to distract the pupil next to her.

Action taken should be used to record all actions taken, including sanctions and any further actions that have been taken.

### Action taken

X needed to leave the classroom to calm down. TA spoke with X outside classroom once they had calmed down. X said that they weren't concentrating on their work because they were tired. Using restorative approach TA helped X to understand that their behaviour was stopping themselves and others learning. X said they can concentrate when an adult is working with them but find it difficult to get on with their work when working independently. X returned to class and apologised to CT. X completed work set. X missed 5 minutes playtime at lunch time and further discussed their behaviour CT. X apologised. X said that next time they will try to use their calming down techniques that they have worked in in the Hub. CT discussed X's concentration with SENDCO. SENDCO advised that X has responded well to using breathing and counting down from 5. CT will use non-verbal cues to remind X to use these techniques in class.

Lunch time supervisors will log any lunch time incidents of unacceptable or seriously unacceptable behaviour and actions taken in their class lunch time book. The class teacher will initial the book to indicate that they are aware of the incident. The class teacher will use the information recorded in the book to record the behaviour incident and any actions taken on MyConcern if appropriate.

The BECO maintains behaviour logs and monitors these on a weekly basis; identifying any further actions needed to respond to any concerns.

## 10.6 Unacceptable behaviour outside school

Our school takes seriously its responsibility to set high expectations for pupil behaviour, including outside of school. If unacceptable behaviour outside of school is reported to a member of staff, they should inform a member of the Senior Leadership Team.

If a child's behaviour outside of school is impacting on behaviour and relationships in school, or is bringing the school into disrepute, sanctions will be applied as necessary and parents will be contacted. If necessary and appropriate, outside agencies will be involved.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **10.7 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **10.8 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **10.9 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- 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 or wellbeing. These include clear processes for:

### **10.10 Responding to a report**

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 to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

### **10.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this 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 relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other pupils.

## **11. Use of the Environmental Checklist**

All class teachers will develop and maintain calm and purposeful learning environments conducive to learning, plan effectively for teaching and learning, establish clear and consistent rules and routines and endeavour to develop positive relationships with pupils to ensure a good and safe learning environment.

Class teachers continuously reflect on how effectively their classroom learning environment meets children's learning and behaviour needs. Teachers will make adjustments to teaching and learning and their learning environment as needed.

To support further development of their classroom learning environment, Class Teachers (with support as necessary from the BECO and other relevant adults eg teaching assistants) might complete the National Behaviour Support Service Environmental Checklist (see appendix 3). This framework will enable teachers to evaluate all of the changeable factors that have an effect on children's behaviour in the environment. The aim is for the Class

Teacher to compare their learning environment with the '*optimal behavioural environment*' to enable them to be proactive in developing a positive behavioural environment by removing any obvious triggers.

The Environmental Checklist covers a range of factors that may be influencing students' behaviour including whole school policies, physical environment, classroom organisation and individual teaching and learning approaches and strategies. It is not focussed on individual students. It is designed to help teachers identify the areas within the school environment where behaviour may be causing concern.

The fundamental principle guiding this Checklist is that teachers recognise that by creating the best possible learning environment they can contribute significantly to encouraging positive behaviour. As such, the environment in which the student operates should become the first focus for interventions (towards positive change) when there are concerns about student behaviour.

The process of completing the Checklist may give teachers an indication of areas where solutions to behaviour issues may be found. Within this, observations by colleagues may also be found to be particularly useful.

When completing an Environmental Checklist the Class Teacher will assess:

- The whole school environment
- Classroom organisation and management
- Classroom Rules, Routines, Expectations, Rewards and Sanctions
- Around the School
- Support for Students at Whole School Level
- Support for Staff at Whole School Level

After completing the Environmental Checklist the Class Teacher and BECO will agree an Environmental Action plan to develop a positive behavioural environment. This will be reviewed regularly following an assess-plan-do-review cycle.

## **12 Supporting a child with individual behaviour needs using the Team Around the Child (TAC) approach.**

All staff will record all seriously unacceptable behaviour incidents and the actions that they have taken in response to these incidents on MyConcern.

Where significant individual action is needed to support a child to manage their behaviour the Class Teacher will consult with a child's parents/carers and with the Behaviour Coordinator.

Where further action or support is required, despite a number of strategies already being implemented, a member of staff or parent can request a Team Around the Child (TAC) Meeting to take place. These internal meetings are intended as an opportunity for relevant adults to discuss how best to support a child to succeed and support the member of staff in managing the situation.



- The TAC will aim to identify any patterns and / or changes in a child's behaviour.

They will consider information such as:

- |                            |  |
|----------------------------|--|
| * frequency                | * social situation                       |
| * description of behaviour | * consequences to child                  |
| * place                    | * setting events                         |
| * duration of problem      | * consequences to others.                |
| * time                     | * The interventions that have been tried |
| * severity of behaviour    |  |

- The TAC will consider the impact on behaviour of:

- Any possible sensory difficulties eg hearing, sight.
- Significant medical factors affecting the child.
- Significant life events which may affect the child.
- Any possible Special Educational Needs.

- The TAC will work collaboratively to ensure that systems for working with children exhibiting unacceptable behaviour should be complementary to any systems in place for providing for any special educational needs or SEMH needs; ensuring that all needs are met in the most appropriate way. Class Teachers will complete a 'One Page Profile' for any child with identified Special Educational Needs and Disabilities or SEMH needs.

- If individual action is necessary to provide support for a child to improve their behaviour then an Individual Behaviour Plan (IBP) will be written by the BECO and the Class Teacher. This will identify clear targets for the child to achieve to improve their behaviour and will detail strategies and support that will be given to enable the child to successfully achieve their targets.

- The aim of any Individual Behaviour Plan is to ensure that each child's needs are being effectively supported through a holistic approach by parent/carers, the school and other agencies so that the child, and other children in their learning environment, can fully access the curriculum, learn and feel safe at school.

- Children and their parents / carers must be involved in writing and reviewing IBPs. The TAC will work together to produce the IBP so that home and school work together to agree the support that will be given to the child to help them to achieve their behaviour targets.

- The IBP will be agreed with the child and all relevant adults and reviewed regularly following an assess-plan-do-review cycle.

- If a child has an Individual Behaviour Plan it will be their responsibility to achieve their targets and improve their behaviour, with positive, proactive support and encouragement from the adults at home and in school to help them to be successful.

- Individual Behaviour Plans (IBP) should be proportional to the problem and the least intrusive required to affect positive change.

- Targets for IBPs should be Specific Measurable Attainable Relevant and Timed. (SMART)

- IBPs should be written in a way that enables the child to answer the following questions 'What do I have to do?', 'Why do I need to do it?', 'What will help me?' and 'Who will help me?'

- The Behaviour Coordinator will meet with the child and the TAC to evaluate the effectiveness of the child's IBP. The aim is to ensure that any new emerging needs are taken into consideration, whether existing plans have been effective in meeting the needs of individual children, whether any changes are needed or whether the child is now able to manage their own behaviour effectively within universal support provided to all pupils.
- When necessary referrals might be made to outside agencies to gain further support for a child. This will be done in consultation between the BECO and SENDCO. Parents or carers must always be actively involved when referrals to outside agencies are made.
- The Headteacher will be informed and will sanction the intervention. They may wish to inform the Governing Body.
- If a child needs significant, additional support to access the school curriculum due to their Special Educational Needs or Disabilities the school might need to consult with the LEA to develop an Education Health Care Plan, where the school shares the responsibility for meeting the child's needs with appropriate agencies.

### **13. Responding to unacceptable behaviour from pupils with SEND**

#### **13.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

This might include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of intervention spaces where pupils can regulate their emotions during a moment of sensory overload

### **13.2 Adapting sanctions for pupils with SEND**

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

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

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **13.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

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

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

### **13.5. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Restorative conversation with agreed actions that the pupil will take next time
- Use of zones of regulation to agree strategies that the pupil will take in the future to regulate their emotions
- Daily contact with the behaviour lead or other identified member of staff
- An Individual Behaviour Plan

- Reintegration meeting and a reintegration plan following internal exclusions of suspension

## **14 Reasonable force**

In very exceptional circumstances some pupils may require positive handling to keep themselves and others safe. This is only ever contemplated as a last resort and will be carried out as per the school's Positive Handling Policy, In line with the school's Positive Handling Policy all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Any physical intervention used will be conducted in line with the Positive Handling Policy

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Any incidents when restraint is used must be recorded in the school's bound and numbered book and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher or deputy headteacher and the pupil's parents will be contacted. Any use of physical intervention will be recorded in accordance with the recording procedures detailed in the Positive Handling Policy.

If a pupil has required, or is at risk of requiring, positive handling to keep themselves and others safe then a Risk / Restraint Reduction Form will be completed. (See appendix 4) The BECO, in consultation with the child, parents / carers, Class Teacher, Teaching Assistants, Lunch Time Supervisors and any other adults who work with the child, will complete a Risk/Restraint Reduction Form. This is a working document. A review date will be included on the document and the document will be reviewed and updated regularly. The Class Teacher will ensure that all adults working with that child are made aware of the

positive behaviour management strategies that are effective in minimising the risk of restraint being used to manage that child's behaviour. The aim is to minimise the risk of positive handling needing to be used.

## **15. Confiscation and searches**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **15.1 Confiscation**

Any prohibited items (listed in section 7) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **15.2 Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.

During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 7, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **15.3 Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 7) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.



If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

#### **15.4 Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

#### **15.5 Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 7). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

#### **15.6 Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **15.7 Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s)

involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **15.8 Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **15.9 Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **15.10 Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **16 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

## **17. Pupil transition**

### **17.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by familiarising them with the behaviour policy and the wider school culture.

### **17.2 Preparing outgoing pupils for transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Staff will ensure that information about effective strategies that support pupil's good behaviour are shared to support a smooth, positive transition.

## **18. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Our behaviour policy
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management and our behaviour curriculum forms part of continuing professional development offer for all staff this includes updates in staff meetings, staff briefings and as part of ongoing instructional coaching.

Staff receive training on de-escalation strategies and the proper use of restraint by qualified instructors using Team Teach.

All staff are encouraged to discuss their professional development with their line manager during performance management reviews. Staff are also encouraged to approach their

line manager or the BECO at any time if they wish to discuss their ongoing professional development needs to further improve their practice.

## **19. Monitoring arrangements**

### **19.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the behaviour lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **19.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 19.1). At each review, the policy will be approved by the full governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

## **17 Review date**

This policy has been reviewed by Mrs Farirayi Mupesa (Behaviour Lead and DHT) and Mrs Dawn Gallagher (Headteacher) November 2022.

The next review will occur in **November 2023**.

## APPENDIX 1

### WHOLE SCHOOL PROCEDURES AND PRACTICES

<b>Our School Day</b> <b>Opening time:</b> 8.55am <b>Closing time:</b> 3.30pm <b>Daily total time =</b> 6hrs 35mins <b>Weekly total time =</b> 32hrs 55mins		
<b>Gates open at</b> 8.45am.	<ul style="list-style-type: none"> <li>The Headteacher meets and greets families at the Oxford Road entrance each morning to welcome all families.</li> <li>Children enter school as soon as they arrive, proceed to their cloakrooms and then go straight into their classrooms.</li> <li>A senior member of staff is on the playground to meet and greet children and support them into school safely.</li> <li>There are also staff available in school to assist with calm and safe movement of children around the school and into their classroom.</li> <li>Class teachers are in classrooms to welcome children.</li> <li>There is a fluid start to the day. However, learning activities begin as soon as children arrive in school.</li> </ul>	<ul style="list-style-type: none"> <li><b>YR and Y1</b> - Children will enter through their classroom doors from the YR courtyard.</li> <li><b>Y2</b> - Children will enter through the playground door nearest to the school hall.</li> <li><b>Y4 &amp; Y6</b> - Children will enter through the front entrance nearest to the cycle parking. They will use the front staircase.</li> <li><b>Y3 &amp; Y5</b> - Children will enter through the playground door nearest to the library. They will use the rear staircase.</li> </ul>
<b>School starts at</b> 8.55am	<p><b>All children must be in school by this time. Registers will be completed at 8.55am.</b></p> <p>All pupils are expected to enter the building quietly, hang coats up tidily and be ready for a prompt start to each lesson.</p> <p>If your child arrives after 8.55am they will use the main office entrance and will receive a late mark in the register.</p>	
<b>Morning Playtime</b> - 15 mins <b>YR and KS1</b> - 10.25am - 10.40am <b>KS2</b> - 10.30am - 10.45am	<p><b>YR, Y1, Y2</b> enjoy using the KS1 playground together.  <b>Y3, Y4, Y5, Y6</b> enjoy using the KS2 playground and school field together.          KS2 classes take turns to use the adventure playground.</p> <p>Infant children play in the lower playground; Junior children play in the top playground. There are two staff members on duty in each playground.</p> <p>Children are only allowed back into school during playtime with a teacher's permission. Children will be given a Teacher Pass to indicate that they have been given permission.</p> <p>At the end of play time, all pupils walk quietly into their class lines. They are escorted into school by their teachers in single file</p> <p>Children are expected to maintain good order as they re-enter the building following playtimes.</p> <p>All pupils are expected to re-enter the building quietly, hang coats up tidily and be ready for a prompt start to each lesson.</p>	

<b>Lunch time - 1 hour</b> 12.00pm - 1.00pm	All classes have an allocated Lunch Time Supervisor. Their Lunch Time Supervisor cares for their allocated class whilst they are eating lunch in the dining hall and when they are playing together on the playground. At the end of play time, all pupils walk quietly into their class lines. They are escorted into school by their teachers in single file Children are expected to maintain good order as they re-enter the building following playtimes. All pupils are expected to re-enter the building quietly, hang coats up tidily and be ready for a prompt start to each lesson.
<b>Daily mile - 10 mins</b>	Each class completes the Daily Mile together at their allocated time during the afternoon. The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of all of our children. At the end of the daily mile, all pupils walk quietly into their class lines. They are escorted into school by their teachers in single file Children are expected to maintain good order as they re-enter the building following the daily mile. All pupils are expected to re-enter the building quietly, hang coats up tidily and be ready for a prompt start to each lesson.
<b>End of the day - 3.30pm</b> The Oxford Road gate opens at 3.20pm for parents and carers of children in <b>YR, Y1, Y2, Y3, Y5.</b>	Class teachers dismiss their class. <ul style="list-style-type: none"> <li>• <b>YR and Y1</b> - Children leave through their classroom doors from the YR courtyard. (Classroom doors will open at 3.25pm - there is a fluid end to the school day.)</li> <li>• <b>Y2</b> - Children will enter through the playground door nearest to the school hall.</li> <li>• <b>Y4 &amp; Y6</b> - Children will enter through the front entrance nearest to the cycle parking. They will use the front staircase.</li> <li>• <b>Y3 &amp; Y5</b> - Children will enter through the playground door nearest to the library. They will use the rear staircase.</li> </ul> Pupils will be taken onto the playground / school gate and will line up. Pupils are dismissed at 3.30 p.m. Pupils will be dismissed one at a time to their parent / carer. Pupils are expected to leave the school premises as quickly as possible. Once dismissed they must remain close to their parents or carers. A teacher will remain in the playground until 3.40 p.m., when he/she will escort any children who have not been collected back into school. These children will wait inside the school building (Infant corridor) until they are collected via the main office. Uncollected pupils must report to the duty teacher/ Head/Deputy Head/ School Business Manager until their responsible adult has arrived.

### **Play Leaders, Class Advocates and Values Ambassadors**

A group of year 5 children act as **play leaders** (on a rota basis) in the infant playground at lunchtimes.

Our **Class Advocates** are pupils from Years 2, 3, 4, 5 and 6 (Year 1 will elect class advocates in the summer term.) Class advocates are elected by their class. All pupils within the class will know who the class advocates are and their role. Class advocates will be trained to share any concerns that other children from their class have with adults. Class advocates will report any concerns to the class teacher, playtime supervising adult or lunch time supervisor including any incidents of bullying. Class advocates will have



regular meetings to share feedback from pupil voice consultations and to work on projects together to improve our school.

Our **Values Ambassadors** are appointed in Year 6 in the Autumn term. Children will apply for the role and be selected based on an application process. They will take on additional pupil leadership responsibilities including actively promoting our school ethos and Christian values and will take an active role in leading Collective Worship including Celebration Assemblies.

### **Playtime Activities**

Playtime activities are timetabled on a rota basis. These include use of the Adventure Play Area/ Climbing Frame, Basketball, Table Tennis and Games equipment provided for each class.

### **Wet Playtimes**

Children remain in their classrooms during bad weather.

Class teachers ensure that games and other activities are available for children and leave the class settled before they take their own break.

Two teachers are on duty during wet playtimes (one upstairs; one downstairs)

Lunch time supervisors supervise each class during wet lunch time play.

Year 6 wet play monitors help in each classroom.

### **Lunch times**

Lunch time supervisors communicate with the Class Teacher at the beginning and end of lunch time to ensure a smooth transition of any relevant information regarding the children in that class.

Infant children are escorted to the hall by their class teacher and handed over to the lunchtime supervisors

Junior children are greeted by the lunch time supervisor in their classroom and are escorted downstairs at lunchtime and out to the playground in a single line.

All children are expected to:

- Enter the hall quietly.
- Demonstrate good manners when eating.
- Leave the dining area clean and tidy.

Children are not allowed upstairs in the school building during lunchtime.

Passes will be given to children who have alternative arrangements during lunchtimes – early lunch, school council meeting, music lessons, etc.

Children must ask an adult to use the toilet at lunch time. Adults will issue a toilet pass.

At the end of lunchtime – Class teachers collect their pupils from the playground.

### **COLLECTIVE WORSHIP**

Pupils will -

- Enter and leave the hall silently in a line.
- Stand in a row then sit quietly at the teacher's direction.
- Participate respectfully with hymns, prayers, listening to stories, opportunities for personal reflection, according to personal belief.
- Not distract other children who are thinking/reflecting or praying during this time.

## **P.E. LESSONS**

Pupils will -

- Listen and follow the teacher's instructions carefully.
- Show consideration for the safety of all by not touching others during the lesson or using apparatus in an unsafe or selfish way.
- Only use PE apparatus as part of a supervised PE lesson.
- Store apparatus at the end of each lesson with an awareness of the safety of all who use the spaces at other times.

## **CORRIDORS AND CLOAKROOMS**

Pupils will:

- Walk quietly, on the left-hand side of corridors, so that everyone is safe and lessons are not disturbed.
- Store coats, pump bags and other bags tidily and pick up items they find on the floor.
- Treat each other's belongings with respect.
- Behave sensibly in communal areas, with an awareness of the confined space, safety of all children and awareness that other members of the school community might be concentrating.
- Stop and allow adults to pass.
- Hold doors for people following behind.

Staff will lead children around the school at transition times. Journeys will be planned and managed so that they are split into stages enabling the adult to support children to follow behavioural expectations and praise excellent behaviour.

## **STAIRCASES**

Pupils will:

- Walk in single file.
- Keep to the left-hand side of the staircase, taking one step at a time.
- Remain silent when moving up or downstairs and pay attention to their footsteps.
- Use banisters correctly.
- Report unsafe behaviour to a member of staff..



## HBT Language

### Whole School Script Response

Steps	Infant Responses	Junior Responses
Establish understanding	What do you mean by ____?	Do you know what that means?
Explain meaning	_____ is a word to describe ____ not a nasty word to hurt people. Or ____ is not a word you should be using.	_____ is a word we use to describe _____, not a nasty word to use against people.
Use empathy/ put in personal context	How would you feel if someone said that to you? or That language is really unkind to others.	It is really disappointing to hear you using language that makes other people feel bad.
Link to school ethos and policy	In this school we are kind to everyone and everyone is important.	General- In this school we don't use language like that. We are kind and respectful to everyone. Specific- It's important everyone can be themselves.

Each member of staff should become familiar with these responses.

## National Behaviour Support Service

### Promoting and Supporting Behaviour for Learning

### Learning Environment Checklist (LEC)

- This Checklist is a support for teachers concerned with noting and assessing the quality of the environments in which student learning is taking place. It covers a range of factors that may be influencing students' behaviour including whole school policies, physical environment, classroom organisation and individual teaching and learning approaches and strategies. **It is not focussed on individual students.** It is designed to help teachers identify the areas within the school environment where behaviour may be causing concern.
- The fundamental principle guiding this Checklist is that teachers recognise that by creating the best possible learning environment they can contribute significantly to encouraging positive behaviour. As such, the environment in which the student operates should become the first focus for interventions (towards positive change) when there are concerns about student behaviour.
- The process of completing the Checklist may give teachers an indication of areas where solutions to behaviour issues may be found. Within this, observations by colleagues may also be found to be particularly useful.
- When completing the Checklist:
  - Do not feel obliged to consider every statement - some may not be applicable to your situation.
  - Indicate where there are problems even if it seems that change is unlikely or impractical.
- At the end of this Checklist there is a section for developing a Learning Environment Intervention Plan, which will be directly informed by the Checklist findings. The Plan should be developed to build on the strengths and address the concerns identified.

**Key:** 1 = Disagree (Very significant need for action)  
 2 = Mostly Agree (Room for improvement / some action needed)  
 3 = Strongly Agree (No real room for improvement)

## Whole School Environment

- |   |   |   |   |
|---|---|---|---|
| 1 An effective policy exists to promote positive behaviour  | 1 | 2 | 3 |
| 2 I have a clear understanding of the school's Code of Behaviour  | 1 | 2 | 3 |
| 3 Rules are communicated frequently and effectively to students   | 1 | 2 | 3 |
| 4 Staff (including non-teaching staff) are fully aware of, and adopt, the school rules  | 1 | 2 | 3 |
| 5 Students, as far as they are able, know the reasons for each school rule  | 1 | 2 | 3 |
| 6 Rules are communicated effectively to parents/guardians   | 1 | 2 | 3 |
| 7 Parents/guardians are routinely told of students' positive behaviour (notes home, phonecalls, meetings)                           | 1 | 2 | 3 |
| 8 Parents/guardians are routinely told of students' unacceptable behaviour  | 1 | 2 | 3 |
| 9 I have a clear idea of rewards that can be used for positive behaviour  | 1 | 2 | 3 |
| 10 I have a clear idea of the range of sanctions that can be used for unacceptable behaviour  | 1 | 2 | 3 |
| 11 I am aware of the variety of strategies that can be used in this school to address behaviour which impedes teaching and learning | 1 | 2 | 3 |
| 12 There is a consistent approach to managing behavioural issues in this school   | 1 | 2 | 3 |
| 13 The Code of Behaviour is understood and has been adopted by staff  | 1 | 2 | 3 |
| 14 A system is in place to monitor and review the Code of Behaviour regularly   | 1 | 2 | 3 |
| 15 There is an effective health and safety policy in the school   | 1 | 2 | 3 |

**Key:** 1 = **Disagree** (Very significant need for action)  
 2 = **Mostly Agree** (Room for improvement / some action needed)  
 3 = **Strongly Agree** (No real room for improvement)

## Classroom Organisation and Management

- |  |   |   |   |
|--|---|---|---|
| 1 My classroom looks and feels like a good work environment  | 1 | 2 | 3 |
| 2 Furniture and equipment are arranged to best effect for teaching and learning  | 1 | 2 | 3 |
| 3 There is appropriate heat, ventilation and light   | 1 | 2 | 3 |
| 4 Students are seated according to a seating plan  | 1 | 2 | 3 |
| 5 The chalkboard/whiteboard is easily seen by all  | 1 | 2 | 3 |
| 6 External noise levels do not interfere with learning   | 1 | 2 | 3 |
| 7 There is sufficient space and ease of movement for all   | 1 | 2 | 3 |
| 8 Students and teachers have adequate personal work space  | 1 | 2 | 3 |
| 9 I arrive at my classroom before the students   | 1 | 2 | 3 |
| 10 My instructions to students are clear   | 1 | 2 | 3 |
| 11 I notice and acknowledge good behaviour   | 1 | 2 | 3 |
| 12 I prepare materials and equipment before class  | 1 | 2 | 3 |
| 13 Students bring the correct materials/equipment to class   | 1 | 2 | 3 |
| 14 The curriculum is appropriate for the students  | 1 | 2 | 3 |
| 15 My delivery of the curriculum is differentiated, where appropriate, to help students succeed at learning                                      | 1 | 2 | 3 |
| 16 The timetable is arranged to best effect for teaching and learning  | 1 | 2 | 3 |
| 17 I am conscious of the social and emotional needs of students in class   | 1 | 2 | 3 |
| 18 I act as a role model for positive behaviour  | 1 | 2 | 3 |
| 19 My lessons are well prepared and take account of the students' different learning styles  | 1 | 2 | 3 |
| 20 I recognise academic and behavioural achievements in class, no matter how small   | 1 | 2 | 3 |
| 21 Students are involved in the setting of their own goals and targets   | 1 | 2 | 3 |
| 22 Students are provided with opportunities to practice their learning behaviour skills and transfer them from one situation to another in class | 1 | 2 | 3 |
| 23 Peer support is used to best effect   | 1 | 2 | 3 |
| 24 Teacher and SNA support (if applicable) is used to best effect  | 1 | 2 | 3 |



**Key:** 1 = **Disagree** (Very significant need for action)  
 2 = **Mostly Agree** (Room for improvement / some action needed)  
 3 = **Strongly Agree** (No real room for improvement)

## Classroom Rules, Routines, Expectations, Rewards and Sanctions

- |  |   |   |   |
|--|---|---|---|
| 1 Classroom rules are negotiated with and understood by the students                         | 1 | 2 | 3 |
| 2 Classroom rules are few in number, clearly worded and regularly referred to in class       | 1 | 2 | 3 |
| 3 Classroom rules are positively framed and reinforced                                       | 1 | 2 | 3 |
| 4 Classroom rules are clearly displayed in the classroom                                     | 1 | 2 | 3 |
| 5 I explicitly teach the rules and routines of positive behaviour                            | 1 | 2 | 3 |
| 6 I have high expectations for my students   | 1 | 2 | 3 |
| 7 Rewards are small and readily achievable   | 1 | 2 | 3 |
| 8 My classroom rewards are linked to the school's reward system                              | 1 | 2 | 3 |
| 9 Rewards are awarded fairly and consistently  | 1 | 2 | 3 |
| 10 I have clearly established routines for gaining students' attention                       | 1 | 2 | 3 |
| 11 I have established clear routines for students entering and exiting the room              | 1 | 2 | 3 |
| 12 I have established clear routines for:  |   |   |   |
| - gaining quiet and silence  | 1 | 2 | 3 |
| - distributing and collecting materials/equipment and changing activities                    | 1 | 2 | 3 |
| - clearing up and ending a class   | 1 | 2 | 3 |
| 13 In my class sanctions are clear to students and appropriate to the unacceptable behaviour | 1 | 2 | 3 |
| 14 I apply sanctions in a consistent and fair manner   | 1 | 2 | 3 |
| 15 In my class sanctions are related to behaviour  | 1 | 2 | 3 |
| 16 Sanctions are understood by parents/guardians   | 1 | 2 | 3 |

**Key:** 1 = **Disagree** (Very significant need for action)  
 2 = **Mostly Agree** (Room for improvement / some action needed)  
 3 = **Strongly Agree** (No real room for improvement)



## Around the School

- |   |   |   |   |
|---|---|---|---|
| 1 Rules and routines for movement around this school are clear          | 1 | 2 | 3 |
| 2 Break time and/or lunchtime rules are understood by students          | 1 | 2 | 3 |
| 3 The rules are communicated to and adopted by all staff                | 1 | 2 | 3 |
| 4 Corridors and social areas are well supervised/monitored              | 1 | 2 | 3 |
| 5 Problem areas are identified and adequately monitored                 | 1 | 2 | 3 |
| 6 Systems are in place for the effective resolution of student conflict | 1 | 2 | 3 |
| 7 Break and lunchtime systems are understood and adopted by all staff   | 1 | 2 | 3 |
| 8 There is adequate supervision at break and lunchtime                  | 1 | 2 | 3 |

## Support for Students at Whole School Level

- |   |   |   |   |
|---|---|---|---|
| 1 The school environment is pleasant, orderly and safe                                    | 1 | 2 | 3 |
| 2 Students feel cared for and valued  | 1 | 2 | 3 |
| 3 All students are encouraged and supported to achieve their full potential               | 1 | 2 | 3 |
| 4 Students are encouraged to take responsibility for their learning and behaviour         | 1 | 2 | 3 |
| 5 There are effective student welfare policies in this school (e.g. anti-bullying policy) | 1 | 2 | 3 |
| 6 There is an effective, relevant and inclusive SEN policy in the school                  | 1 | 2 | 3 |
| 7 Behaviour issues are addressed in accordance with equal opportunity legislation         | 1 | 2 | 3 |

**Key:** 1 = **Disagree** (Very significant need for action)  
 2 = **Mostly Agree** (Room for improvement / some action needed)  
 3 = **Strongly Agree** (No real room for improvement)



## Support for Staff at Whole School Level

- |  |   |   |   |
|--|---|---|---|
| 1 There is collective responsibility for behaviour management in this school | 1 | 2 | 3 |
| 2 Staff feel confident to acknowledge difficulties with behavioural issues   | 1 | 2 | 3 |
| 3 Staff can access help to deal with student conflict                        | 1 | 2 | 3 |
| 4 Behavioural issues are recorded fairly and efficiently                     | 1 | 2 | 3 |
| 5 Staff roles are clearly defined  | 1 | 2 | 3 |
| 6 Parents are involved in helping with behavioural issues                    | 1 | 2 | 3 |
| 7 Staff peer support is valued and easily accessed                           | 1 | 2 | 3 |
| 8 Support services are used systematically and effectively                   | 1 | 2 | 3 |

<b>Class Behaviour Learning Environment Action Plan</b>			
<b>Class:</b>	<b>Date:</b>	<b>Present:</b>	
<b>Main areas of concern:</b>			
•			
<b>Actions:</b>	<b>By Who?</b>	<b>By When?</b>	<b>Date Complete</b>
<b>Review date:</b>			
<b>Desired outcomes</b>	<b>Progress towards Outcomes</b>		

## APPENDIX 4

Risk / Restraint Reduction Plan			
Child's Name:		Class / Year:	
Date:		Risk / restraint reduction Plan Number:	
Completed by (list all contributors to plan):			
Trigger Behaviours: (Describe common behaviours / situations which are known to have led or might lead to positive handling being required. When is such behaviour likely to occur?)			
Topography of behaviour (What does the behaviour look / sound like at each point? How does it start? What happens at each point if the behaviour continues to escalate?)			
Preferred supportive and intervention strategies Ways of calming such behaviours. Describe strategies that (where and when possible) should be attempted before handling techniques are used. <span style="color: red;">Red—not effective</span> <span style="color: orange;">orange—sometimes effective</span> <span style="color: green;">green—often effective</span>			
Verbal advice / support		Distraction (Known key words, objects, likes etc):	
Reassurance		Negotiation	
Calm talking / calm stance		Withdrawal to calm space Preferred space:	
Choices / limits		Humour	
Contingent touch		Consequences Effective consequences:	
Adult swap Preferred Adult:		Planned ignoring	
Success reminders			
Other?			

Medical conditions that should be taken into account:

Preferred handling strategies: (Describe the preferred holds: standing, sitting, ground, what 'get outs' help, what support etc)

De-briefing process following incidents (What is the care to be provided? Where? Who? How?)

Praise points / strengths (Areas that can be developed and built upon):

1.

2

3.

Parents / Carers Name:	Signed:	Date:
Class Teacher Name:	Signed:	Date:
BECO Name:	Signed:	Date:
Review Date:		



## Behaviour Management During the Coronavirus (COVID-19) Pandemic

### Statement of intent

*Therefore encourage one another and build each other up," 1 Thessalonians 5:11*

As a Christian school we provide a safe, encouraging and positive learning community underpinned by our distinctively Christian ethos and values. Children's emotional well-being and their behaviour are central to the learning process and are intrinsic elements of education. We aspire for all members of our community to feel nurtured and supported to develop the necessary skills, knowledge and emotional security that will enable them to flourish. Everyone in our school should feel that they are safe, valued and a necessary member of our community.

Moseley Church of England Primary School believes that, in order to facilitate high quality teaching and learning in a safe, encouraging, positive, Christian learning community, acceptable, positive behaviour must be demonstrated in all aspects of school life. The Christian values of compassion, forgiveness, patience, respect, kindness, gentleness and tolerance are at the heart of our approach to behaviour. Good behaviour is actively taught and consistently nurtured. We want our children to understand the impact that their behaviour, both positive and negative, has on others and we encourage children to become increasingly able to self-regulate their own behaviour. We actively teach and consistently encourage all children to demonstrate positive personal behaviour; showing respect, compassion, tolerance and kindness towards others and caring for our environment.

Our school acknowledges that unacceptable behaviour can be the result of unmet educational, mental health or other needs. We endeavour to meet children's learning, developmental and social, emotional and mental health needs through universal support and, when necessary, through well-planned, appropriate individualised graduated responses. Any inappropriate behaviour is managed using a range of sanctions but Christ's message of forgiveness is implicit in all we do.

Adults who manage behaviour of children effectively understand that the first principle is to manage their own response so that it is predictable, consistent and empathetic. Patience and compassion from adults who are in control of their own emotions and behaviour ensures a clear focus on the behaviour of the child and does not de-value the child's self-worth, or self-esteem. Our school has a no shouting policy and all members of our school community, including any visitor or volunteers, must adhere to this.

The school aims to act in accordance with the Behaviour Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines.

Our school rules:

- **Be safe**
- **Be ready**
- **Be respectful**
- **Be responsible**

support us to maintain a safe learning environment.

This appendix sets out what additional actions the school will take during the current pandemic. The information in this appendix is under constant review and will be kept updated to reflect any changes to national or local guidance.

## **1. Enforcing new rules**

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively and consistently to all pupils in a way that enables all children to understand them.
- 1.2 The visual images and language used on signage around the school are used consistently and children will be actively taught to understand and follow information communicated on the signs.
- 1.3 Staff are informed about the measures in place so they can teach and enforce these rules at all times.
- 1.4 Staff will plan and deliver activities that will promote and support children to support the children to understand the new rules and develop positive behaviours expected. Appropriate activities will be planned to meet the learning needs and developmental levels of the children in the group so that all children understand the rules and expectations.
- 1.5 The school will inform parents of any changes to provision outlined in this policy.
- 1.6 The school expects pupils to uphold these rules at all times. All staff will set and maintain consistent, high expectations of behaviour for all children. All staff will reinforce these new rules consistently using positive and consistent language by:
  - Consistently modelling the positive behaviours that we aim to teach children in their interactions and conduct.
  - Acknowledging and giving praise when a pupil demonstrates that they are following these rules.
  - All staff setting and maintaining clear and consistent routines within their own classrooms and consistently reinforcing all agreed routines around school.
  - Informing pupils of the importance of following the rules and explaining why these are necessary.
  - Role playing various situations to demonstrate appropriate responses, so that children understand how to act in a given context eg using the one way system in the corridors and walking on the left, entering the classroom and moving straight to their seat etc.
  - When correcting behaviour, staff should always state what we would like the child to start doing rather than what we would like them to stop doing eg 'Walk quietly on the left' rather than 'Stop running.'
- 1.7 Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.8 Staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.9 The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.10 The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

## **2. Arrival and departure**

- 2.1 The school expects pupils to follow all arrival and departure arrangements and to arrive and be collected at the correct time. Parents and carers are responsible for ensuring that children arrive and depart at the correct allocated time and adhere to the arrival and departure routines.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 2.3 The school expects pupils to move immediately to their classrooms and wash their hands upon arrival.
- 2.4 Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises. Parents / carers collecting their child must arrive at the correct time.

### **3. Hygiene and infection control**

- 3.1 The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
- 3.3 Younger children should stick to their class groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 3.4 Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
  - Upon arrival at and departure from the school.
  - Before and after consuming food.
  - After using the toilet.
  - After coughing or sneezing.
- 3.5 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 3.6 Pupils are expected to dispose of tissues using the litter bins provided.
- 3.7 Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 3.8 Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 3.9 The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 3.10 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 3.11 Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 3.12 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

### **4. Social distancing**

## **General**

- 4.1 Pupils adhere to the social distancing measures put in place by the school.
- 4.2. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- 4.3. Pupils are expected to:
  - Refrain from close contact with people who display symptoms of coronavirus.
  - Remain socially distanced from other people, where practicable.
  - Remain within their assigned groups.
- 4.4. Where is it not practicable for pupils to remain socially distanced from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 4.5. Pupils are placed in classes and they are not permitted to mix with other pupils outside this class, unless instructed to do so by their class teacher'
- 4.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 4.7. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 4.8. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

## **When eating lunch in classrooms**

- 1.9. The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food and disposing of waste.

## **During sports and exercise activities**

- 4.10 The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 4.11 Pupils are expected to remain socially distanced as far as is practicable, from others at all times including when changing for PE.
- 4.12 The school does not permit close-contact sports, play or activities at this time.
- 4.13 Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- 4.14 Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

## **During collective worship**

- 4.15 Collective worship will take place in classrooms and might, on occasions, take place outside. Pupils are expected to follow all social distancing and infection control rules during collective worship.

# **5 Moving around the school**

- 5.1 The school expects all pupils to move around the school following the school's arrangement.
- 5.2 The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 5.3 Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from the classroom to the playground.
- 5.4 Pupils may leave the classroom to use the toilets one at a time, with permission from a member of staff. Pupils must use the allocated toilets.
- 5.5 Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

## **6 III health and infection**

- 6.1 The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2 Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
- 6.3 The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 6.4 Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

## **7 The school premises**

- 7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2 Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

## **8 Breaktime and lunchtime arrangements**

- 8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2 Pupils are expected take their breaks and lunchtimes at the allocated times, within their permitted class groups and only in designated areas.
- 8.3 Pupils must not mix between groups, unless authorised by the member of staff responsible for a given group.

## **9 School uniform**

- 9.1 The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.
- 9.2 Parents should ensure that their children attend school in uniform each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.
- 9.3 Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it. Where pupils cannot wear the correct uniform, parents / carers are asked to discuss this with the headteacher or deputy headteacher who will issue guidance on other suitable garments that can be worn until replacement uniform can be provided.

## **10 Managing the behaviour of remote learners**

- 10.1 Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.
- 10.2 The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
- Complete an appropriate amount of work that has been set to the best of their ability.
  - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
  - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
  - Report any issues, including harassment or bullying from their peers, to their teacher.
- 10.3 The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place.
- 10.4 Where discipline must be deferred until the pupil returns to school, the class teacher or a member of the senior leadership team informs the pupil's parent via dojo or telephone and the pupil will be disciplined when it is safe to do so.

## **11 Exclusions**

- 11.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 11.2 Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 11.3 The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.
- 11.4 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the headteacher liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- 11.5 The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 11.6 The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 11.7 Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 11.8 The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

## **12 Rewards and discipline**

- 12.1 Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.
- 12.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

- 12.3 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 12.4 Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

### **13 Close contact behavioural management**

- 13.1 Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy..
- 13.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.3 Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 13.4 If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

### **14 Monitoring and review**

- 14.1 This appendix is reviewed in reaction to any new government advice by the headteacher.
- 14.2 The date of the next review is September 2023.
- 14.3 Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.