Policy name:	Behaviour
Date written:	October 2022
Date amended:	December 2025
Next review date:	December 2027



1 Introduction and underpinning principles:

Behaviour is the responsibility of all adults in the team, with ultimate responsibility resting with the headteacher. The headteacher leads on whole school culture and expectations. Senior teachers support this. The Assistant Headteacher for Inclusion has a distinct role in ensuring adaptations and additional provision to support social, emotional and mental health needs are in place and effective. Our Parent Support Assistant (PSA) works alongside this senior leader. Class teachers, supported by teaching assistants, are responsible for day to day behaviour of children in their class. Each phase in school has designated senior teachers to support class teachers.

Good behaviour is essential for effective teaching and learning, pupil safety and the well-being of all in the school's community. The school has a comprehensive behaviour policy and curriculum built upon our Trust's underlying principles and values. This behaviour curriculum should be known by all adults working in our schools and applied with skill and consistency. We must have relentlessly high expectations for all, doubling down on those expectations for our most vulnerable children and ensuring we strive for their success. We are responsible for doing all that we can to meet every child's needs as part of their inalienable right to an excellent, happy and successful education. It is the duty of all in the school to have unconditional positive regard for every child; never excusing poor behaviour, but always looking to reflect, learn understand and be solution focussed - with the child at the heart of our professional thinking.

The policy operated within school recognises that good behaviour stems from calmness and kindness, the highest of expectations, a commitment to inclusion, consistently and fairly applied rules, routines and consequences - and a culture that expects good manners, calm behaviour and respect for the authority of the professionals working in a school; a 'warm strict' **STAR** approaches.

Some simple rules:

- We have zero tolerance of any form of bullying / prejudicial behaviour.
- We are a calm and quiet school, operating quiet corridors and high expectations of orderly movement and transition. We have an easy to remember rule: 'walking no talking'.
- We keep standards high. For example, we insist the uniform is worn with pride, PE uniform is school standard, and children take responsibility for tidy desks and in class cloak-room areas.
- We expect all to be courteous and kind, displaying a 'ready, respectful and safe' attitude always.
- We follow The Golden Rule: 'treat people as you would like to be treated.'

Implementation: The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently. The headteacher will be highly visible and aim to visit all classes daily.

Staff - all staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via CPOMs

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

Parents are expected to:

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

Pupils are expected to:

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

2 Learning behaviours

Ready for learning. **Respectful** of learning. **Safe** to learn from mistakes.

In our schools, we build trusting relationships and have high expectations for all children. We are about, and believe in, every child. As a result, we expect, encourage and support children to achieve their best – not settling for anything else. Clear, high expectations in a safe environment, with trusted relationships, will ensure children strive to reach their potential.

The Characteristics of Effective Learning from EYFS provide a framework for the learning behaviours we model, teach and value throughout our schools. Our FREDICE Olympic and Paralympic values (from our Charter) are also embedded in our approach.

Playing and exploring	**Active learning**	**Creative / critical thinking**
Curiosity • Ask questions of self and others • Crave a deeper understanding • Willing to investigate further • Interested and intrigued	Determination • Not giving up, keeping on trying • Being resilient • Being stuck means we are learning • Persistent in investigating	Connections • Thinking of their own ideas • Making links to prior knowledge • Recognising links across subjects • Noticing patterns
Challenge • Being the best we can be • Seeking self-challenge • Challenge for enjoyment rather than reward • Intrinsic motivation	Independence • Managing distractions • Concentrating on learning • Having a go first • Being organised	Resourcefulness • Solving problems • Finding efficient methods • Using what is available • Being independent
Experience • Using the environment • Build on own experiences	Collaboration • Relationships and friendships • Equality • Negotiating and resolving conflict • Leadership	Creativity • Having new ideas • Thinking differently from usual • Reflecting and adapting
Courage • Taking risks • Trial and error	Excellence • Aspire • Enjoying achieving	Inspiration • Showing particular interests
• Leadership		• Stimulated and engaged

3 Behaviour online:

More information can be found in the Online and Digital Safety Policy.

The principles and expectations which underpin this policy also apply to behaviour online (inside and outside of school). We expect, model and teach safe and respectful online behaviours through our PSHE and Computing curriculum.

There is an acceptable use agreement for each Key Stage which outlines the expectations for online behaviours. This is shared and explained to children as part of their learning about being safe online.

Online bullying
More information about how allegations of bullying, including online bullying, are investigated and dealt with can be found in the Bullying section of this policy.

4 Our Behaviour Approaches:



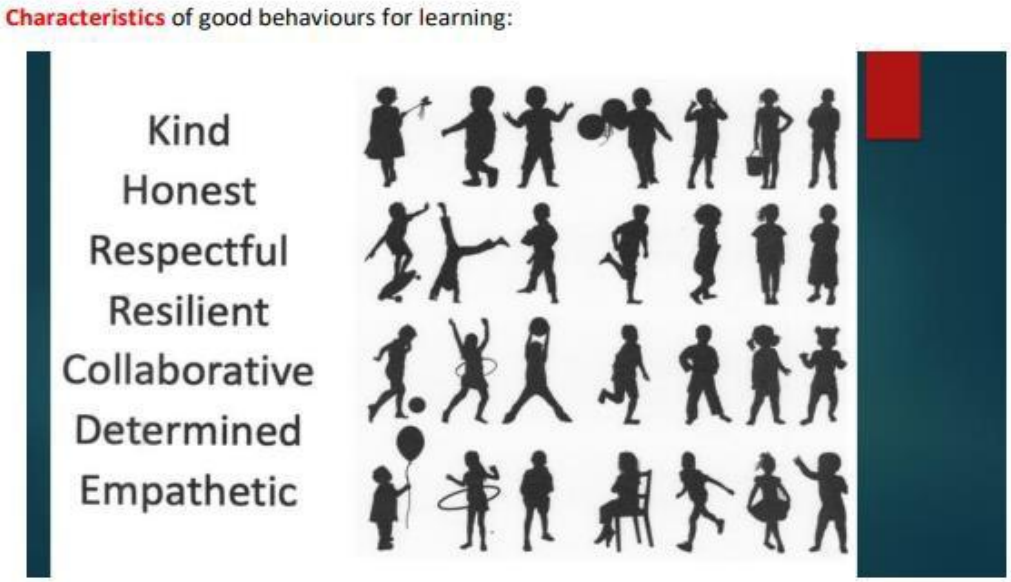
Our Charter for Living and Learning is underpinned by the UNICEF Rights Of The Child. The Charter recognises that all children have rights, and it encourages positive behaviour by also teaching children about their responsibilities. The Charter is displayed in classrooms and communal areas.

STAR behaviours:



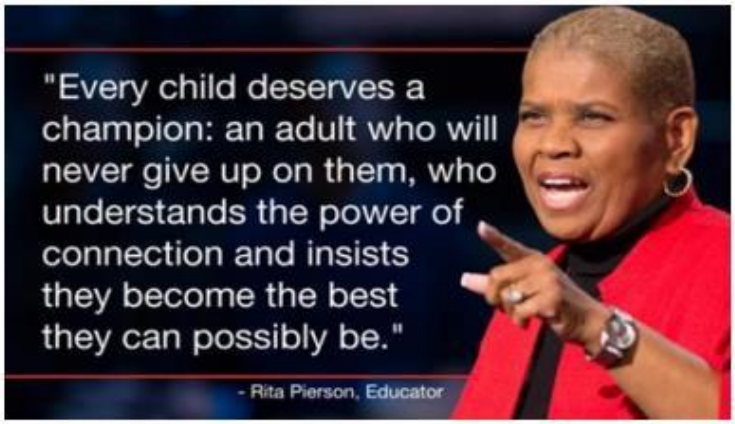
Informed by evidenced based approaches advocated in such work as Doug Lemov's 'Teach Like A Champion', our STAR approaches are developed to ensure high expectations in classrooms and around school, enabling learning to thrive. They are simple to use across all age groups.

The **STAR** approach is backed by behaviour characteristics and values:





And an expectation in that we have the highest ambitions for every child:



Children are **supported** to understand their behaviour choices, and consequences, through our '5 Point Scale', used across all classes:

5 Point Scale:

OUR GOLDEN RULE
Treat people as we would like to be treated

Behaviour Choices	Scale	Consequences
You have made a poor choice and are not responding to adults who are trying to help you You are not being ready, respectful or safe	5	• You have disrupted learning or spoiled play, other people may be hurt or upset. You, or other people, may not be safe • You will spend time away from your friends and classmates. • You will need to think and help put right what has happened. • You may miss playtime, or spend some time away from your friends and other children
You have made a poor choice but you are letting an adult help you. You are not being ready, respectful or safe	4	• You have disrupted learning or spoiled play, other people may be hurt or upset. • You, or other people may not be safe • You will need to think and help put right what has happened. • You may miss playtime, or spend some time away from your friends and other children
You are beginning to make poor choices - think about how to turn it around	3	• You are not showing you are ready, respectful or safe • You are not learning • People might not want to be with you • You are learning and have friends
You are making good choices when it is difficult	2	• You are learning • People want to spend time with you and be your friend • You feel proud and others are proud of you • You will be recognised; praise, stickers, or on the Recognition Board
You are being ready, respectful and safe. You are making good choices	1	• You are learning • People want to spend time with you and be your friend • You feel proud and others are proud of you • You will be recognised; praise, stickers, or on the Recognition Board

Intervention and personalised provision

We recognise that all children have different strengths and needs, and may need support in different ways at different times. Some children will require a **Behaviour Care Plan** as part of their personalised provision.

Thrive Practitioners / ELSA / PSA

In our school there are trained Thrive Practitioners, and Emotional Literacy Support Assistants who support identified children 1:1, pairs or small groups where needed. There is also a named Parent Support Advisor.

The Harbour Programme

With the child at its heart, The Harbour Programme adopts an holistic partnership approach to supporting children with social, emotional, and mental health (SEMH) needs. The Harbour Programme is a multidisciplinary team who support children, families and schools across local schools.

The programme is a collaborative approach bringing together information and views of key staff, parents / carers and the child themselves in order to have a greater understanding of a child. The Harbour Formulation and Review meetings are a key part of the reflective, solution focused approach.

www.theharbourprogramme.org

Support from other professionals

We work in partnership with a number of other agencies to support the needs of the children in our school (including Behaviour Support Service and Educational Psychologists). There are a number of different ways our school may engage with other professions, for example, it may include observations, assessments and recommendations for a child; meeting with staff to reflect on strategies in place or working directly a child.

We also use the local 'Inclusion Forum', which is a solution focused professional forum to facilitate discussion around the needs and next steps for individual children.

Some children are taught for part of their time in school in a highly supported **nurtured learning** classroom, with high adult to child ratios, an appropriately adapted curriculum for each individual child and therapeutic, sensory and trauma informed interventions.

5 Prejudicial and discriminatory behaviour

In our school, we recognise the importance of providing opportunities for all children to develop an understanding of what makes us special. Across all Key Stages, our curriculum provides opportunities to explore and learn about diversity and inclusion. This is through our PSHE, RSE and RE lessons, but also embedded through other areas of the curriculum such as English, History and Geography.

We are committed to supporting all children and families to feel welcome as part of our school community, and confidently tackle any incident of prejudicial or discrimination. In our schools, we create positive and inclusive environments that value diversity for all our pupils.

The school is committed to supporting all young people as they develop a personal relationship with their particular set of values and beliefs, and to supporting the role this plays in the moral and ethical choices they make in life.

Supporting policies include:

- Equality and Accessibility
- SEND
- Safeguarding

Reporting and investigating prejudicial / discriminatory-related incidents

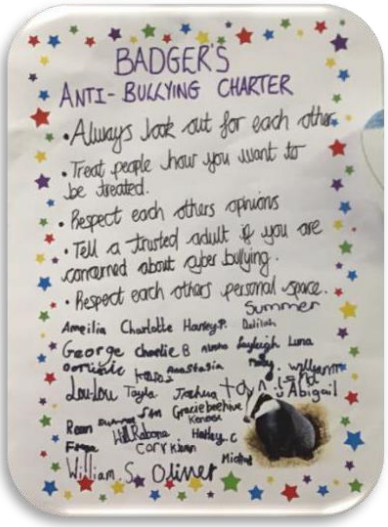
Our school takes prejudicial / discriminatory-related incidents seriously and is committed to working closely with parents / carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based incidents. These specifically include racial, homophobic and gender-based discrimination.

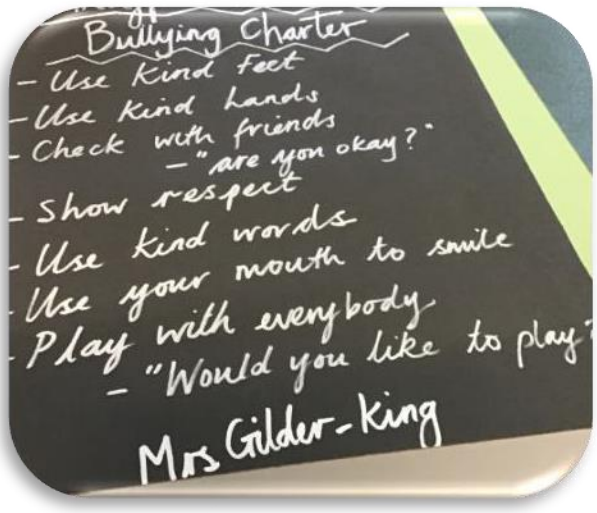
We do not tolerate any form of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an allegation be made, or incident occur, we will act immediately to investigate and prevent any repetition of the incident. We will do all we can to support both the victim and perpetrator.

2 - Bullying

Bullying is defined by the Anti-Bullying Alliance as “the repetitive, intentional hurting of one person or group, by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

www.anti-bullyingalliance.org.uk





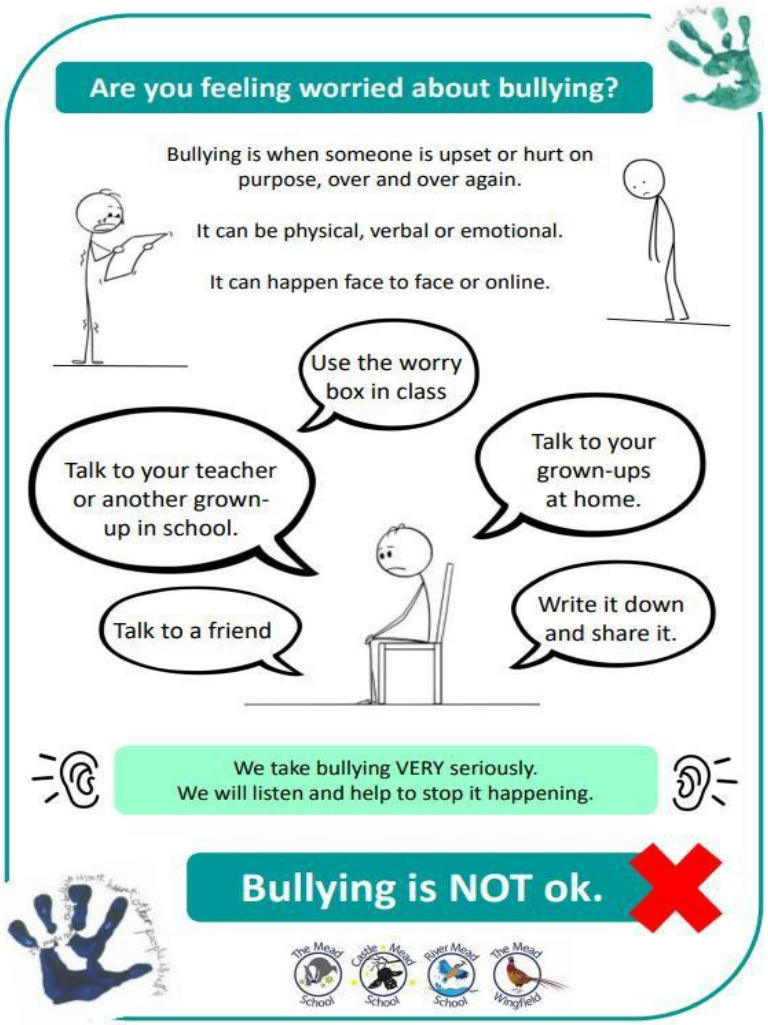
We create a supportive climate which values self-esteem and self-confidence. Bullying includes prejudice-based and discriminatory behaviours. We make it clear that bullying will not be tolerated. In order to promote an anti-bullying ethos in our school, the children in each class create an Anti- Bullying Charter and sign up to the promises listed on it. Anti-Bullying Charters are also displayed in shared learning areas around the school such as the hall, intervention areas and staff areas. Anti-bullying posters in child-friendly language are also displayed in classes and communal spaces.

We actively engage in the annual National Anti-Bullying Week.

We teach pupils how to constructively manage their relationships with each other and integrate some very effective anti-bullying strategies into our provision across the school. For example, co-operative group work, circle time, playground friends and through restorative approaches.

For children who aren't prepared to inform staff about their concerns, staff are vigilant and observe for signs of bullying, such as unwillingness to come to school, withdrawn isolated behaviour, and complaints about missing possessions. Staff will use their knowledge of pupils to identify changes in behaviour that might indicate bullying.

We follow a clear process of investigation if bullying is disclosed or observed. This process of investigation seeks to resolve the situation in a calm and mature manner, with the children seeking to find possible solutions.



7 Safe Touch and Positive Handling Intervention

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Safe touch to support emotional development

We adopt an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

Positive Handling intervention

Positive Handling or Restraint Interventions are appropriate when a child:

- Is hurting himself / herself or others (or is likely to hurt themselves and / or others)
- Is damaging property
- Is overwhelmed by their emotions and out of control, and all attempts to de-escalate and engage them have been unsuccessful .

Identified staff are trained in de-escalation and positive handling holds, which equip them with the safest and gentlest means of holding a child that is entirely designed to enable the child to feel safe and soothed, and to bring them down from uncontrollable states of hyper-arousal.

Such necessary interventions are fully in line with guidelines set out in the Government document, 'New Guidance on the Use of Reasonable Force in School.' (DfE 1998) and 'Use of Reasonable Force' (2013).

Use of reasonable force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Unsafe touch

It is always unlawful to use force as a punishment and actions that inflict pain should never be used.
This includes forcing children to comply when there is no deemed safety issue.

At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

Any touch that is considered invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever, is unacceptable and should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

Source: Extract from Department of Education, Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013 Section 93, Education and Inspections Act 2006

8 Violence and Aggression

Explosive or aggressive incidents - when a child is unable to regulate their emotions and behaviours, it is important to remember that they will be in a highly emotional state and often unable to think and respond rationally.

The main priority when there is an explosive or aggressive incident is everyone's safety and then to support the child to regulate their emotions and behaviours - often this is through co-regulation with a key adult. Examples of strategies may include: distraction, engagement in an alternative activity, planned ignoring (observing from a distance), being outside or in a different space. Adults must remain calm in order to support the child to co-regulate.

It is important to understand that consequences can be deferred, and if a dysregulated child is confronted, challenged or presented with consequences too soon, it may escalate the child further.

If the behaviours continue to escalate, and a crisis point is reached, ensuring everyone's safety (including the individual child) must be a priority.

9 Harmful sexual behaviour

This section of the Behaviour Policy has been written with reference to the DFE document: *Sexual violence and sexual harassment between children in schools and colleges - September 2021*.

Harmful sexual behaviour including sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and is never acceptable.

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive and violent. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors.

Harmful sexual behaviour will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, should always be challenged by staff and reported to a member of the leadership team.

Our response to reports or concerns

Our school will ensure that all incidents of sexualised behaviour, 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

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

Any concerns of sexualised behaviour will be recorded using CPOMs, which will alert the Designated Safeguarding Lead (DSL) within the school. The DSL (along with the school leadership team) will investigate and respond to all concerns, or reports, of inappropriate / harmful sexual behaviour, including those incidents that have taken place outside of school, including online.

Our school uses the Hackett Continuum to provide support that helps to identify, understand and respond appropriately to sexual behaviours in young people. Where there is a trained practitioner, the Brook Traffic Light Tool is also used. Where necessary, support from other agencies will also be sought, including social care and the police.

Support for victims and perpetrators

All children involved in an inappropriate or harmful sexual behaviour incident require support whether they are the victim or perpetrator.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting harmful sexual behaviour. Nor should a victim ever be made to feel ashamed for making a report.

For perpetrator(s), any necessary disciplinary action is also paired with appropriate support. A child abusing another child may be a sign they have experienced abuse themselves or a sign of wider issues that require safeguarding support.

10 Suspension and Permanent Exclusion

This section of the Behaviour Policy has been written with reference to the DFE documents:

- Exclusions from maintained schools, academies and pupil referral units in England, September 2017
- School suspensions and permanent exclusions September 2021
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022

A decision to suspend or exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension or exclusion.

A decision to suspend or exclude a child will be taken only:

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school

When establishing the facts in relation to a suspension or exclusion decision, the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The behaviour of a pupil outside school can be considered grounds for exclusion.

Suspension: a suspension is where a child is temporarily suspended from school. They are not permitted to be on the school site during the suspension, which may include parts of a day or whole days, or out in public between normal school hours for the first 5 school days of the suspension. Suspensions must not total more than 45 school days in an academic year.

If a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension onwards. This may be arranged to take place at a different site including another school within the Trust.

An internal suspension is where a child learns away from their class for a period of time. This may include playtime and lunchtime, and is often with a member of the school's leadership team. In addition to telephone conversations, a formal letter is sent to parents / carers and the incident is recorded. On occasions, internal suspension may be arranged to take place at a different site, including another school within the Trust.

Returning to school - after a suspension, support is given to the child to enable them to reintegrate successfully back into school. A range of strategies may be used depending on the needs of the individual child. There will be a reintegration meeting with parents / carers and a member of the Senior Leadership Team, part of which will clearly explain how the child will reintegrate back into school. The purpose of reintegration is to:

- Ensure the child and parent feel valued and welcomed back to school
- Briefly review the incident - ensuring everyone understands the behaviours that were not OK and how they have affected others
- Validate their emotions and reflect on what can help when they are feeling cross / upset / angry / sad
- Restorative approaches - consider how relationships might be repaired / rebuilt, what could be done to help 'fix' things
- Explain any changes to timetables, strategies or approaches that will be put in place

Permanent exclusion means a child is no longer able to attend the school and will be removed from the roll. The local council must arrange full-time education from the sixth school day after a permanent exclusion. Paragraph 15 of the current guidance, "*Exclusion from maintained schools, Academies and Pupil Referral Units in England*" September 2012, states that the decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy, and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Role of the Governing Body

The Governing Body has a duty to consider parents' representations about an exclusion. Members of the Governing Body / Trust board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent, or
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term, or
- it would result in a pupil missing a public examination or national curriculum test.

The requirements are different for fixed-period exclusions where a pupil would be excluded for more than five but less than 15 school days in the term. In this case, if the parents make representations, members of the Governing Body / Trust board must consider within 50 school days of receiving the notice of exclusion whether or not, the excluded pupil should be reinstated. In the absence of any representations from the parents, the Governing Body is not required to meet and cannot direct the reinstatement of the pupil.

Always rules:

Our 'always' charter for excellent behaviour and manners:

1. Always say please and thank you.
2. Always help others and hold doors open.
3. Always use indoor voices in school.
4. Always remember 'walking no talking' in corridors.
5. Always have kind hands and feet.
6. Always use kind words.
7. Always remember 'silence means silence.'
8. Always follow the STAR rules for learning in class.
9. Always be 'ready, respectful and safe.'
10. Always remember our Golden Rule:

'Treat people as we would like to be treated'