



BEHAVIOUR POLICY

(incorporating PDET's Statement of Behaviour Principles)

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 1*.

(For a copy of the policy for a specific academy which includes Appendix 1 – see individual academy websites).

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1. Peterborough Diocese Education Trust's Written Statement of Behaviour Principles

Peterborough Diocese Education Trust's (the Trust) vision is 'Working together for all pupils to realise their God given potential to flourish.' In order to flourish, children need an environment that encourages and reinforces good behaviour:

'start children off on the way they should go and when they are old they will not turn from it.'

Proverbs 22:6

The Trust wants children to live happy and fulfilled lives and to be active learners and active citizens. To enable children to do this, the Trust believes children need to have self-respect and high self-esteem and a sense of individual and collective responsibility. As a Trust, we believe all humans are created in the image of God and therefore have equal rights and responsibilities. Children should be taught explicitly about these rights and responsibilities as a source of empowerment, entitlement and responsibility. In addition, we believe children should be taught how to live by Christian values and principles and how to put them into practice.

Underpinned by our Christian values, we are, therefore, committed to ensuring:

- Our pupils understand how they should treat other people and how they should expect to be treated.
- Every pupil understands they have the right to feel safe, valued and respected and learn free from the disruption of others.
- Our pupils take on moral responsibilities; care for each other; demonstrate good manners; show consideration; be trustworthy young people who show respect and love for each other and take responsibility for their actions.
- Our pupils develop positive attitudes to learning which includes developing a commitment to learning, resilience and taking pride in achievements.
- We teach good behaviour.
- All staff and volunteers demonstrate our values in everything they do, set an excellent example to pupils at all times and have positive relationships with pupils.
- All staff have high expectations for behaviour.
- All pupils, staff and visitors are non-discriminatory.
- Rewards, sanctions and, if necessary positive handling, are used effectively and consistently by staff, in line with this behaviour policy.
- A collective understanding (pupils, parents and staff) of this behaviour policy.
- Involvement of families in behaviour incidents, where appropriate, to foster good relationships between the academy and a pupil's home life.
- Exclusions are only used as a last resort. Our exclusions policy outlines the processes involved in fixed term and permanent exclusions.

The Trust emphasises that we do not expect violence or threatening behaviour in our academies and this will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the Trust every year.

2. Aims

This policy sets out the Trust's expectations in relation to behaviour in line with the overarching principles above. The individual academy's approach to behaviour is set out in *Appendix 1*. The policy aims to ensure academies across the Trust:

- Create a calm and orderly environment that encourages and reinforces good behaviour.
- Set clear routines and expectations for the behaviour of pupils across all aspects of academy life, not just in the classroom.
- Have a positive and respectful academy culture which promotes self-esteem, self-discipline and positive relationships between all members of the academy community and where pupils feel safe and can learn.
- Teach good behaviour.
- Define acceptable standards of behaviour.
- Provide a consistent approach to both good and unacceptable behaviour.
- Outline an academy's system of rewards and sanctions that are applied consistently and fairly by all staff.
- Define what is considered to be unacceptable behaviour, including bullying, peer-on-peer abuse (online and off line) and discriminatory behaviour and ensure such behaviour is dealt with quickly, consistently and effectively.
- Provide clarity regarding the roles and responsibilities of different people in the academy community with regards to behaviour.
- Encourage the involvement of the whole academy community in the implementation of this policy.

3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); (paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy)
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with the Trust's funding agreement and articles of association.

4. The Teaching and Encouragement of Good Behaviour

We believe that positive, good behaviour needs to be taught. First and foremost, good behaviour will be explicitly modelled by all adults to pupils from the first day of entering the academy and consistently reinforced and developed throughout their primary years.

Behaviour expectations will be made explicit at all times. Strategies for encouraging good choices of behaviour are fundamental, as is a consistent approach across the academy:

4.1 Rewards, incentives and sanctions

It is important that pupils are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for pupils whose self-discipline is at an early stage, and help pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions or consequences to register the disapproval of unacceptable behaviour. Most instances of poor choices of behaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the poor choice of behaviour / frequency of poor choice.

For details of an individual academy's rewards and sanctions – see [Appendix 1](#).

In addition, behaviour will be taught through the provision of the following:

4.2 High Quality Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of poor choices of behaviour. These should be achieved through:

- Planning for the needs of individual pupils.
- Lessons with clear objectives and success steps understood by the pupils.
- The active involvement of pupils in their own learning.
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge and understanding which will enable pupils to work and play in collaboration with others.
- Structured feedback that will be used as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and that progress matters.

4.3 Effective Classroom Management

This should be achieved through:

- A classroom which provides a welcoming environment.
- A classroom environment which gives clear messages to the pupils about the extent to which they and their efforts are valued.
- Good relationships between teacher, support staff and pupils.
- Classrooms organised to develop independence and personal initiative. Pupils should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the academy as they get older.
- Arrangements of furniture and access to resources as all have a bearing on the way pupils behave. Furniture should therefore be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Classroom displays which help develop self-esteem through demonstrating the value of every individual's contribution.

4.4 Good Behaviour at Unstructured Times

Playtimes and lunchtimes are the most unstructured part of the academy day. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly enhanced. It is a time, too, when individuals who are less successful in forming constructive relationships with others can create difficulties for both themselves and others.

Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils.
- Clear routines that are understood by all.
- Explicit expectations regarding what is acceptable and unacceptable behaviour.
- The provision of structured tasks to engage the pupils.

For details of an individual academy's strategies for encouraging good behaviour during unstructured times – see [Appendix 1](#).

4.5 Good Behaviour Off-site

Sanctions may be applied where a pupil has behaved in an unacceptable way off-site when representing the academy, such as on an academy trip or on the way to or from the academy.

5. Unacceptable / Serious Unacceptable Behaviour

5.1 Definitions

Unacceptable behaviour is defined as:

- Non-compliant behaviour (to adult requests);

- Low level disruption in lessons and at unstructured times;
- Non-completion of classwork;
- Rudeness to adults and other pupils;
- Poor language.

Serious unacceptable behaviour is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests);
- High level disruption in lessons and at unstructured times;
- Repeated breach of the academy rules;
- Threatening and / or intimidating behaviour;
- Verbal aggression;
- Swearing;
- Any form of bullying;
- Racist, sexist, homophobic or discriminatory behaviour;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Sexting;
- Physical aggression and / or violence;
- Vandalism;
- Theft;
- Smoking;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic images.
- Having 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).

5.2 Incidents of Unacceptable Behaviour

5.2.1 Bullying

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

(Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;

- Difficult to defend against;
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident;
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Racial	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
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

We recognise as a Trust that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils.
- Everyone has the right to feel welcome, secure and happy.
- Bullying of any sort prevents equality of opportunity.
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's approach to preventing and addressing bullying are set out in [Appendix 1 / Anti-Bullying Policy](#).

5.2.2 Prohibited / Unacceptable Items Brought on Site

Any prohibited items (listed in Section 6.1) found in a pupil's possession will be confiscated. These items will not be returned to pupils.

Any item which is harmful or detrimental to academy discipline will also be confiscated. These items will be returned to pupils / parents after discussion with senior leaders and parents, if appropriate.

5.2.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil.

Please refer to the Trust's [Child Protection and Safeguarding Policy](#) for the Trust's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

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

6. Communication and Parental Partnership

We give high priority to clear communication within each academy and to a positive partnership with parents / carers since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents and academies work together for the good of each child. Parents are involved in celebrating the successes as well as being involved when a child's behaviour is unacceptable.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if academies require their support in dealing with difficult issue of unacceptable behaviour.

Academies will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action.

7. Pupil Support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our academies' approach to unacceptable behaviour may be differentiated to cater to the needs of the pupil.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the academy are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required.

The individual academy's SENCo will evaluate a pupil who exhibits unacceptable 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 high / complex needs are identified in a pupil, the academy will liaise with external agencies and plan support programmes for that child. They will work with parents to create the plan and review it on a regular basis.

8. Positive Handling

In some circumstances, it may be necessary for staff to use reasonable force to positively handle a pupil to prevent them being a risk to their own or others' safety.

Incidents of positive handling must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Positive handling should only be undertaken by staff who have been appropriately trained. All incidents involving positive handling are recorded for safeguarding purposes in MyConcern.

9. Alternative Provision

Some pupils with high and complex needs, relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support and advice from a range of professionals and in consultation with parents. If alternative provision is accessed by a child, academies will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where an academy is using an unregistered provider, the academy must have

an adequate quality assurance process in place. Academies will continue to take responsibility for pupils who access alternative provision.

10. Pupil Transition

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

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

11. Roles and Responsibilities

11.1 Academy Governance Committees (AGCs)

AGCs are responsible for reviewing and approving, *Appendix 1* to this policy and for monitoring the implementation and effectiveness of this behaviour policy.

11.2 The Headteacher

The headteacher is responsible for reviewing *Appendix 1* of this policy to ensure it reflects their individual academy's approach, and for recommending approval of *Appendix 1* to the AGC.

The headteacher will implement this policy and will monitor how staff implement it.

11.3 Staff

Staff are responsible for:

- Demonstrating the academy's and the Trust's values in everything they do;
- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Teaching good behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents.

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

11.4 Parents

A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct;
- Inform the academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Enter into a home / academy agreement.

11.5 Pupils

For an individual academy's Pupil Code of Conduct – see [Appendix 1](#).

12. Monitoring arrangements

This Behaviour policy will be reviewed by the Trust (and [Appendix 1](#) by the Headteacher and AGC) every year.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Positive Handling policy
- Child Protection and Safeguarding policy
- SEND
- Equalities Statement

Appendix 1

Individual Academy Information

Name of Academy: Pytchley Primary School

Vision and Values

At Pytchley Primary School, we are committed to quality in all areas of school life. We hold our Christian values close to our heart and these form the basis for our learning. As a school, we pride ourselves on our curriculum being progressive and engaging which develops pupils' thirst for learning. We promote respect and open-mindedness towards others and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

'With God all things are possible.' Matthew 19:26

The Teaching and Encouragement of Good Behaviour

The school will provide a secure caring Christian community where everyone can learn their own self-worth in an atmosphere of tolerance, mutual respect and co-operation.

We intend the school to be a happy and enjoyable place, where children have every opportunity to fulfil their potential in an attractive, well-resourced and stimulating environment.

We will encourage children to become confident, independent learners who are able to contribute positively to the school and the community in which they live so they can take their full place in society secure as individuals, whilst able to respect the needs and values of others.

At Pytchley Primary School, we believe that all members of our school community have the right to exist and work in an orderly and safe environment; in partnership with each other and in a climate of mutual respect.

We believe that our school community should inspire its members to develop good relationships, tolerant attitudes and unselfish patterns of behaviour. We recognise the value of each person and his or her achievements.

We believe that each member of our school community should take responsibility for their own behaviour and to consider how this behaviour affects others.

We believe that an effective home-school partnership will provide the opportunity for the full development of the individual and encourage the development of self-control, motivation and self-esteem.

At Pytchley Endowed Church of England Primary School children develop socially and academically through our key values of :-

Respect

Responsibility

Truth

Friendship

Our key values are referred to across the school to promote positive behaviour.

What is Good Behaviour?

Parents, staff, children and governors agree that good behaviour means that every member of our school community is:

- Respectful of each other's values and feelings
- Polite and friendly
- Careful and kind with our words and actions
- Helpful to each other
- Hardworking and considerate
- Respectful of other peoples' personal and physical space

- **Rewards / incentives and sanctions:**

We praise and reward children in a variety of ways through:

- Certificates in Celebration Assemblies for achievements.
- House points.
- Share examples of their best work
- Teachers use positive praise
- Positive comments regarding pupils' work
- Showing a child's work to the group/class
- Giving children instant reward e.g. stickers/house points/privileged cards
- The inclusion of a child's work in a display
- Head teacher's Tea
- Head teacher's Award
- Governor's Award for something extra ordinary
- Certificate and prize if not entered into blue folder for a term.

There may be times when a teacher wishes to introduce a separate class reward system to encourage a particular behaviour in his / her class rather than for outstanding work e.g. a points system for being helpful, completing tasks set, remembering P.E. kit etc.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in examples of achievements from outside of school for example, music or swimming certificates.

- **Encouraging good behaviour during unstructured times:**

Children are regularly reminded before break and lunch, and prior to outings and trips, exactly what is expected of them and what good behaviour looks like.

Bullying

Please refer to our anti bullying policy.

Pupil Code of Conduct

What do we want children to be able to show us?

- Self confidence
- Self-control
- Sensitivity and consideration
- Pride in themselves, their work and their school
- An interest in their activities and their learning
- Ability to follow the code of conduct to keep themselves and others safe at all times.

What do we want our children to develop?

- The skills to take an active and responsible role in their learning
- The skills to take responsibility for their learning and play environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' values and opinions
- Non-judgemental attitudes to different sexes and gender identity
- Non-judgemental attitudes to different personal preferences
- Non-judgemental attitudes to people of different races
- Non-judgemental attitudes to people of different religions
- Non-judgemental attitudes to other's sexual orientation
- Perseverance and a persistent approach to tasks
- An appropriate reaction to bullying and abuse

How we will promote positive behaviour:

- Through assemblies
- PSHE lessons
- Protective behaviours
- Self-reflection
- Modelling by staff
- Independent opportunities
- Use of values.

What happens if children do not behave in an appropriate way?

At Pytchley, we recognise that good teaching and high expectations best maintain good behaviour. In most cases, if a member of staff sees unacceptable behaviour, an immediate response to indicate disapproval may be enough to draw a child's attention to the misdemeanour.

We pride ourselves on promoting positive behaviour management, however at times we need to focus on the use of consequences for behaviour incidents.

We believe that unacceptable behaviour is any act that breaches our **School Code of Conduct**. This includes the following:

- Being non-compliant
- Bad language or swearing

- Making unkind remarks or insults
- Damaging property
- Persistent lack of common courtesy (answering back/rudeness)
- Preventing other children from working or enjoying an activity through disruptive behaviour
- Verbal aggression to a child or adult
- Physical aggression to a child or adult
- Stealing
- Biting, spitting, kicking, pinching or hair pulling
- Racial or sexist comments or behaviour
- Littering the school building or grounds

In order to log and monitor any breaches or unacceptable behaviours each class has a blue file, which contains a page for each child. If a behaviour incident occurs then these are logged in order to ensure that as a school we can track these incidents and identify if there are any patterns, such as straight after break times, or during maths lessons. All members of the school community use this.

Level 1: Not following school code of conduct. Behaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. This involves discussing the school code of conduct. Which one was broken? How was it broken? Why did it happen? Children and adult must be activate participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. The attention must not solely focus on the offender but also lead him or her to understand the effect it had on the other child. How did the other person feel? Apologies must be conducted.

Level 2: Persistent Level 1 not following school code of conduct or more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment. The individual school sanction system will then be followed; teacher may involve parents. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor. Notification of other staff and informal involvement of Senior Management/ Head teacher. See appendix for year group rewards and sanctions.

Level 3: Very serious misbehaviour or persistent level 2 behaviour with no improvement over time when monitored. Formal involvement with the Head teacher, staff, and parents. Leads to an individual behaviour plan being put in place.

Level 4/5: Additional education welfare and/or other outside agencies may become involved. (Last resort possible short or longer-term exclusion). This could also involve one off behaviour that is singularly inappropriate such as violence, swearing, or damage to property – may lead to an exclusion.

As a staff, if the behaviour is a Level 3 or higher this should automatically go to a member of SLT. If a Level 4, this should go direct to the Head Teacher. Consequences for these behaviours will include:

- Sent to senior member of staff
- Child placed on monitoring form
- Lost break
- Lost lunchtime

Which other members of our community can help us?

Full use is made of other agencies such as Educational Welfare, Social Care and Health Services, Inclusion & Pupil Support, Health Services and Educational Psychologists; where appropriate (this list is not exhaustive)

Value is placed on a good relationship with the Police and Police Community Support Officers and liaison is encouraged.

How does our behaviour help us to care for our building and site?

Every member of our school community is responsible for the care of the school premises. Children, parents, staff and governors are encouraged to feel a sense of ownership for the school and its environment and to set a good example.

Every effort is made to ensure that any display of the children's work reflects quality and is of a high standard.

We expect the building to be organised, clean, tidy and free of clutter and rubbish, the grounds are expected to be kept litter free, and the plants well maintained.

How will we continue to develop this policy?

Stage 1 Review and evaluate the existing policy and practice

Stage 2 Continue to redraft this policy by small work party, including pupils

Stage 3 Consultation with representative group of parents, governors, staff and lead learners

Stage 4 Redraft policy in light of consultation

Stage 5 Policy adopted by Governing Body on behalf of the school community

Stage 6 Policy communicated through;

- Any first/new meeting with parents
- Copies on the school website
- The Code of Conduct displayed in all classrooms and around the school

Review and Evaluation

This policy will be reviewed annually at the beginning of each new academic year. The policy will be taken to the committee meeting for curriculum at the beginning of each school year.

What should each member of our community be able to do?

Children should be able to:

- Learn what good behaviour means
- Learn to care for another
- Learn to value friendship
- Develop self-confidence and self-esteem
- Achieve their full potential in their school work

Teachers and all other members of staff should be able to:

- Teach and support children effectively with positive praise at the heart of their practice
- Teach and support children effectively with few behaviour problems
- Meet the academic needs of all pupils
- Make positive contact with all parents
- Develop personally and professionally

Parents should be able to:

- Feel confident that their children are growing personally, socially and academically
- Know that their children will receive support when they need it
- Know that they are welcome to school to discuss their child's progress in a supportive, positive atmosphere

How can we help everyone to behave appropriately?

Staff and Governors	Pupils	Parents
To lead by example and model the school ethos.	To respect, support and care for each other both in school and the wider community	To be aware of and support the school's values and expectations
To be consistent in dealing with pupils and to do so with equity.	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	To encourage regular communication between home and school.

The school will try to achieve good home/school liaison by:

- Promoting a welcoming environment within school
- Giving parents regular, formal and informal, constructive comments about their child's work and behaviour

- Providing opportunities for parents to come into school on occasions other than consultation evenings
- Keeping parents informed of school activities by letter, newsletter and other appropriate modes of communication
- Involving parents at early stages in any disciplinary problems through letters and informal/formal meetings.

We respectfully request that parents:

- Appropriately inform the school of any upset or trauma which might affect their child's performance or behaviour at school as soon as possible after the incident has occurred
- Appropriately inform the school about their child's ill health or any absences connected with it
- Keep the school informed about any behaviour difficulties experienced at home so that home and school can work together to try to resolve these.

Rewards and consequences:

Year 5 and 6	
Rewards	Consequences
<ul style="list-style-type: none"> • Verbal praise • Sharing good work • House points • Certificates in assemblies 	<ul style="list-style-type: none"> • Spoken to by the teacher (level 1) • moved in class (level 2) • Removal to another class (level 2) • missed breaks/lunchtimes (level 2) • Parents informed (level 2) • Referred to SLT (level 3) • Parents informed (level 3) • Referred to SLT (level 4) • Parents informed (level 4) • Possible exclusion (level 4/5)

Year 3 and 4	
Rewards	Consequences
<ul style="list-style-type: none"> • Verbal praise • Sharing good work • House points • Certificates in assemblies 	<ul style="list-style-type: none"> • Spoken to by the teacher (level 1) • moved in class (level 2) • Removal to another class (level 2) • missed breaks/lunchtimes (level 2) • Parents informed (level 2) • Referred to SLT (level 3) • Possible exclusion (level 4/5)

Year 1 and 2	
Rewards	Consequences
<ul style="list-style-type: none"> • Verbal praise • Sharing good work • House points • Certificates in assemblies 	<ul style="list-style-type: none"> • Spoken to by the teacher (level 1) • moved in class (level 2) • Removal to another class (level 2) • missed breaks/lunchtimes (level 2) • Parents informed (level 2) • Referred to SLT (level 3) • Possible exclusion (level 4/5)

Reception	
Rewards	Consequences
<ul style="list-style-type: none"> • Verbal praise • Sharing good work • House points • Certificates in assemblies • Stickers 	<ul style="list-style-type: none"> • Spoken to by the teacher (level 1) • moved in class (level 2) • Removal to another class (level 2) • missed breaks/lunchtimes (level 2) • Parents informed (level 2) • Referred to SLT (level 3) • Parents informed (level 3)

Support systems for Individual Pupil Need

If there is a persistent problem, the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having the difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. nurture room, positive play, circle of friends, peer buddies/mentors etc.)

School Routines

1. Entering the school,

It is essential to create a positive learning environment at the start of the school day and after a break in the routine of the day. The following system will be used to settle children and get them into class after a break ready to work:

- At the end of a break the member of staff on duty will indicated it is 'lining up time'.
- Classes will walk quietly into school to be ready to learn

2. Assemblies

To create the right atmosphere for our assembly's children should enter the hall quietly and

sit in their place accompanied by the class teacher. Similarly, children should leave the hall quietly at the end of assembly when dismissed by the teacher leading the assembly.

3. Lunchtimes

Each class will enter into the hall for their lunch. All classes are expected to do this quietly.

The lunchtime supervisors will praise children for their good table manners, eating all of their food and good behaviour, they will award house points for children who uphold our values.

All adults working in school

It is the responsibility of all adults to ensure that our values are upheld during the day.

Adults in our school have high expectations of the children with regard to behaviour; they strive to ensure that all children work to the best of their ability.

All staff treats each child fairly with respect and understanding.

If a child misbehaves repeatedly in class or during break times, staff keep a record of such incidents. In the first instance, the staff member deals with incidents him/herself as outlined above. However, if misbehaviour continues, the class teacher may seek help and advice from the Head teacher/SENCo.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified. Appeals against exclusions is through contacting the Chair of Governors.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We share our values with parents in the school prospectus, and we expect parents to support them.

We expect parents to support their child's learning, and cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to implement consequences because of their child's behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

Monitoring and Evaluation

To ensure that any new or updated behaviour and reward system is seen as being effective by staff, children and parents the review of the existing system, and implementation of a new system, will be monitored and evaluated as/when needed.

The Head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head teacher records those incidents where a child is sent to them regarding their behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors liaise with the class teacher.

The Head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the Equality Guidance.