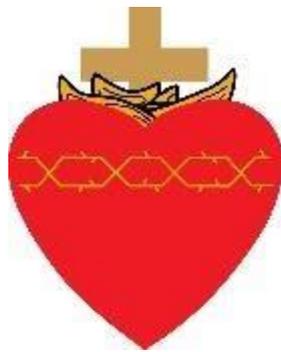


Sacred Heart Catholic Primary School



Behaviour Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

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Statement of intent

This policy is underpinned by the school mission statement. It is crucial all children show love and respect for all. It is also enhanced by the St John Paul 11 MAC behaviour principles which run alongside this policy.

Sacred Heart Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all by fostering positive attitudes towards themselves and others.
- Enabling pupils to recognise and appreciate appropriate behaviour
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Ensure pupils feel safe in school.
- Implement mental health and trauma-informed approaches to behaviour in our school

The school acknowledges that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via individual strategies and on an individual basis.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient via effective emotional coaching and mentoring. The school aims to promote resilience as part of a whole-school approach using the following methods:

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health, such provision will be put in place by class teachers, the wellbeing team or leadership team.

School adopts a protect, relate, regulate and reflect approach to behaviour.

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers. Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions). Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically). Staff 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

School ensures vulnerable children have a key adult who they have access with at least once in the day. School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults). Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures). Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in school'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'
- The St John Paul 11 MAC behaviour principals

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Executive Principal with support from the Head of School is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this 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.

The SENDCO is responsible for:

- Collaborating with the governing body, Executive principal and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO.
 - Executive Principal.
 - Senior Leaders.
 - Pastoral staff
- As authorised by the Executive principal and Head of School, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

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

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender or any other decimations.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Disruption on public transport
- Use of mobile phones or other devices without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

Teachers will keep a record of all reported incidents (CPOMS usage to record incidents) to help identify pupils whose behaviour may indicate potential mental health problems or patterns of concern.

After an initial incident of negative behaviour, the following sanctions are implemented:

- School staff investigate the incident and decide whether it constitutes unacceptable behaviour. They will do this by listening to the pupil and investigating fully what has happened and why. This may include talking to other witnesses to establish facts and reasons for actions.
- If the investigator deems the incident to be unacceptable behaviour, they will record the incident on CPOMS, and let parents/guardian’s know an incident has occurred.
- Consequences to actions will vary depending on the behaviour incident, this may be as simple as a reminder about correct behaviour to the removal from class for time out to reflect on the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The Executive principal/Head of School will consider whether the pupil should be excluded for a fixed term, in line with the school’s Exclusion Policy, and will determine the length of the exclusion. An exclusion may be internal e.g. missing break times, lunch times etc.
- Where a pupil is identified as having specific learning needs(SEND), strategies will be reviewed to support the pupil however if school deem the behaviour to be unacceptable and understood by the pupil then exclusions will still be an option.

Where SEND is not identified, but the principal determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

- Following all suspensions (unless permanent), a return to school meeting and agreement will be set up via all parties to help support further behaviour incidents occurring again.

Following further incidents of unacceptable behaviour or major breaches of behaviour and conduct, the following sanctions are implemented:

- Immediate investigation by a senior leader (with support of external bodies where required)
- Immediate actions – each case will be considered separately therefore actions will vary.
- Parent/guardian communication will be kept informed of all decisions and reasons why in writing where exclusions are given.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Executive Principal or Head of School.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, SEMH needs, any SEND, and any other relevant information.

Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. School uses emotional coaching to support children to recognise and communicate their thoughts, feelings, actions and next steps. School always promotes the positive, praising good examples of behaviours.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language.
- Using emotional coaching to calm situations and reassure the pupil.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed etc.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour you can have the choice of continuing to work in class or working in a quiet space in school.
- Rephrasing requests made up of negative words with positive phrases, e.g. “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”.
- Allow space and time to reflect and calm down before listening to the child.

Physical intervention

In line with the school’s Physical Intervention Policy, trained members of staff or senior leaders 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.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Executive head teacher or Head of School and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day until decisions or strategies are put in place.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Executive Principal or Head of School as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Isolation

The school will only move pupils to isolation rooms where absolutely necessary. The school will ensure that pupils’ health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room will be up to the school to decide. This is usually until a pupil has calmed down and ready to join their class again. The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Isolation is a last result and will only happen if a pupil is failing to keep themselves or others safe until parents/guardians are contacted and alternative provision/strategies are put in place. We do not leave any pupil in isolation on their own; however, pupils may be sent to other classes to work if behaviour is unacceptable.

Detentions

No child will be detained after school.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil however where possible parents/guardians are informed if children miss a break or lunch time due to poor behaviour.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet. Whether the detention is likely to put the pupil at risk.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will 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 promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Sexual abuse and discrimination

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling learner on learner sexual abuse and harassment are detailed in the Safeguarding Policy.

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. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Senior Leaders and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

- To put others or their selves at risk in terms of safeguarding, GDPR or harm e.g. recording devices that have not been authorised by school staff. Pencil sharpener blades.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The Executive principal and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils.

Expectations and routines are explicitly taught to the children to ensure consistency of approach. In our school, all pupils are expected to:

- Respect and be kind to others
- Be a good listener
- Allow others to learn.
- Use good manners
- Walk quietly around school at all times
- Ignore distractions
- Behave safely
- Keep spaces neat and tidy
- Respect others property
- Always do your best

These expectations are clearly displayed in every classroom and shared by all in the school community.

Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies. Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind.

Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct (home/school agreement), which requires pupils to:

- Support the prayer and worship of my school and parish community and follow our schools mission statement.
- Attend school regularly and on time.
- Wear the correct school uniform and be tidy in appearance.
- Take responsibility for my own learning and home learning.
- Follow the school rules and behave well.
- Be polite and helpful to others.
- Respect others.
- Always take care of the school buildings, grounds and equipment.

The class rules are as follows:

- Be respectful and kind to others
- Be a good listener
- Allow others to learn.
- Use good manners
- Walk quietly around school at all times
- Ignore distractions
- Behave safely
- Keep spaces neat and tidy

- Respect others property
- Always do your best

Classroom rules and routines

The Head of School ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these at the start of a new term. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

For younger pupils, parents will have access to the school rules so that they can share them at home and explain more fully to the children what they are and why we need rules.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers 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 to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, gold book mentions, certificates, reading awards, treats, treasure box rewards, stickers, letters home plus many more.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform. School will follow the behaviour policy if pupils are on trips, residential, visiting other educational establishments or representing the school.

Staff may discipline pupils for misbehaviour off the school premises that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school. School will contact the police or safeguarding board if deemed

necessary. School will also advise victims to report incidents of cyber bullying off school premises to the police.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Monitoring and review

This policy will be reviewed by the Executive Principal and school governors on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be available via the school website or in paper form if requested.

The next scheduled review date for this policy is September 2025

