

St Aldhelm's VA Church Primary School

*Learning together for Life in all its Fullness
- John 10:10*



Behaviour Policy

This policy should be read alongside the Safeguarding and Child Protection Policy 2023

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| Updated September 2023 reflecting: <ul style="list-style-type: none">• Keeping Children Safe in Education (September 2023) | |
| Date ratified by the Governing Body | September 2023 |
| Review Cycle | Annual or when there is a change in statutory guidance or legislation |
| Review Date | September 2024 |

Signature *P Cohen*
Headteacher

Date 20.09.23

Signature *A Underwood*
Chair of Governors

Date 20.09.23

Details of Policy Updates

| Date | Details |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01.09.2021 | <p>Updated and re-written to reflect new statutory guidance issued in 2021. See sections:</p> <ul style="list-style-type: none"> • Peer-on-peer Abuse: Peer-on-peer bullying p.6 • Responding to Incidents of Sexual Violence and Harassment p.7 • Prejudice-based and discriminatory bullying p.7 |
| 01.09.2022 | <p>Updated and re-written to reflect new statutory guidance issued in 2022. See sections:</p> <ul style="list-style-type: none"> • Peer-on-peer changed to child-on-child p.6 • Online devices for safe use in school p.7 • Fixed term exclusion changed to fixed term suspension p.9 • Covid 19 information removed |
| 01.09.2023 | <p>Updated and re-written to reflect new statutory guidance issued in 2023. See sections:</p> <ul style="list-style-type: none"> • Safeguarding Policy referenced on front page • Zones of Regulation – new section added p.5 • Inappropriate and unacceptable behaviour – identification and levels of disruptive behaviour p.8 • Offensive language paragraph – replaced and consolidated in levels of disruptive behaviour • Assisting pupils who need more intensive support with their behaviour – additional paragraphs inserted p.9 • Inappropriate behaviour influenced by internet/technology – robust and effective filtering and monitoring processes p.10 • Fixed term suspension/permanent exclusion - second paragraph added p.12 • Individual Praise for Learning Behaviours – Celebration Worship certificates and ClassDojo milestones p.13 • Reordering of sections for cohesion |
| 08.11.2023 | <p>Addition of text:</p> <ul style="list-style-type: none"> • Reference the Governor Statement of Guiding Principles p.3 • Reference the DfE Preventing and tackling bullying – importance of early intervention p.3 |

Behaviour Policy

St. Aldhelm's VA Church Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same; including expecting forgiveness and seeking reconciliation. As members of our community, we adhere to the rules of being: 'Ready, Respectful and Safe.' This policy reflects the Governor Statement of Guiding Principles.

At St Aldhelm's we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach across all environments within school
- Ensure all adults take responsibility for managing behaviour and follow-up incidents
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments to reinforce the ethos of forgiveness and reconciliation

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that all children can behave well
- Encourage children to recognise that they can and should follow the rules
- Recognise individual behaviours and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Model and demonstrate ways to seek and facilitate forgiveness and reconciliation

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, through verbal recognition, recognition boards, stickers, Class Dojo and certificates
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion and model forgiveness and reconciliation
- Ensure early intervention is prioritised in order to set clear expectations (following Department for Education advice within "Preventing and tackling bullying")

The Head teacher and Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, through verbal recognition, stickers, Class Dojo and certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Children need adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Be calm and kind
- Forgive them and encourage reconciliation

St Aldhelm's School Principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly (PIP) and reminded in private (RIP).

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

| Our Rules | Visible Consistencies | Over and Above Recognition |
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| <ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe | <ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language 6. Demanding Legendary Line Ups and Wonderful Walking | <ol style="list-style-type: none"> 1. Verbal praise 2. Recognition boards 3. Positive communication with parents via Class Dojo 4. Certificates in Celebration Worship 5. Stickers 6. SLT praise 7. Class Rewards 8. Show work to another adults 9. Recommendation to HT 10. Learning behaviour points for Resilience, Independence, Collaboration, Accuracy, and Reflection. |

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect






PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Learning Behaviours

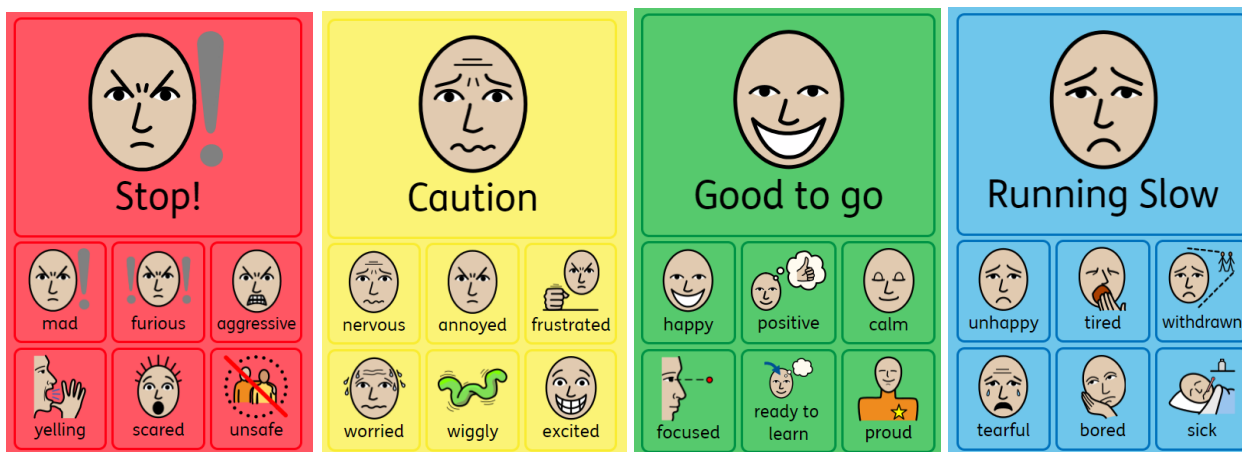
The Education Endowment Foundation as well as Paul Dix advocate that schools should explicitly teach learning behaviours. The EEF says that a learning behaviour can be thought of as behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom. At St Aldhelm's we have identified five Learning Behaviours which we discuss, teach, model and encourage the children to reflect on their success with. These are resilience, independence, collaboration, accuracy and reflection. The images are used as a visual aid to understanding:

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| Resilience  | Independence  | Collaboration  | Accuracy  | Reflection  |
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Zones of Regulation

Self-regulation and emotional regulation are terms that relate to the child's ability to increase and decrease their alertness, or arousal, to match the situation or environment. This is an important skill for children to learn to be equipped for life now and in the future. We want to promote safe, stable, nurturing relationships and an environment where children live, learn, and play (in part to support the effects of Adverse Childhood Experiences- ACEs) and to help all children reach their full potential and thrive. *Learning together for life in all it's fullness.* John 10:10.

In our whole school environment, we develop children's understanding of their emotions through a zones of regulation approach. This is to explicitly teach children that all emotions are valued and valid. Through understanding how these emotions feel in our bodies, we can develop strategies to reduce the size of the emotion in order that it can be regulated. Visual prompts with consistent language, self-check in models and reflection sheets will support this process.



The aim of the zones of regulation approach is to enable children to become emotionally literate and be able to select the resource or strategy to support their current emotional state. This will vary from child to child and class to class.

Resources will be provided as part of the school's universal offer. These will be modelled so that children can benefit from them appropriately and understand how they can best be used for themselves.

Monitoring all behaviours

We actively notice the behaviours of all children throughout every school day. A whole staff approach ensures any changes in behaviour are noticed and followed up appropriately by the person who sees the behaviour. This sends the clear and consistent message to each child that each adult cares about them, wants to build a relationship, is certain to follow up unacceptable behaviours and has the skills and authority to do this. This will, in turn, strengthen the mutual respect between child and adult. Observation slips are used to record any emotional, social or behavioural observations. These slips are used by any adult in school to note an observation. If any action or restorative follow up is needed then this must be carried out by the person who observes the behaviour using the restorative questions. They are handed to the class teacher and stuck into a class behaviour book for reference and so that patterns of behaviour can be spotted and managed appropriately. A child's behaviour must not be described to other adult in front of the child. There may be a small number of occasions, when individual situations need to be shared with SLT. On a regular basis, the Head and/or Deputy Head review the class behaviour logs to identify any patterns in inappropriate behaviour, or children who are a cause for concern due to choices they are making.

There are times when individual children do not behave as we would like; in these instances, we follow a clear stepped procedure, so that the child, staff and parents/carers are fully informed about what is happening and why.

| Stepped Boundaries - Gentle, use child's name, child level, eye contact, deliver message | |
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| <p>1. REMINDER</p> <p>A reminder of the three rules delivered privately wherever possible.</p> <p>The adult should take the initiative to keep things at this stage.</p> | <p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening <i>'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p> |
| <p>2. CAUTION</p> | <p>I noticed that you are continuing to choose to (noticed</p> |

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| <p>A clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if you continue.</p> | <p>behaviour)</p> <p>This is a CAUTION that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice.</p> <p>If you choose to continue (not being ready, respectful or safe), then your choice will mean that</p> <p>Please think carefully about your next step</p> <p>Thank you for listening</p> <p><i>Example – 'I noticed that you are continuing to choose to distract the person sitting next to you. This is a REMINDER that we need to be ready and respectful. You now have the chance to make a better choice. If you choose to continue not being ready and respectful then your choice will mean that you need to move to another place in the classroom. Think carefully about your next step. Thank you for listening</i></p> |
| <p>3. LAST CHANCE</p> <p>Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour.</p> <p>'Stay behind for two minutes at the end of the lesson'. This two minutes is owed when the child reaches this step, it cannot be removed, reduced or substituted.</p> | <p>I noticed you chose to (noticed behaviour)</p> <p>It was the rule about (being ready, responsible or safe) that you broke.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>You have chosen to (work at another table etc)</p> <p>(learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is who I need to see today. Thank you for listening.</p> <p>Then give the child some take up time.</p> <p><i>Example - 'I have noticed you are not ready to start learning. You are breaking the school rule of being ready. You have now chosen to move to another seat. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p> |
| <p>4. TIME OUT</p> <p>Time out might be short time outside the room, a dedicated space away from others or at the side of the playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. (This should not be in another classroom. No timer needs to be taken with them.)</p> | <p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench etc)</p> <p>I will speak to you in two minutes.</p> <p><i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> *DO NOT describe child's behaviour to other adult in front of the child*</p> |
| <p>5. FOLLOW UP – REPAIR & RESTORE</p> | <p>Choose from the restorative questions: Suggestion up to 5 for KS2 and 2 or 3 for EYFS and KS1</p> |

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| <p>This might be a quick chat at break-time or a more formal meeting. Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p> | <p>What happened? (Neutral, dispassionate language) * What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? * How have they been affected? What can we do to make things right? * (Forgiveness/reconciliation) How can we do things differently in the future?</p> |
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If a child has reached the 'Time Out' stage the teacher speaks to the child's parent at the end of the day. In the green Class Behaviour Log, a brief overview of conversation should be recorded with parent.

If a child's behaviour is such that they go through this process repeatedly, the class teacher should ask the child's parents to meet with them to discuss the child's behaviour in more detail.

Inappropriate and unacceptable behaviours

We recognise there will be lapses in behaviour for many reasons but any behaviour which disrupts the learning of the rest of the class will be dealt with according to the severity and nature of the behaviour. Such behaviours are not acceptable and will not be minimalised or left unmanaged. All staff identify and tackle low-level disruptive behaviour at an early stage. It is essential that the right behaviours need to become ingrained to maintain a safe, learning environment.

Low-level disruption may include:

- Unnecessary talking · Inappropriate noises · Calling out · Swearing · Showing a lack of respect · Lack of engagement · Distracting others · Answering back · Refusing to do as asked · Not following instructions · Out of their seat without agreed permission.

These behaviours will be followed up with the stepped response.

Mid-level disruption may include:

- Swearing at others · Lying · Shouting in anger · Throwing any object in the classroom · Using hands and feet in an unsafe manner · Damaging school property or another child's learning or work · Intimidation

These behaviours will involve an immediate move to Step 4 of the stepped response, Time Out, will be recorded on an observation slip and/or in the Behaviour Log by the member of staff present. The behaviour will be shared with parents and the follow up recorded in the Behaviour Log.

If any of these behaviours occur more than 3 times within a week or are presenting as a pattern of behaviour, then the Headteacher will be informed.

High-level disruption may include:

- Deliberate, unprovoked or forceful physical behaviour · Assault of pupil or adult (restricting movement, biting, scratching, kicking, punching, strangling or spitting) · Persistent disruptive behaviour · Climbing on or intentionally throwing furniture · Damaging property · Running away as part of refusal · Threatening behaviour against a pupil or adult · Verbal abuse · Use, or threat of use, of an offensive weapon or prohibited item · Bullying · Racist-related, gender-related or disability-related abuse

These high-level behaviours will result in an immediate response to ensure safety of an individual and others. This is where the dysregulation is judged to be having a serious negative impact on the safety, wellbeing or learning of the pupil and/or others. The incident will be shared immediately with the Headteacher or Senior Leadership Team and parents will be called and spoken with by telephone or in person. Serious episodes are likely to end in a fixed term suspension

or in the child not being allowed into class for a period of time whilst remaining on school premises.

All children will receive support to manage their actions, to understand their behaviours and the impact. Throughout this process, a partnership approach is important in establishing consistency for the child and resolving the specific behaviours.

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Imposition

If a child needs to catch up or pay back time lost in learning, the teacher will consider sending home the work to be completed. The class teacher will let the parent know that imposition is needed at the end of the day. An imposition form will be attached to the work with an indication of the amount of work which should be completed, a space for the date of return and a parent to sign.

Assisting pupils who need more intensive support with their behaviour

Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to meet the needs of all pupils all the time. If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs.

For pupils who need more intensive support with behaviour, regardless of the reasons for this, schools need to adapt their approach. This can be achieved by using targeted approaches to meet the needs of individuals within the school (EEF, 2019). However, the targeted approaches that are used should aim to complement the school's behaviour policy, without lowering expectations of any pupil's behaviour. Interventions based on social and emotional learning, parental engagement and self-regulation can all support behaviour improvement. More specific, targeted approaches can be giving alternative behaviour choices, offering quiet time in designated classroom areas to alleviate stress and to encourage the development of cognitive and emotional learning behaviours. When children are taught to improve their learning behaviours, to self-regulate and develop coping skills, often in the context of PSHE discussions, they help substantially with motivation and determination and so result in academic achievement.

It is sometimes appropriate to create an individual positive behaviour plan for a specific child. This may be due to a child's specific need or due to their persistent difficulties. A decision to create an Individual Behaviour Plan will be determined through a conversation between class teacher, parent and Senior Leadership Team. Each plan will be personalised and created with the child. The plan may include additional support, such as a daily behaviour log, positive behaviour chart, a proud book, a social story, a five-point scale or identified resources.

Where and when appropriate, we will consider the use of more specialist interventions, such as ELSA, PFSA, MHST and outreach services. This will likely be a course of 6-8 weekly individualised sessions.

Child on child Abuse

All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

At St Aldhelm's:

- We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Child on child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child on child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

More information about child on child abuse can be found in the Safeguarding Policy. Child on child abuse can happen in any environment and is not restricted to school settings.

Inappropriate behaviour influenced by internet/technology

Children will receive the appropriate instruction to understand safe use and expectations for using online devices within their curriculum learning. This will ensure safeguarding in this context:

- *Appropriate filters and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what learners can be taught about online teaching and safeguarding. (Safeguarding and Child Protection Policy 2023)*

Our filtering and monitoring system will identify children's individual use of school devices and will allow the necessary follow up and support. Parents will be informed and where necessary, agreed sanctions will be applied. For any persistent inappropriate online behaviour, relevant external advice and support will be sought.

Where children's comments have shown that their inappropriate language/gestures arise from seeing/hearing/playing things based on internet/technology/games usage out of school, parents and carers will be made aware, so that they know they need to monitor and restrict a child's usage of video/computer games to those which are age appropriate.

There may be occasions where children need to bring a mobile phone to school (e.g. if they are staying with parents at different addresses or when walking home alone). Phones will be brought to the school office on arrival when they will be stored in the safe until the end of the school day.

Smart watches that have a messaging function, ability to take photographs or internet access will not be worn during the school day, including wrap around care.

Responding to Incidents of Sexual Violence and Harassment

Reference to Keeping Children Safe In Education (2021, Part 5) and guidance Sexual violence and sexual harassment between children in schools and colleges 2021 should be made in relation to taking protective action.

St Aldhelm's will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
- This may include in school intervention and/or seeking specialist advice and guidance from the education psychology team.
- Risk assessments and/or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

Prejudice-based and discriminatory bullying

Where racist or homophobic language is involved, a report is submitted to Somerset Local Authority. Where inappropriate sexual terminology is used, and its use gives cause for concern, external safeguarding professionals may be involved.

In all instances, as a minimum, the child will be expected to apologise to and seek forgiveness from other parties for their use of inappropriate language/tone/ gestures/behaviours. Reconciliation will be encouraged. A child's use of inappropriate language/tone/gestures/behaviours will always be recorded in our School Incident Log, and their subsequent behaviour and language use closely monitored. Relevant support will be considered for the children involved.

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone, smart watch or online (for example email, social networks and instant messenger)

If a pattern of behaviour that reflects any of the above points becomes apparent, the parent of the child who is in receipt of such behaviour and class teacher, and/or Head/Deputy if needed, will meet. This meeting will clarify the behaviour experienced, support and reassure the child and parent and strategies/plans will be put in place to resolve the situation in order that forgiveness and reconciliation can prevail. Review meetings will always follow.

The class teacher, and/or Head/Deputy if needed, will also meet with the parent of the child who is exhibiting or demonstrating any of the above behaviours towards another child. This meeting will clarify the behaviour being shown, find answers as to why this behaviour is happening, support the child and parent in managing these and strategies/plans will be put in place to resolve the situation, in order that forgiveness and reconciliation can prevail. Review meetings will always follow.

Meetings with parents

Meetings with parents will always be supportive and with an aim of resolving the behaviour issues together, for the benefit of the child concerned.

If discussions with parents/carers reveal other issues around behaviour and behaviour management at a wider than school level, the class teacher may recommend involvement of the Parent and Family Support advisor, to help with resolving underlying issues, or a referral to the support service or other internal/external agencies (e.g. SENCO) may be made. At this point, depending on the behaviour causing concern, an internal exclusion may be considered, to be initiated at the Headteacher's discretion. There may also be occasions where the serious nature of the inappropriate behaviour results in a 'fast-track' process, involving the Headteacher at an early stage.

Fixed term Suspension/Permanent Exclusion

Should the inappropriate behaviour persist, and be putting at risk the safety and or learning of others, the Headteacher will consider whether a child should be suspended from the school for an appropriate period. The fixed term suspension may range from half a day upwards. If, following a fixed term suspension, the inappropriate behaviour persists, or if the behaviour is considered serious enough (such as a serious attack on a member of staff or peer), the Headteacher may invoke a permanent exclusion.

For children who require intensive support, including those with SEND, needs and circumstances will be taken into account. However, if behaviours compromise the safety of the child or others, this may result in a fixed term suspension or permanent exclusion.

Use of Reasonable Force

If necessary, for a child's own safety or for the safety of other members of our school community, reasonable force will be used to remove a child from a situation. This includes:

- removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil from leaving the school grounds or premises;
- preventing a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restraining a pupil at risk of harming themselves through physical outbursts.

If the need for restraint of a child arises, parents will be informed as soon as possible, and by the end of the school day at the latest.

Absconding

There may be times when a child with a particular need wants to abscond from the school site. This may be as a result of a variety of reasons, such as ongoing safeguarding issues, emotional and behavioural difficulties or extreme reaction. On the first and subsequent occasion that this occurs, all steps will be taken to reduce and eliminate further attempts. This will always include creating a personal risk assessment and might also include:

- alterations on school site
- changes to supervision and staffing
- identifying the trigger and putting strategies in place
- de-escalation techniques
- use of reasonable force (as a last resort)

If a child does abscond, that is they go off the school site, with the intention of getting away from a situation, a member of staff may follow. In this case a member of staff may feel they have the opportunity to bring the child back onto site.

If a child does abscond, that is they go off school site, with the intention of getting away from school and staff by running, a member of staff does not follow and chase. In this case, a member of staff must relay: "Stop. I will need to call the police". If the child does stop and their intent changes, a member of staff will attempt to bring the child back onto school site. If the intent does not change straight away, the member of staff must make a call to the police immediately. This will be followed by a call to parents, made by SLT.

Individual Praise for Learning Behaviours

We use Tapestry and ClassDojo to reward children for their effort and achievement towards learning behaviours, Ready, Respectful, Safe behaviours and Home Learning. These are shared and celebrated with children, parents and staff. We also give verbal praise, award Dojo points and stickers to acknowledge specific individual achievements. The reasons for these are shared with the children.

Class milestones for Dojo points will be rewarded with a class certificate and choice activity.

Class and individual learning successes and achievements are posted on our Tapestry and ClassDojo platforms. This encourages and raises children's self-esteem and pride in all that they do.

Class teachers present certificates in Celebration Worship to children from their class who have achieved above and beyond in learning behaviours, across a range of subjects and curriculum areas. To ensure this remains a special occasion where we acknowledge this achievement for the children, we do not share and name ahead of the worship. We will publish these achievements in our termly newsletter on the website for all to see.

Some of these certificates will be for specific skills accomplished or knowledge shown; some will be for significant steps taken in learning/behaviour, which show progress for that particular child.

Rewarding regular effort with home learning

Children are able to earn additional Learning Behaviour Points for home learning that shows they have gone above and beyond.

Headteacher's Praise and Award stickers

Our Headteacher likes to be able to praise and encourage. She praises behaviours which go above and beyond as well as Learning Behaviours and so presents gold Head's Award Stickers for children sent to her for positive reasons, e.g. to share a personal best piece of work, or because of great thoughtfulness shown.

This behaviour policy is embedded into whole school practice and involves all staff and pupils. It is based on positive reinforcement, rewarding appropriate behaviour, and puts the responsibility onto the pupils themselves for their behaviour and effort with their learning. There is an expectation that all parents support our school's Behaviour Policy.