

Gorse Hall Primary & Nursery School Behaviour Policy



Nominated Member of Leadership Staff Responsible for the policy:

Miss J Evans (Deputy Headteacher)

Designated Safeguarding Lead (s):

Miss A Flood (Headteacher)

Ms N Suleman (Deputy Headteacher & SENCO)

Miss J Evans (Deputy Headteacher, Behaviour & Well-being Lead)

Named Governor with lead responsibility: Mr M O'Dowd

Reviewed: September 2024

Next Review Date: September 2025

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Develop British Values through an understanding of:
 - Individual liberty and sense of personal responsibility, encouraging all children to be responsible for their own actions.
 - Mutual respect and tolerance through an atmosphere of care and respect for others, in order that effective academic and social learning can take place.
 - Rule of law and democracy where everyone feels their opinions will be listened to, and the promotion of self-esteem and self-worth of each pupil, in order to encourage a positive self-image.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We have an Anti-Bullying policy at Gorse Hall.

At Gorse Hall School we believe that there are two main elements to effective anti-bullying practice:

1. Preventing bullying and cyber bullying incidents
2. Responding to bullying and cyber bullying incidents

Punishing bullies does not end bullying. At Gorse Hall School we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not liked or acceptable. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to take action to end bullying and provide support for bullied pupils.

Our stance on bullying is that:

1. The school will not tolerate bullying.
2. Everyone connected with our school, in any capacity, will value each child and respect their differences.
3. Co-operative play will be encouraged but we also understand the need for children to have quieter reflective time should they wish it.
4. Anyone witnessing bullying should tell a member of staff.
5. All incidents of racist abuse must be corrected and the Headteacher informed. Racist incidents will be logged appropriately.
6. Members of staff will listen to children's or parent's worries or concerns.

Bullying consists of any action or comment which is hurtful to others and it must **STOP (Several Times On Purpose)**. We aim to provide a preventative curriculum that will uncover bullying and provide support to the victims. This will be done through a variety of teaching methods.

5. Roles and responsibilities

5.1 The governing board

is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the child protection and safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Arbor (electronic system)
- Challenging pupils to meet the school's expectations.

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

- Pupils will be made aware of the school rules and expectations frequently

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

6. School rules and expectations

The following statements form the basis of the expectations of behaviour of everyone in our school. These statements evolved from discussions with the School Council, staff and children. These are the statements the children agreed on. The agreed 'Bee Rules and Values' statements are displayed within each classroom, the main entrance hall and at various points around school.

Bee Rules and Values

- Be Kind
- Be Respectful
- Be Safe
- Be Proud

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a calm and purposeful environment for pupils to learn and engage with
- Display the school Bee rules and school expectations
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - identify a key adult to support where needed

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

At Gorse Hall we believe in raising self-esteem, praising good work, encouraging positive attitudes and rewarding good behaviour. We feel it is important that recognition is given to children who always work hard, are considerate to others and behave sensibly in school. Therefore, we have devised a number of reward systems, which acknowledge and praise pupils who have made a special effort.

We will ensure that parents are informed of the positive behaviour of their children so that we can work in partnership to develop and sustain a positive culture in school.

To promote self-esteem and encourage positive attitudes, we will:

- Ensure this is embedded into our whole school approach to PHSE and Relationships curriculum through the Jigsaw scheme of work
- Give monitor roles in class in acknowledgement of children's ability to be responsible
- Reinforce these attitudes and link them to awarding Dojo points in class
- Reinforce these attitudes when awarding weekly certificates such as Jigsaw Certificate and Whole school celebration certificate
- Discuss the expectations as a class on a regular basis
- All take responsibility to embed Bee Rules by praising children throughout the day - in class, lining up, walking around school, in assembly, in the dinner hall etc
- Appoint Head pupils/Deputy Head pupils from Year 6 who will lead with an excellent example of good behaviour and develop leadership skills further
- Appoint Year 6 monitors who will lead with an excellent example of good behaviour and encourage good behaviour, particularly at lunchtimes in the hall and corridors.

Positive behaviour will be rewarded in many ways such as :

- Dojo Point Award
- Kindness Jar
- Golden Time
- Friendship Badge
- Headteacher Award
- Jigsaw Award
- Governor Award - Annual
- Governor Award - Termly
- Rewards specific to Year 6 e.g. black jumpers, monitor roles, Head pupil roles

7.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil to another class for a fixed period of time
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of Golden Time
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Email or/and a phone call home to parents/carers
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Pupil peer mediators will be trained to encourage conflict resolutions of low harm high-frequency behaviour incidents at lunchtime.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searching

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher/Deputy safeguarding lead to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

7.7 Off-site misbehaviour

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

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

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Artificial Intelligence has been used to cause offence to another pupil or member of staff

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

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Teachers reinforce that touching another person without asking is not tolerated. See Appendix 4 for classroom poster display.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

7.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will

consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8. Serious sanctions

8.1 Zero-tolerance approach to sexual harassment and sexual violence

For a serious incident when a child does not follow our agreed 'Bee Rules and Values' expectations, they will be recorded on the Arbor system behaviour log and parents informed. This will mean that **all of their Golden Time is lost** and the children will spend their 'lost' time reflecting upon their behaviour. Incidents related to bullying and /or Online Safety are also reported to Designated Safeguarding Lead, recorded and monitored on the Bullying Log /Cyber incident log and Safeguarding electronic system 'MyConcern'.

8.2 Persistent unacceptable behaviour

Where mis -behaviour continues the following will be considered and acted upon accordingly:

- Loss of playtime will also be used as a sanction and the teacher will endeavour to speak directly with the parent/guardian to try to resolve the issue.
- Parents will be invited into school for a formal meeting in order that these concerns can be discussed further.
- A behaviour contract may be entered into either for playtime behaviour or classroom behaviour between parent, child, teacher and Headteacher.
- A referral to outside agencies may take place e.g. Bliss, Healthy Young Minds, Early Help Assessment, Team Around the Settings for support/intervention.
- In extreme cases, a fixed term exclusion, lunchtime exclusions or permanent exclusion may occur. Should this be the case, the Governors would be informed and TMBC's procedure would be followed. A parent/Headteacher or SLT interview will be arranged immediately.

All parents are asked to support us in our efforts to maintain our expectations and the ethos of the school.

8.3 Suspension and permanent exclusion

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

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

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

10. Supporting pupils following a sanction

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

This could include measures like;

- Reintegration meetings

- Daily contact with Key adult
- Behaviour chart
- Intervention

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents and types of behaviour incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys) annually

The data will be analysed every term by Jane Evans (Behaviour Lead)

12. Attendance

Children achieve well when they are punctual and attend school regularly. Poor attendance can impact negatively on behaviour. Attendance is regularly monitored by the following measures:

- Late arrivals will be monitored and persistent latecomers are always referred to the Education Welfare Officer.
- Children whose attendance falls below 90% will receive a letter home.
- If there is no increase above 90% at the second time of monitoring, outside agencies will become involved and Education Welfare may be contacted.
- If attendance remains an issue, a fixed penalty warning/notice may be issued with a fixed penalty notice from the Local Authority. Parents are regularly reminded about good attendance and punctuality.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Suspension and permanent exclusion policy
- Anti-Bullying policy
- SEND policy
- Wellbeing and Mental Health Policy



Procedures and Sanctions for unacceptable behaviour

Foundation Stage

In the Foundation Stage, children will be given a verbal warning of the `Bee Rules and Values. If they choose to continue, they will be placed in `time out' away from the situation. Positive behaviour is reinforced continually. Any serious incidents will be dealt with by the Headteacher and parents notified.

Key Stage 1 and 2

Low Level Incidents

For `low level' continuous incidents in class, the teacher will use the following:

- name on the board as a warning
- One cross (**x**) next to name if poor behaviour continues
- Two crosses (**xx**) next to name if poor behaviour continues – time out given for reflection
- Three crosses (**xxx**) next to name – sent to Headteacher or SLT member, incident recorded on Arbor system behaviour log and email notification sent home.

For low level incidents at playtime or lunchtime, staff on duty will pass children's names onto the class teacher so they can put their name on the board for not adhering to one or more of the rules. **The teacher may decide how much Golden Time has been lost or the teacher may decide how much playtime has been lost.** Children can also lose minutes of their Golden Time throughout the week for a variety of other things, such as: no PE kit, no homework and no reading book. However, Golden Time can be earned back through discussion with the class teacher and the rest of the class. There may be instances where the teacher may need to use discretion e.g. SEND pupils. If low- level is an ongoing concern, the class teacher will communicate with parents as soon as possible.

Serious Incidents

For a serious incident when a child does not follow our agreed `Bee Rules and Values' expectations, usually where other children or adults have been hurt, then they will be recorded on the Arbor system behaviour log without the need for the procedures above e.g. name on board. Parents will be informed. This will mean that **all of their Golden Time is lost** and the children will spend their `lost' time reflecting upon their behaviour. Incidents related to bullying and /or Online Safety are also reported to Designated Safeguarding Lead, recorded and monitored on the Bullying Log /Cyber incident log and Safeguarding electronic system `MyConcern'.



Appendix 2: Rewards

Rewards

Dojo Point Award

Dojo points (ClassDojo) are awarded in the classroom for good behaviour or work.

- 50 points and they will receive a certificate
- 100 points and they will be able to choose from a selection of pencils and rubbers in the Headteacher's office
- 150 points and they will be invited to the Headteacher's office for a certificate and a prize
- 250 points and they will be presented with a prize.
- 350 points/150 (EYFS) and they will be invited on a special trip. Where there are a high number of pupils from the same class a teacher decision will be made to identify pupils .

Kindness Jar

Kind and respectful behaviour is rewarded by receiving a pom-pom. It is added to the class Kindness Jar. If the jar is full by the end of the week, the class are rewarded with a class treat.

Golden Time

Golden time for children in KS1 and KS2, is linked to the 'Bee' expectations. It can take many forms and the activities will be decided by the Class teacher and the children together.

Friendship Badge

'To have a friend you must first be a friend'. The Headteacher will discuss with children and staff weekly a child who has shown the qualities needed to be a good friend. The child chosen will be presented with a badge and a certificate during whole school assembly.

Headteacher Award

The Headteacher will choose one child each week linked to the whole school focus for the term and linked to their behaviour over time. Children will be presented with a Headteacher Award badge and certificate in our 'Celebration' assembly.

Jigsaw Award

The class teacher will choose one child each week linked to the Jigsaw PSHE scheme of work. A certificate for that child will be awarded during our 'Celebration' assembly.

Governor Award - Annual

At the end of the year, a child will be chosen from each class by the class teacher for outstanding achievement for that year. This will be presented by the Chair of Governors. Parents of the children will be informed.

Lunchtime Award

A class will be chosen weekly to receive the lunchtime award for positive behaviours in the lunch hall.

Class Bee award

A class will be chosen weekly to receive the Bee award for positive behaviours in class.

Golden Time award

Teachers will choose pupils from their class who go above and beyond to attend a Friday afternoon session with senior leaders e.g. making biscuits.



Appendix 3: School Expectations

In lessons pupils are expected to:

- Be kind, respectful, safe and proud
- All children listening, learning and on task
- Silent transitions to maximise learning time
- Hands up to gain teacher attention
- Responding to teacher signal to stop and listen quickly
- Helping tidy and being respectful of equipment/resources
- Staying in seats during lessons
- Effective, focused partner talk about learning
- Quiet learning /focused whispers while doing independent work
- Correct uniform including jewellery (remove earrings for PE).

Moving around the school pupils are expected to be:

- Be kind, respectful, safe and proud
- Slowly and quietly
- Staying in line order
- Picking up litter/coats
- Respecting displays
- Being respectful to all in the school
- Use toilets and cloakrooms sensibly and return back to class as quickly as possible
- Respect other pupils working in the corridor.

At playtimes pupils are expected to be:

- Be kind, respectful, safe and proud
- Keep hands and feet to yourself
- Respectful to equipment and the environment
- Tell a grown up if you see a problem
- Be friendly and try to include others
- Put litter in bin
- Stand still on the first whistle, line up on the second whistle
- Line up silently, be still and face the front
- Walk one behind the other and listen to the grown up.

In the Lunch hall pupils are expected to be:

- Be kind, respectful, safe and proud
- Lining up quietly
- Stay in seats
- Quiet voices
- Good table manners
- Put hand up when you need an adult
- Keep food on your plate or in lunchbox
- Tidy up when finished.
- Use cutlery if needed and use safely.

On school trips pupils are expected to be:

- Be kind, respectful, safe and proud
- Listening to all adults
- Follow instructions
- Stay in groups
- Be respectful and polite to all adults including members of the public
- Good manners – please, thank you, hands up
- Quiet voice
- Wear seatbelt on the coach
- Keep places tidy and respect property.

In assembly:

- Be kind, respectful, safe and proud
- Calm and quiet walking in and out
- Listening
- Sit quietly throughout
- Hands up to ask or answer questions
- Make sensible seating choices
- Correct uniform including jewellery
- Follow the same routines for visitor and class assemblies.

