

Behaviour Policy

Barwell Church of England Academy



Approved by:	Victoria Newman	Date: 04.01.2025
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1. General

This policy aims to:

- 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
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

We want every child and adult within our Barwell Family to feel safe and to be safe first and foremost. Our school should be a haven where there are high levels of respect surrounded by positive attitudes. Our children should behave well and have high levels of self-control and not disrupt lessons or the day-to-day life of the school. We want to enable our whole school community to flourish. We understand that for this to happen, our children need explicit high expectations understood by every member of staff who works in our school and a lot of love. We understand that these expectations need to be taught explicitly and progressively throughout school. We need to have a shared language and consistent approaches. We would describe our approach to behaviour as being:

High expectations for everyone with a lot of love to support children to achieve these expectations.

If children are happy, safe and secure in their school environment, this will have an impact on staff well-being and children's learning. This policy aims to set out how our whole school vision is at the heart of our approach to behaviour. It is imperative that all members of staff, parents and governors have a clear understanding of this policy to ensure consistency throughout the school and across the community.

Vision

Love thy neighbour in a flourishing school community

A community with Jesus' protective love at heart, radiating love in all we do. A community that supports our neighbours to flourish, making sure all feel welcome, with a sense of belonging. A community that believes, if the climate is right, all can achieve to the highest, both academically and in mind, body and spirit

2. Church School

Our vision is based on love, a love that welcomes and challenges and wants every individual to flourish holistically. Its main roots are very simple and come straight from Jesus:

A new command I give you: Love one another. As I have loved you, so you must love one another. John 13.34-35

To enable us to understand this love fully and how it applies to our every day practices, we use parables from the Bible to enhance our understanding. The two parables that help guide our journey are The Good Samaritan and The Good Shepherd. We need everyone connected with our school to understand how the meaning behind both of these stories can help us to become better versions of ourselves. We use The Lion Story Telling Bible's version of these parables to make them as accessible as possible to our children and to keep consistency across school. The parables are connected to our Christian Values so that we can explicitly teach how to show love to our neighbours.

The Christian Values go hand in hand with the other character traits that we use in school to ensure that we have a shared language. However, because these values are instrumental in leading the values set out in our vision, we focus on one Christian Value each half term.

The Christian Values are set out in the table below:

Christian Values	Compassion Friendship Thankfulness	Trust Hope Forgiveness
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Below, there is a table which sets out which Christian Values are matched to which parable. However, it is understood that these are not restricted to these and show the children, through other stories and examples, how these values are important in our lives. The table also identifies Bible quotes matched to each value to expand further on the theological basis for choosing each value rather than it being a generic character value with no religious connection.

The Good Samaritan	
Compassion	Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble. 1 Peter 3:8
Friendship	If one falls down, a friend can lift him up. Ecclesiastes 4:10
Thankfulness	Be joyful always, pray continually, give thanks in all circumstances, for this is God's will for you in Christ Jesus. 1 Thessalonians 5:16-18
The Good Shepherd	

Trust	<p>May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.</p> <p>Romans 15:13</p>
Hope	<p>Now faith is being sure of what we hope for and certain of what we do not see.</p> <p>Hebrew 11:1</p>
Forgiveness	<p>Forgive us our sins, as we also forgive everyone who sins against us.</p> <p>Luke 11:4</p>

Love thy neighbour in a flourishing school community. A community with Jesus' protective love at heart, having high behavioural expectations. In the parable of the Good Samaritan, Jesus illustrated how love can be shown through **Compassion**, even for those who are not like you. In our work to safeguard children, compassion must be shown to those who are in different circumstances to ourselves and not make judgements. And in our work on behaviour, to understand the communication behind actions and look for the reasons someone 'can't' rather than assuming they 'won't'. He showed how **Friendship** is about lifting others up when they are in need of help and so our duty is to lift up those who are in need of our friendship, whether this is to help safeguard them or support them with their emotional regulation. And **Thankfulness** to the people who help us; our staff team who work together or outside agencies who give additional support in our work.

In the parable of the Good Shepherd, Jesus taught us to consider the whole flock and the value of **Trust**, in ourselves and in others. It is imperative that our children and families trust us if we are going to be able carry out our safeguarding work. And we need to trust that, if we give children the right knowledge and skills, they may lose their way but they will be found. The Shepherd never gave up **Hope** and so never gave up on any of his sheep and we must not give up on any of our children when dealing with safeguarding and supporting behaviour. And finally, Jesus taught of **Forgiveness**, we do not stay angry when others stray but restore relationships through Forgiveness.

3. Our expectations

Our whole school Behaviour Expectations are very simple but cover all aspects of school for adults and children. They focus around the ABCs which are:

- A = accepting** the challenge
- B = being the best** version of yourself
- C = working on character**

We feel that the ABCs are a fundamental approach for all of our school community to get on well with each other and work towards achieving our vision for our school. Below sets out what our ABCs look like:

Accepting the challenge: we all know that we find different aspects of school life challenging throughout the day, this will be different for each member of the school community and change day by day depending on what is happening in our lives. We ask that every member of our school community faces challenges with an open mind and a growth mindset. We may not be able to complete a challenge...yet. For our children, this may range from being challenged within the classroom academically or in more social situations. We ask that we all face challenges with a 'can do' attitude rather than focusing on the negatives.

Being the best version of yourself: we believe that the person that you need to get better than is you. If you approach every day with the belief that you can be better than the 'you' from the day before, we will always be making progress towards our goals. Being the best version of yourself is about exhibiting good character even when no one is looking.

Working on character: we use our Academic, Values and Emotional Well-being characteristics as our guide towards improvement. This is a shared vocabulary used across the school so we have a shared understanding of what we are working on. Again, similarly to challenges, the characteristics that we need to focus on will change day by day and even lesson by lesson. Some children will find particular aspects easier than others and this can be affected by things that happen outside of our school community.

Ready to learn

We expect all of our children to be ready to learn in lessons. We use **SPLAT** to help reinforce this:

S: sitting up straight

P: having good posture

L: listening

A: answering questions

T: track the talker/words

It is important that children have good posture in lessons and that they sit ready to learn. This includes sitting up straight with their legs on the floor between the chair legs. Children should listen to the adult leading the learning at all times or to other children who are explaining their ideas. When questions are asked, it is important that children are keen to share their ideas or respond to an adult. One of our fundamentals across the school is that children 'track' the talker. This means facing the person who is talking to them and looking at them. This may be the adult leading the learning or their peers. If there is reading in class, children will track the words. If the words are on paper in front of the children, they will use the non-writing end of the pencil/ruler/overlay. This will quickly enable them to turn their pencil around if they are required to circle, underline or make notes about the text.

Travelling around school

All members of our school community should walk in school on the left hand side of the corridors. Children should be in a line, one behind the other, facing the front, have their hands out of their pockets and be silent.

Flourishing Foundations

To support **all** staff to promote the positive behaviours we expect to see, we have a standardised approach to how staff achieve this. These are our Flourishing Foundations: ACT

A: Attention

1. **Waiting:** When wanting attention from a group of children, the adult leading will choose a position within the space that makes it clear they are ready for the children to SPLAT. They will choose their body language carefully to signal their intent
2. **Requesting:** If not all children pick up on this request, the adult will say '3,2,1...and SPLAT'
3. **Thanking:** They will give out positive reinforcement to children who were quick to comply or chose to make the right decision

C: Correcting

1. **Anonymous:** If there is an individual/s who are not showing attention or are displaying undesired behaviour, the adult will use anonymous correction, for example, 'there is someone who is not tracking'
2. **Non-verbal:** If whole group attention is still not achieved or undesired behaviour is continuing, the adult will use non-verbal corrections such as looking at the individual or tapping a desk. For children who may struggle to identify nuanced non-verbal cues their name and a very clear request should be used, 'Name, please track me'
3. **Initials:** If there continues to be non-compliance, the individual's initials should be recorded on the board
4. **Sanction:** If the undesired behaviour continues, the adult should issue a sanction and explain why the sanction is in place. If the behaviour is disrupting the learning of the group or is serious misbehaviour, then a radio call for 'triage' should be placed

T: Travelling

1. **Attention:** The group's attention should be sought using Attention Steps
2. **Expectations:** Our expectations should be explicitly set out: 'In a line. One behind the other. Facing the front. Hands out of pockets. Silence thank you.'
3. **Checking:** The adult should stop the line at strategic points to ensure the expectations are being upheld
4. **Correcting:** Any unwanted behaviour should be addressed using Correcting Steps

Our Flourishing Foundations are the cornerstones to help us to achieve our expectations and allow adults to teach and keep children safe. For a small number of children, reasonable adjustments to our procedures will need to be put in place to enable them to achieve our expectations. Where this is necessary, children will have a 'Cheat Sheet' that is co-created with them. Staff need to be familiar with the Cheat Sheets of any children that are in a group that they are leading.

4. Our whole school approach

In order to enact our vision, and to create the right culture, we are deliberate in our approach to create the right environment that fosters love and respect. In this section, our approach is set out, in no particular order and where none is more or less important than another. It is the sum of the parts that is important to the embedding of our vision throughout all of our day to day work.

Character

At the heart of our approach to creating a positive school culture is having a shared language across our whole school. These are important words that equip children and staff with the vocabulary needed discuss what characteristics are important as we progress through life. Our characteristics are grouped into three broad categories, Academic, Values, and Emotional Wellbeing. In the Values group are the Christian Values which have been set out previously. There is some cross-over between the three groups, as would be expected, and some characteristics appear in more than one group. The Academic character traits are detailed in our academic curriculum, the Learning Adventure. Although we understand that learning and achieving academically are instrumental in overall wellbeing, we are focusing specifically on those characteristics that we are concentrating on particularly as part of wellbeing because we know the impact of wellbeing on creating a positive culture where the school community can thrive. Below, the characteristics for Values and Emotional Wellbeing are set out:

Value Characteristics	Empathy Respect Humility Inclusiveness Good Humour	Gratitude Integrity Co-operation Peace Kindness
Emotional Wellbeing Characteristics	Resilience Courage Confidence Optimism Self-efficacy	Self-esteem Feeling safe and secure Managing Impulsivity Perseverance Communicating

Celebrating diversity

We believe that a celebration and understanding of difference, whether that be down to appearance, attitudes, background and so on, enables a better understanding of differences. Feeling fearful of the unknown can fuel behaviours that could harm others. We explicitly teach that:

Everyone is different, everyone is equal

This also ensures that our children are prepared for life in modern Britain and have an understanding of the Equality Act (2010). We teach children about diversity through a No Outsiders in Our School approach (Andrew Moffat, 2016). Our programme is called **Everyone's Welcome** and encompasses the theme of how differences should be celebrated for all sections of the community and has a focus on the protected characteristics within the Equality Act. We teach explicitly about this through our Collective Worship, within our curriculum using picture books and through every day conversations.

When entering our school, our expectation is that:

Everyone is agreeing to treat everyone with dignity and respect as people created in the image of God.

The table on below sets out the protected characteristics that are discussed at an age appropriate level with our children. The delivery of Collective Worship, where the protected characteristics are discussed, is in classes so that children have the time and space with their teachers to develop their thoughts and feelings to different contexts. In this way, we ensure that discussions can be pitched at a level suitable for the ages of the children and, as the children progress through our school, their understanding can develop.



British Values

Alongside the Equality Act and protected characteristics, we also focus on British Values within our class discussions. We aim to actively promote British Values so that children leave our school prepared for life in modern Britain as holistically well, global citizens with the confidence to display courageous advocacy. We emphasise that, along with the celebration that everyone is different, and everyone is equal, in Britain we have a set of fundamental values that we all have a responsibility to uphold, regardless of our differences.

The key British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs

We encourage children to treat all people with respect, developing their understanding that even though differences in opinion may exist about what is 'right' and 'wrong', all people living in Britain are subject to its laws. In doing so, we model these values in our interactions and actively challenge those who express opinions contrary to these. The British Values are set out in more detail in our Journey to Wellness: mind, body and spirit.

Behaviour and relationships

In order to achieve our vision, the way that we approach behaviour within school and the relationships within our school community are vitally important. There are two prongs to the work we do on behaviour, our expectations as set out in this policy and our approach to teaching behaviour.

Behaviour curriculum

Regulation is something everyone continually works on whether they are aware of it or not. We all encounter trying circumstances that can test our limits. If children and staff can recognise when they are becoming less regulated, they will be able to do something about it, manage their feelings and get to a healthy place. For some children, because of the experiences they have already had, this will come more naturally, but for most it is a skill that needs more attention and practice. For this reason, our behaviour curriculum is based on Zones of Regulation. Our Journey to Wellness: mind, body and spirit sets out in detail how we deliver our behaviour curriculum.

Relationships

In order to support children to regulate their feelings and emotions, relationships are critically important. Relationships between children and staff, between children and children, between staff and staff, and our relationships with families all matter enormously if we are going to succeed in living out our vision.

One way we support positive relationships, and to model what positive relationships look like, is to have a restorative approach to conversations, especially when they may be happening when there are heightened emotions involved. A restorative approach to the way we talk to children helps to create a harmonious

learning environment where children develop the skills to be able to self-regulate their own emotions and feelings and to understand the emotions and feelings of others.

Our work in this area focuses around the Four Rs:

Respect

We show respect by listening carefully to others' opinions and learning to value what they say even if we do not agree with them

Responsibility

We learn to take responsibility for our own actions and examine where situations could have been resolved earlier if we had made other decisions

Repair

We work to develop the skills needed so that we can repair situations and any harm we have caused. If the repair is done properly, we learn from it and do not make the same type of mistakes again

Re-integration

We work together, in a supportive way, to look for solutions and ways to move forward with forgiveness and inclusivity

It is usually a member of the Senior Leadership Team (SLT) who have conversations with children when things have involved heightened emotions or children have been harmed in some way. However, all staff need to understand the principles behind making restorative conversations work as, as well as helping to resolve any issues, it is also a powerful model for children on how to navigate their emotions whilst also dealing with the emotions of others. We have a set of principles to follow to guide our restorative conversations and, from these, it becomes clear why these conversations will be most successful with a member of the SLT, or someone who not responsible for a group of children at the time of the conversation, as they need time and space for them to happen in an effective manner. Our Journey to Wellness: mind, body and spirit sets out the principles that are followed when having a restorative style conversation.

Relationships curriculum

As well as the work detailed above to support healthy relationships, we also discretely teach about Relationships and Relationships and Sex Education (RSE). This area of our work focuses on the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The aims of RSE within school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We have developed our RSE curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils and it focuses on preparing children for the changes that adolescence brings and how a baby is conceived and born.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Much of the statutory guidance is covered throughout our wellness work, as we believe that interleaving the learning and repetition of key themes, rather than discrete one off lessons, is more effective. However, to allow for clear progression and a sensitive informed approach, some aspects of this work are also delivered discretely. In Year 3 and Year 4, these are delivered by children's class teachers and in Year 5 and Year 6, our Family Link Worker, who has received training on delivering RSE education and is our Designated Safeguarding Lead (DSL). Our Relationships

Education, Relationships and Sex Education Policy sets out more details about this area of our work and it is also detailed within our Journey to wellness: mind, body and spirit and how we communicate with families.

Additional support

We understand that, for a small number of our children, the provision set out so far in this document may not be enough and they require additional, more personalised support. In the same way we approach identifying children's additional needs within our academic curriculum, in order to enact our vision, we need to be aware that there will be some children who need more to support them with their social, emotional and behavioural development. In our drive to be as inclusive as possible, we take an equitable approach rather than an equality approach with a 'needs first' ethos.

One key element to our additional pastoral approach is the idea of 'upstreaming'. We always need to be ready and prepared to deal with crisis situations and unexpected events but, by upstreaming, we believe that we can be more effective and ensure that we support children and families to reach them before they get to a crisis point. Upstreaming is the theory that, instead of keep jumping into a river to save children who have fallen in, we go up stream and fix where they are falling so they do not need to be saved. This is the approach our pastoral work takes.

Pastoral support

Our Family Link Worker (FLW) is an essential role within our school and is the embodiment of our vision being lived in our day to day work. The role primarily is centred on working with families and providing day to day safeguarding. However, it is much more than this. Our FLW is our lynchpin, the person who connects each facet of our school; by supporting families and children, supporting staff, having an overview of our pastoral provision, leading on RSE, being our Mental Health Lead, and so on. The list is endless. As part of the SLT, this role provides a view point that is not a teacher's but who understands education. We also have a Pastoral Team who deliver specific pastoral interventions to support children with their social and emotional development.

Big Buddy, Little Buddy

In recognition that it is not just Year 6 in our school who have a large transition, we have established a Big Buddy, Little Buddy scheme for our Year 3 children. It is a big transition to go from an infant school to being a junior when you are only 7. We want children to have the best possible start with us so that they feel safe and secure right from the start.



One of the things that children struggle with when transitioning is to go from being the oldest children in the school to the youngest and on a much bigger site. Usually, one of their main concerns is lunchtimes and the older children in Year 6. To combat this, we team each Year 3 child with their own Year 6 buddy. It is a child that they do not already know so they extend their friendship group. The buddies meet on a regular basis, right from our Transition Day in the previous academic year. They share their work, successes and worries and the Year 6 children do a brilliant job of making them feel welcome. Their friendships develop throughout the year and often, if a Year 3 child has a falling out or cannot find their friend, it is their buddy who they seek out to help.

Assessment

The Boxall Profile assessment is a two-part checklist, which is completed by class teachers once a year for their whole class and more regularly for children who have interventions, and it identifies the levels of skills that children possess to access learning. The data it produces is extremely useful on an individual basis, to identify class needs and to analyse progress across the whole school or specific groups of children. On an individual basis, it helps to inform our SEN Individual Plans for children who have special needs by identifying areas where they may struggle and useful provision to develop skills in these areas. We can also use it to look at the impact of interventions by comparing how children scored prior to an intervention and after.

5. Misbehaviour

Below details what we believe constitutes misbehaviour and serious misbehaviour. Most misbehaviour will be dealt with by the adult leading a group. Serious misbehaviour will be 'triaged' so that a member of the Senior Leadership Team can support. However, a member of the SLT will always be available to support staff with dealing with behaviour if required.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence 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 like 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:
 - Alcohol
 - Knives or weapons
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers/Vapes and e-cigarettes
 - Fireworks
 - Pornographic images
 - Chewing gum
 - Mobile phones without a school contract/that have not been handed at the beginning of the day
 - 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)

In order to live out our vision, it is important that all involved with our school community have a shared understanding of what bullying is. Below sets out how we use the Anti-bullying Alliance's definition and define bullying as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

In order to explain this to our children in an age-appropriate way, we describe it as harm that has been caused Several Times On Purpose (STOP) without provocation. We also use STOP as an acronym for Start Telling Other People if you are worried about bullying. Bullying can occur not just between pupils but between pupils, staff and parents. Our Dignity at Work Policy goes into more detail about harassment and the measures we take to prevent it for adults within our school.

Bullying

There are different types of bullying:

- **Physical bullying:** violence and assault (hitting, pushing, kicking, biting, spitting, jostling), damaging or stealing property, damaging school work and equipment.
- **Verbal bullying:** name calling, vindictive teasing, insulting remarks, threatening, taunting, homophobic/biphobic/transphobic/racist remarks, harassment.

- **Emotional bullying (also known as indirect or psychological bullying):** rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising.
- **Cyber bullying:** (via a digital device e.g text messaging, instant messaging (MSN etc.) and social networking sites) name calling, malicious gossip, the passing on of images, sexting, teasing, ostracising etc.

In our context, it is highly likely that cyber bullying may occur beyond school as children are not permitted to use mobile technologies without supervision and the filtering systems we have in school prohibit social media sites. However, we acknowledge the potential for cyber bullying to cause much upset in and out of school and operate a zero-tolerance approach to this behaviour, informing parents whenever we suspect pupils may be involved.

Forms of Bullying:

Bullying behaviour can be based on prejudice or negative attitudes and any member of our community can be a target of bullying behaviours, including staff. Some forms of bullying are aimed at specific groups or based on factors which put individuals at a greater risk of being bullied. These groups include, but are not solely restricted to, the protected characteristics under the Equality Act 2010 of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Below shows the different forms bullying can take (for further definition, please see the school Anti-Bullying Policy):

- **Bullying based on disability (disablist)**
- **Bullying based on gender reassignment (transphobic)**
- **Bullying based on race or ethnicity (racist)**
- **Bullying based on religion or belief**
- **Bullying based on sexual orientation (homophobic or biphobic)**
- **Bullying based on sex (sexist)**
- **Bullying based on appearance or health conditions**
- **Bullying based on home circumstance**

It is important to remember that bullying does not just happen between children. Bullying can take place between:

- young people
- young people and staff
- staff
- staff and third parties
- individuals or groups

Further details of our school's approach to preventing and addressing bullying can be found in the school Anti-Bullying Policy. All incidents where there is a report of bullying, or suspected bullying will be recorded on a concern form and passed on for a member of the Senior Leadership Team to deal with. Bullying, harassment and violence will never be tolerated.

6. Praise and sanctions

It is important that the language used by all members of staff is centred on our character words and our restorative language. We must be consistent in our approach at all times. It should be clear that Our Expectations are the normal 'state of affairs' for our school. To this aim, we do not reward children for following our expectations. Our language though should be used to praise when we observe children upholding our expectations.

However, we do want to keep families as involved in their child's successes as possible. This is done through a range of ways:

Character Commendations

Our online Achievement Assembly is a chance to celebrate examples of character being shown by inviting families to join us to hear how their child has impressed their teacher

Headteacher Character Commendation

For each Achievement Assembly, the Headteacher chooses one child who has particularly gone above and beyond around school and invites them to their office to receive an award

Texts home

Teachers send texts home to families to celebrate successes on a particular characteristic

Phone call home

Teachers phone parents to celebrate success on a particular characteristic

Face to face

Teachers see parents at the end of a day to celebrate success on a particular characteristic

Post card home

A post card is sent home to families to celebrate successes on a particular characteristic

Stickers

Stickers are awarded to children who stand out in their progress towards a particular characteristic

Sending a child to another member of staff

Children take their work to show their progress

Headteacher/Deputy Headteacher reward

Children are sent to the HT or DHT to share their behaviour or effort.

Sanctions

When considering the behaviour of any pupil with Special Educational Needs and or Disability (SEND), the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

The school's response will be:

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

The school may use one or more of the following sanctions in response to unacceptable or bullying behaviour depending on the severity of the incident:

- A verbal reprimand
- A consequence such as missing free time
- Referring the pupil to a senior member of staff (by using our 'Triage' system)
- Contacting a child's family to discuss behaviour

Any persistent, repeated incidents of unacceptable behaviour by an individual or group will result in the Headteacher contacting parents and, if a criminal act has occurred, the police. Ultimately, repeated incidences of unacceptable behaviour may result in a suspension or exclusion of the pupil(s) concerned.

Where appropriate and necessary, we would also carry out risk assessments detailing how to manage the behaviours and safety of the children involved moving forward.

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.

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

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

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

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

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 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 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, 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.

Removal from classrooms

Removal from the classroom is not always used as a sanction – it may be that a child is not in the right zone for learning to take place. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- To ensure that pupils are able to learn effectively without experiencing disruptive behaviour

- Restore order if the pupil is being unreasonably disruptive
- Allow for a restorative conversation to take place with a senior member of staff
- To use tools to help regulation and emotional control

Pupils will be removed from the classroom for a maximum of 30 minutes and then either returned to their classrooms or alternative arrangements made if they are still struggling to regulate their emotions. Where persistent disruptive behaviour is noted from pupil/s and they are removed from a session of learning in their own classroom, a text will be sent home informing adults that their child has been learning out of their own room due to their persistently disruptive behaviour

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. We use Boxall to assess their needs and devise a Behaviour Plan based on Boxall recommendations. The implementation of the Behaviour Plan will be monitored by the Senior Leadership Team on a monthly basis.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 as per policy

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

7. Additional information

Additional support

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

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

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.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold inclusion meetings at the beginning of an academic year to discuss the individual needs of children within each class.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Staff have received training on the Zones of Regulation curriculum and on the implementation of this policy. It also forms part of our ongoing professional development through our Instructional Coaching.

8. Roles and responsibilities

Families

Families are expected to:

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

Staff

All staff should explicitly teach our children how they should behave in and around school. Our expectations should be shared regularly and consistently and be understood by the whole school community. Our staff should also teach children to foster self-regulation and emotional control through The Zones of Regulation curriculum. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the schools Expectations and SPLAT
- Develop a positive relationship with pupils, which may include:
 - Joining in with our children in our chant
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Staff are responsible for:

- Implementing this behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs and on their class chart
- Delivering our self-regulation and emotional control curriculum

The Headteacher

The Headteacher is responsible for:

- Approving this behaviour policy

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary
- Ensuring that the data from the behaviour log is reviewed on a regular basis by the Non-Curriculum Lead, to make sure that no groups of pupils are being disproportionately impacted by this policy. They will work with the Senior Leadership Team to review groups and individual children's needs and the effectiveness of interventions put in place and provide closer monitoring for those children with the highest needs in regards to behaviour.

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

9. Monitoring and reviewing

This behaviour policy will be reviewed by the Non-Curriculum Lead and agreed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log. At each review, the policy will be approved by the Headteacher.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Journey to Wellness; mind, body and spirit



Appendix 1

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions and suspensions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.