Harborne Primary School

Behaviour and Anti-Bullying Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: December 2023

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Our Philosophy

Harborne Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone involved with the school is expected to maintain the highest standards of personal behaviour, to accept responsibility for their behaviour and encourage others to do the same. This includes, but is not limited to, members of school staff, visitors, parents and pupils.

Our behaviour policy guides staff to model the best behaviour, teach the attributes of good learning and social behaviours to the pupils of Harborne Primary and to promote reflective practice in instances where behaviour falls below expected standards. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Working in partnership with parents, we want all our children to feel happy and safe at school, so that they can learn successfully and be proud to be a valued member of the Harborne Primary School community.

The school is committed to building a community which values kindness, care, good humour, good temper, obedience and empathy for others by:

- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Developing and modelling positive relationships with all stakeholders.
- Promoting desired behaviour through active demonstration and recognition.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Helping learners to take control over their learning and be responsible for the consequences of it.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

Reasonable and proportionate consequences will follow where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and special educational needs and disabilities (SEND).

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006

- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Home School Agreement
- Parent Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy

2. Roles and responsibilities

Pupils will be responsible for:

- Their own behaviour both inside school and in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Arriving at school on time.
- Engaging with the opportunities the school offers.
- Treating everyone as they would want to be treated.
- Getting on with their work.
- Supporting other children.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Maintaining and modelling mutually respectful relationships in their dealings with school, as detailed in the parent code of conduct.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Getting their child/ren to school on time at the start of the day and collecting at the correct time at the end of the day.

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.

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

The Behaviour Co-ordinator will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCo will be responsible for:

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

Teaching staff will be responsible for:

- Teaching and modelling expected behaviour and positive, mutually respectful relationships, demonstrating good habits.
- Handling incidents where behaviour falls below expected standards calmly and consistently and in a manner that minimises the chances of emotional acceleration.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo, Behaviour Co-ordinator and the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

- Being responsible and accountable for the progress and development of the pupils in their class.

Pastoral Managers will be responsible for:

- Working alongside individuals and groups of pupils experiencing behavioural difficulties
- Implementing and managing student support plans, including IBPs
- Implementing and managing Early Help Assessments
- Monitoring and taking positive steps to improve attendance and punctuality.

Year group leaders are responsible for:

- Supporting class teachers within their year groups with behaviour related incidents.
- Liaising with parents as necessary regarding behaviour incidents.
- Working alongside Pastoral Managers, the Behaviour Co-ordinator and the SLT to seek support and escalate incidents as necessary.

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

- Modelling high levels of behaviour, based on mutual respect.
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping Year Group Leaders, DSLs and SLT up-to-date with any changes in behaviour.

3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school

- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Graffiti

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

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

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

6. Managing behaviour

We expect the highest standards of behaviour at Harborne Primary School so that the children can benefit from our quality first teaching and the educational experiences on offer.

In order to meet our objectives and maintain these high standards, we follow a restorative approach to behaviour management. Appropriate behaviour is constantly reinforced with positive encouragement and praise; inappropriate behaviours are corrected within a supportive and nurturing framework.

Behaviours	Actions	
	When giving praise, teachers will ensure that they define the behaviour that is being rewarded; the praise is given immediately following the desired behaviour; the way in which the praise is given is varied; praise is related to effort, rather than only to work produced; perseverance and independence are encouraged and that the praise given is always sincere and is not followed with immediate criticism.	
	EYFS & KS1	**KS2**
Kindness Good listening Sharing Being helpful to other children/adults Perseverance Achieving a personal target Good learning and participation in school life during the week	• Sticker • Show other children • Show another adult • Marble in the class jar • Family member told at the end of the day • Achievements Certificate • Movement on the Characteristics of Effective Learning board	• Sticker • Show other children • Show another adult • Marble in the class jar • Family member told at the end of the day • Achievements Certificate • Movement on the Characteristics of Effective Learning board • House Points (emphasis is on contribution towards the

		team not individual achievement)

Class Marbles

Every class will work collaboratively to collect marbles in their jar. These will be awarded by adults, when they notice good behaviours (eg lining up in a calm manner, speedy tidying up, being well-occupied during wet playtime etc). The 'marbles' might be a paper display so that adults can show and celebrate the name of the child who has earnt the marble for the class or a physical jar in the room. There will be consistency within year groups regarding jar displays and how many marbles are needed to fill the jar. Upon achieving a full jar, the class will get a treat (eg extra time on the Tyre Park, big equipment on the playground for a session, a class game etc). When filled, marble jars will be replaced so that children can word towards another treat.

The Restorative Approach and use of consequences

Behaviour at Harborne Primary School is of a very high standard; however, on the rare occasions that relationships break down, the Restorative Approach focuses on an obligation to repair the harm done, within a continuum of respect and support. Parents are involved in this when required.

Class Charters are developed each September with the children to establish safe, fair and respectful behaviour within the school. It follows from our School Rules that bullying, racism and sexual harassment are not tolerated at Harborne Primary School and we deal with such incidents seriously, involving parents.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Reported incidents of a serious nature will be recorded on CPOMs to help identify pupils whose behaviour may indicate child on child abuse, potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL or deputy DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following escalation of consequences will be applied:

Stage	Behaviour	Consequence
1	• Not on-task or avoiding learning	• Polite reminders of behaviour expectations

Low level unacceptable behaviours	• Not completing classwork or homework • Disrupting others and talking in class • Not following instructions • Poor choices on the playground	• Thinking/calming time • Support to make a better choice • Explanation of how choices are affecting others • Individual working space • Catch-up on missed work
2 Persistent low level unacceptable behaviours	• Repeatedly not on-task or avoiding learning • Repeatedly disrupting others • Inappropriate words or conversations • Hurting someone's feelings (eg teasing) • Hurting someone physically by thoughtless actions • Lack of respect for people or property • Not making a safe choice • Not accepting help to make a better choice	• Polite reminders of behaviour expectations • Thinking/calming time • Apologise with sincerity • Miss part of break or lunchtime for a restorative conversation (usually within 24hrs) • Catch-up on missed work • Take action to be kind towards person affected/hurt/upset, repair any damage to the relationship • Short-term behaviour report cards • Parents/Carers informed at home time • Coaching and mentoring from pastoral team or SLT • Removal of privileges • School-based community service, e.g. tidying the classroom
4 Serious unacceptable behaviour	• Swearing • Being rude or shouting rudely • Constant disruption to people or learning • Deliberately, physically hurting someone • Intentionally, taunting or causing emotional hurt	• Polite reminders of behaviour expectations • Thinking/calming time in another supervised, safe space for example another classroom within Year Group • Apologise with sincerity • Miss part morning break time or part of lunch time for a Restorative Conversation (usually within 24hrs)

		• Catch-up on missed work
		• Taking action to be kind towards person affected/hurt/upset, repair any damage to the relationship
		• Parents/Carers informed asap
		• Individual Behaviour Plan identifying specific targets rewards and consequences
5 Serious unacceptable behaviour *Adults will make the decisions now*	• Repeatedly doing the above • Inflicting deliberate, serious, physical pain or injury • A single serious behaviour or extreme reaction • Posing immediate danger to themselves or others • Bullying • Discriminatory language • Harassment • Vexatious behaviour • Bullying • Cyber bullying	• Staff support by another member of staff (SLT, pastoral manager or SENDCo) • Formal meetings with parents/carers • Formal Restorative Conversation with DHT/HT and parents/carers • Thinking time out of class for example with the pastoral manager or member of SLT. • Referral to the City of Birmingham School for behaviour support (referrals made by Behaviour Co-ordinator or Inclusion team) • Early Help referral • Internal Exclusion – the pupil will spend part of the day or a number of break and lunchtimes supervised by a member of SLT or the pastoral team. • External Exclusion – the pupil will be sent home for a fixed period of time.

Following incidents of serious unacceptable behaviour by a pupil, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

- An assessment will be carried out to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, pastoral support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases.

Use of reasonable force

DfE guidance on the use of reasonable force based on The Education and Inspections Act 2006, makes it clear that all members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Harborne Primary staff members have been trained to use positive handling techniques, which will only be used as a last resort and as a means of keeping pupils and staff safe. School staff will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the most senior member of staff present, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day. Any incidents of physical intervention will be recorded in the school's bound books, kept in the Head's office on both sites.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

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

7. Sexual abuse and harassment

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

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

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

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

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

The school also identifies the following as prohibited items:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

These items may be searched for by authorised staff without consent, if necessary. Reasonable force will not be used under any circumstances:

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

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

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

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the Home School Agreement, which requires pupils to:

- Arrive at school on time
- Engage with the opportunities the school offers, e.g., fundraising
- Treat everyone as they would want to be treated
- Behave themselves
- Get on with their work
- Support other children

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Our rules for happy and purposeful classrooms are:

- We treat other people as we would like them to treat us
- We are honest and we own up if we do something wrong
- We don't bully others
- We treat other people's possessions as we would treat our own
- We try to challenge ourselves

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Behaviour Co-ordinator will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

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

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the Home School Agreement with their child and sign it on their behalf.

The classroom environment

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

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

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

Praise and rewards

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

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

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.

- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

Characteristics of Effective Learning

Positive behaviour will be taught to all pupils as part of our Characteristics of Effective Learning project, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The Characteristics of Effective Learning focus on defining positive learning behaviours and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

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

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Behaviour and Anti-bullying Policy.

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

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

Where appropriate, the school will take advice from School and Governor Support.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

12. Monitoring and review

This policy will be reviewed by the SLT lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is December, 2024.

My Behaviour Think Sheet

Draw what happened:	Why was this behaviour not acceptable?	
	This behaviour was not safe	
	This behaviour was unkind	
	This behaviour hurt someone	
	This behaviour damaged something	
	This behaviour disrupted learning	
	This behaviour did not follow our School Rules	

How were you feeling when this happened?

angry	sad	worried	frustrated	confused	fed-up	jealous	tired

Circle some things that you could do if you feel like this again:

Say, "Stop! I don't like it."	Talk calmly	Take three deep breaths	Count to ten	Walk away	Think before acting	Choose kindness	Say how you feel

What do you need to do now?

| |

Signed (pupil):	Signed (teacher):

Name: _____
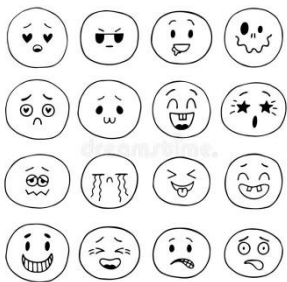
What happened?

Do you know why it happened?

Who was impacted and how?
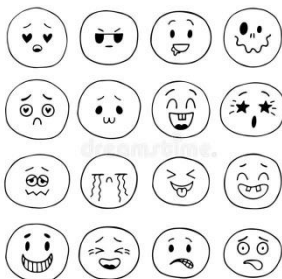
Does anything need to happen now?
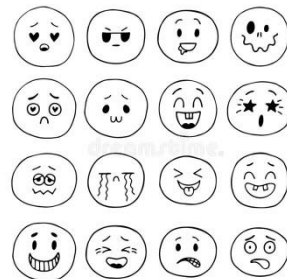
What went wrong?

What will you do next time?

How did you feel?

Before

During

After

My Behaviour Targets

Name:	Class:	Date:
These things are going well at school:		
These things need to improve at school:		
School are going to support me by:		
I am going to help myself by:		

	Morning Play	Lunchtime	Afternoon Play	Actions:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				