



Elizabeth Woodville
Primary School

Behaviour Policy

Status:	Statutory
Designated Committee:	Health and Safety / Curriculum
Date Approved:	February 2023

Striving for Excellence ~~~

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1. Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community through:

- **Understanding that all behaviour is a form of communication:** Thinking of a child behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Behaviour is anything that a person does that we can see or hear. When we feel frustrated, upset or misunderstood we can struggle to respond to these feelings which can result in less acceptable behaviours. Staff will try to 'tune in' to identify what our learners are trying to communicate. Once a learner feels understood and cared for, they can learn to express their emotions in an acceptable way.

- **Setting clear boundaries and high expectations:** Children need to know what is expected of them, where, when and why. We acknowledge the need for an approach that balances nurture and structure. We believe that children need clear routines, boundaries and responses to help them feel safe, protected and cared for. All children have the right to feel safe and a right to learn. All feelings are acceptable but not all behaviours are. Understanding behaviour as a form of communication does not mean that children do not experience consequences for their behaviour. High expectations should be maintained for all learners and they should be supported to meet them.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all. A graduated approach is important and it may be appropriate to use Behaviour Support Plans, which unpick the child's behaviour and document agreed strategies to ensure a consistent approach. (Children need personalised responses to supporting their personal development and well-being; being consistent and fair is not about everyone getting the same, but everyone getting what they need.)

- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication, inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [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](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [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:

- 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Our School Rules

Children and adults at Elizabeth Woodville have worked hard to create a set of rules for our school. The rules were drafted and then approved by the whole school. These are the important rules that have been created:

Elizabeth Woodville Primary School - Our Golden Rules**We always show good manners and politeness.***We are never rude to others.***We are kind and thoughtful towards others.***We do not hurt anybody's feelings.***We listen carefully to each other.***We do not interrupt.***We follow instructions from adults the first time.***We do not ignore others.***We are honest.***We do not cover up the truth.***We work hard and are always ready to learn.***We do not waste time.***We look after everyone's property.***We do not waste or damage things.*

The rules are of equal importance and are for everyone in school; we would like children to follow them in the community as well as in the school. The rules are the basis of the policy. They are displayed prominently throughout the school. It is important that children know the rules and understand them. They have all made an agreement to follow them. Following best practice guidance, our rules have a positive statement followed by a negative statement. This ensures all children clearly understand the behaviour expectations.

4. 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
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

5. Definition of Bullying

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Further details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

6. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure 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 consequences are applied consistently.

The headteacher will also:

- Provide 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
- Offer 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
- Ensure this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensure 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 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Developing a positive relationship with all pupils and treating all pupils fairly and with respect
- Modelling positive behaviour
- Co-regulating with those children who are not able to regulate alone
- Creating a safe and pleasant environment, physically and emotionally
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils' efforts and achievements
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

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

5.5 Pupils

Pupils will work with us to:

- Ask for help and support when required from a trusted adult

6. Pupil Code of Conduct

Pupils are expected to:

- Work to the best of their abilities
- Use the Zones of Regulation to communicate their emotional needs to school adults
- When regulated, reflect and repair situations (with support from a trusted adult if necessary)
- Show respect to members of staff and each other
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and consequences

At Elizabeth Woodville, we may disapprove of the behaviour, but never the person. We believe that being fair is not about everyone getting the same but everyone getting what they need. It is therefore not always possible to respond to behaviours in the same way. However, it is useful to have a guiding framework of responses to good and poor behaviour.

7.1 Our Responses: to positive behaviours

It is vital that the majority of interactions learners have with staff are positive.

- All learners should be greeted with positivity when they first enter the school building.
- Smile and greet learners as they enter your lesson
- Take the time to find out about their interests/hobbies and show a genuine interest.
- All learners should be told something they have done well in each lesson.
- Praise should be specific, e.g. "Well done for being able to remember the order of calculations."
- Give praise for effort, e.g. "Well done for giving it a go even though you weren't sure."
- Some young people find public praise difficult to accept. Find ways to praise learners on a 1:1 basis.
- All learners should receive feedback at least once a week (house points, certificate, stickers, phone call home) informing their parent / carer of something positive they have done or achieved.

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement

- ✓ Class stickers
- ✓ Class stamps
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ House points
- ✓ Postcards or phone calls home to parents/guardians
- ✓ Special responsibilities given

We acknowledge, praise and reward children who keep the rules. To help, each class has developed a reward system following our guiding principles.

- Once a reward has been earned it cannot be removed
- All adults in the school should be involved in rewarding children who are setting a good example in following the rules.

8.2 Our Class Reward Systems

All classes use the following reward methods:

- Star, sun and cloud system, stickers for good work, house points, certificates.
- Children who continually demonstrate exemplary behaviour, support for others or a learning achievement are nominated for a Gold Award certificate by their class teacher. The child's parents are then invited to the celebration assembly to see them awarded the certificate.
- 'Dip in the Box' – children are awarded with this for 1-off occasions demonstrating exemplary behaviour, attitude and manners.

8.3 Lunchtime Rewards

- During lunchtime our Supervisors award stickers to children following the school rules.
- House points are also awarded to children who demonstrate excellent behaviour and support for others.
- Children who repeatedly demonstrate exemplary behaviour may be nominated for a Gold Award as described above.

The school also acknowledges all the efforts and achievements of children, both in and out of school, showing certificates and awards.

8.4 Consequences: responses to concerning behaviours

We believe that children feel more secure if they feel safe, connected, understood and cared for. All behaviour is a form of communication. Children will be supported to understand that their behaviour may have consequences.

The school employs a number of consequences to help children follow the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

Our responses need to be based on our knowledge of a child. We aim to identify, support and de-escalate at the early signs of distress.

- We expect children to listen carefully to instructions in lessons. If they need support with this, we may ask them either to move to a place nearer the teacher, or move to a place where they will be able to concentrate better (e.g. away from distractions).
- We expect children to try their best in all activities. If they do not do this, we may support them to redo a task.
- If a child is disruptive in class, the teacher will remind him or her of our school rules. If a child is repeatedly disruptive, the teacher will try to understand why this happening and support them accordingly. They may need a movement break, more support with their work or may need support to regulate their emotions. They may need to work in a different area of the classroom.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session (or until they are regulated again).
- If a child threatens, hurts or bullies another child, the class teacher records the incident and there will be an appropriate consequence for this behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

8.5 Step 1, 2, 3 Procedures

This system to support children's behaviour is called Step 1, 2, 3. We have summarised this in a flow chart for all members of staff to refer to. (See Appendix 1)

- **A positive reminder of the rules is given first**
If a child behaves in a way which breaks a school rule (e.g. isn't following an instruction), an adult will give a positive reminder of the specific school rule they need to follow and what they need to do (regarding their behaviour). For example, 'Our school rule is **We follow instructions from adults the first time** so I need you to do what the teacher has asked you to do.'
If behaviour continues the child moves onto the steps below:
- **Step 1** – The child's name is noted by the teacher, and as soon as is possible, an adult 'checks in' with the child to try to understand why they are behaving like this. The adult checks what support the child might need (e.g. a quick conversation about the work) so that hopefully they are able to follow the rules again.
If behaviour continues:
- **Step 2** – The child has a second line next to their name *and has a 5-minute check-in with the teacher/adult leading the class, usually at playtime*. In this time, the adult will support the child to regulate and reflect on their behaviour. However, we understand that children may need different amounts of time to regulate. When the child is ready, the adult will support the child to repair their behaviour.
If behaviour continues:
- **Step 3** – This is reported to a member of SLT and the child has a longer 10-minute check-in with an adult, usually at playtime, so that they can be given extended support with their behaviour.

Teachers record incidents of Step 2 behaviour in their Class Behaviour Book. Once a child receives a Step 3, they may miss some playtime so that an adult can talk with them about their behaviour, understand what might be going on for them and put in appropriate support and consequences. A member of SLT will usually discuss their behaviour with them and consequences will be personalised to meet their needs.

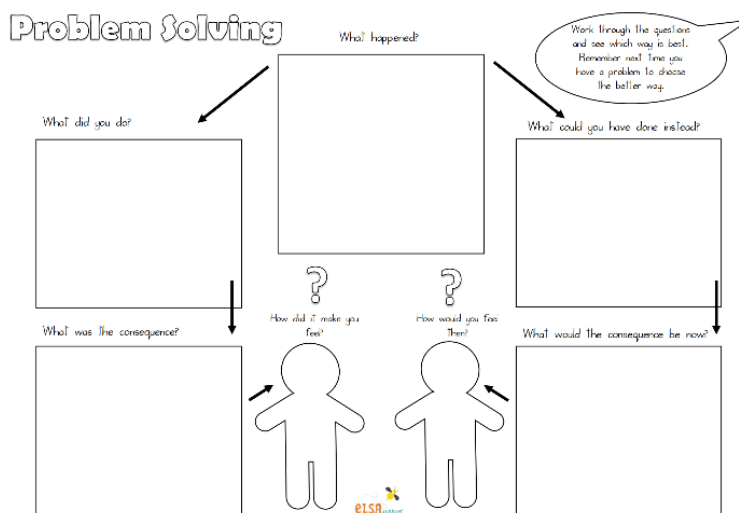
A step is relative to the child's general behaviour and is cumulative, therefore different kinds of negative behaviour could result in a move to a further step. The focus of a consequence is to support the child to learn from their mistakes, reflect how they could do things differently and make amends for their actions/repair relationships. It can be tricky for people to say sorry straight away but we support children to repair in various ways.

When using the steps, we are guided by Louise Bomber's 4 R's from her book 'Know me to teach me'. The 4 R's are: Regulate, Relate, Reason and Repair.

- **Regulate** - calm and soothe the learner. Children are not able to think/reason when they are in a state of anxiety or distress.
- **Relate** - validate feelings and label them. Help children to label their emotions to manage their behaviours. It is important that we 'name it to tame it'.
- **Reason** – set limits on their behaviour and problem solve with the child. Once the learner is calm, we can reflect on the situation with the learner and problem solve. For some learners, we may only get a limited window at this stage to communicate what we need to, so we need to get to the point quickly.

A restorative response to an incident of conflict involves asking the following questions (and may involve drawing pictures/thought bubbles alongside this):

- *What happened?*
- *What were you thinking and feeling at the time?*
- *What do you think and how do you feel now?*
- *Who has been affected by this?*
- *How can we make sure this doesn't happen again?*



- **Repair** - find a way of re-connecting with the learner. Show the learner that it is usually possible to put things right and that we are often made stronger as a result of difficulties. Offer four options of repair: make it, repair it, pay time back or random act of kindness. This is the message of hope that they can repair the situation.

The steps system will be started afresh at lunchtime so that if children have had a tricky morning they get to reset halfway through the day. If a child is having a challenging morning, it means that all is not lost-they don't have to continue having a 'bad day'.

Responses which are not attachment aware:

- Expecting children to self-regulate by themselves
- Dismissing a child's feelings by telling them they are over-reacting, being silly or wrong
- Using shaming language or sanctions
- Telling children how they are feeling
- Being confrontational with our verbal or body language
- Ignoring the child
- Using too many words which can overwhelm them
- Isolating or leaving children on their own when they are distressed

When a behavioural incident occurs, we support children to take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

A graduated approach is important, and for serious or persistent breaches of this policy, it may be appropriate to put in place a Behaviour Support Plan. This aims to unpick the child's behaviour and documents agreed strategies to ensure a consistent approach. (Children need personalised responses to supporting their personal development and well-being; being consistent and fair is not about everyone getting the same, but everyone getting what they need.) For some children, if they are finding it difficult to regulate after an incident or the likelihood of incidents re-occurring is high, we may suggest that they learn in a different space to the classroom, along with a supportive adult.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a consequence unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off-site visits on health and safety grounds which must be discussed with the Headteacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

We believe that every day should be a fresh start for a child so we endeavour to repair on the same day that an incident has happened. If it is very late in the afternoon and getting towards home time, we will offer time after school with the child and parent/carer(s) to repair with a school adult if this is possible, and the child is regulated. If everyone feels it is better to have a conversation to repair at the start of the next day, this will take place instead. This conversation will follow the 4 R's and be used as a teaching opportunity to: relate to how the pupil was feeling in that moment, reason and reflect on how others were feeling and why it happened and finally help the child repair the situation.

8.6 Playtime and Lunchtime Consequences

In the playground the same Step 1, 2, 3 system is in place and any recorded steps are transferred to the classroom. At Step 3 the child is taken to see a member of the SLT.

8.7 Behaviour Report

For persistent behavioural difficulties, we may need to monitor a child's behaviour using a Behaviour Report. This is a three-week programme which monitors a child's behaviour through each session in a day (including playtime and lunchtime). The child meets with their parents, class teacher and the headteacher to set no more than two targets and review the support that will be put in place by school. The child is then rewarded for the smiley faces they achieve, with a special sticker being awarded for a full day, then a full week of smiley faces. The report is monitored every day by the class teacher and parents. At the end of the week the Headteacher meets with the child to look at their progress. Parents also sign the report each week to show they have discussed it with their child at home. (See Appendix 2)

8.7 The following are consequences for serious misbehaviour:

The Step 1,2,3 flow chart in appendix 3 outlines how these consequences are applied.

- A verbal reprimand

- Parents informed
- Time out at break or lunchtime
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Meeting between parents and a member of the SLT / Headteacher
- Behaviour Report
- Lunchtime / After School Detention
- Exclusion from school at lunchtime
- Exclusion from school for a fixed period
- Permanent exclusion

9. Fixed-term suspension and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the DfE guidance on exclusions from schools. We refer to this guidance in any decision to exclude a child from school.

10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

12. Behaviour management

12.1 Classroom management

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 pupil code of conduct or their own classroom rules
- 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
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

12.2 Physical restraint

All members of staff are aware of the regulations regarding the use of force by adults in school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

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 (see appendix 3 for an incident report)

12.3 Confiscation

Any inappropriate items 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](#).

13. Pupil 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 (SENDCo) 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.

14. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Our staff are provided with training on managing behaviour, including de-escalation strategies and the proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

In March 2023, staff will receive training in emotion coaching so that we further develop the language scripts we use when supporting children.

The Steps of Emotion Coaching



Connect and listen

'I can see something is really bothering you...let's get some space.'
'I care about you.' 'I want to help.'
'Can you tell me more about...'
'Help me understand what's going on for you right now.'
'Would you like my help?'

Name the feeling

'I'm wondering if you're feeling...?'
'No wonder...you are upset, sad, angry'
'I see that you're upset'
'Let me see if I have this right...you're feeling frustrated because..'
'It's ok to be angry...but we need to find a way to express that anger without hitting someone.'

Find solutions together

'I wonder whether we could.../we need to...'
'I wonder how we could make this right'
'Shall I help you to make a choice...'

4 choices: make it, repair it, pay time back, random act of kindness

16. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every 2 years. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every 2 years.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

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 guidance explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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.

This written statement of behaviour principles is reviewed and approved by the full governing body every 2 years.

Appendix 2: Incident Report

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
People informed of the incident (staff, governors, parents, police)	

Appendix 3: Step 1,2,3 Flow Chart

STEP 1,2,3 SYSTEM		
CLASSROOM	GROUP	LUNCHTIME/PLAYTIME
POSITIVE REMINDER Remind child of the school rule they need to follow 		
STEP 1 Name on board Adult checks-in with the child 	STEP 1 Name on post-it. Check-in with adult FED BACK TO CLASS TEACHER 	
STEP 2 5-minute check-in with adult (may be in playtime) Log in Class Behaviour Book 	STEP 2 5-minute check-in with LS Name in Behaviour Book FED BACK TO CLASS TEACHER 	
STEP 3 10-minute check-in with adult (may be in playtime) Report to SLT 	CHILD SENT BACK TO CLASS CHILD SENT TO SLT FED BACK TO CLASS TEACHER FOR STEP 3 	
<p>A member of SLT, will decide how to support the child including what consequences and repairs may be needed. An individual Behaviour Support Plan may be created or edited in response to persistent or serious incidents.</p> <p>We will try to understand the child's behaviour and think about what they are trying to communicate through their behaviour. Parents may be contacted so we can work together to support the child. School or home may need to increase the support available to the child (if possible) to help meet their needs.</p>		

Appendix 4: Report Card

Elizabeth Woodville		Report Card		Date Wk/c		
Name:				Class:		
<ul style="list-style-type: none"> • Write no more than two behaviour targets in the box below • Grade their behaviour at the end of each session with a tick for each target achieved • Consider what support the child needs from school, to meet these targets • Send a copy home to parents 						
Behaviour targets:						
	Session 1	Session 2 Playtime	Session 3	Session 4 Lunchtime	Session 5	Session 6
Mon						
Tues						
Wed						
Thurs						
Fri						
Teacher comment:						
Signed:..... Teacher:..... Headteacher:..... Parent:.....				Date:		

