



South Hiendley Primary School Positive Behaviour Policy			
Date	Review Date	Coordinator	Nominated Governor
January 2020	January 2021	Mrs M Reed	TBC

South Hiendley Positive Behaviour Policy

This policy has been written in accordance with the **DFE “Behaviour and discipline in schools” document, published January 2016**. This policy sets out that we should have:

- A strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Behaviour and discipline contribute to our duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- It sets out the measure to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; regulate the conduct of pupils.
- Our policy promotes good behaviour among pupils.
- We set out disciplinary sanctions to be adopted if a pupil misbehaves.
- We have an effective anti-bullying strategy (see Anti bullying policy).
- Though we are not obliged by law to, we implement a home-school agreement with new starters at the academy.

We have considered the following points that contribute to improving the quality of pupil behaviour:

- 1) A consistent approach to behaviour management
- 2) Strong school leadership
- 3) Classroom management
- 4) Rewards and sanctions
- 5) Behaviour strategies and the teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

Policy statement

South Hiendley Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive behaviour policy guides staff to teach self-discipline, not blind compliance. 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. We acknowledge the School's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special education needs (SEND).

Aims of the policy

- To create a culture where excellent behaviour is the minimum expectation for **all** pupils, for learning and for community life.
- To support learners to take control over their own behaviour and be responsible for the consequences of it.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- Provide a positive and consistent approach to behaviour management, where good behaviour is recognised and rewarded.

Purpose of the policy

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

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Continually teach appropriate behaviour through positive interventions and high expectation.

In writing this policy, we have looked for examples of best practice.

Outstanding Behaviour Policies:

- Are simple, clear and coherent.
- Create problem solvers, not process followers.
- Encourage professional judgement.
- Define technical building blocks of Behaviour Management.
- Make praise easy.
- Make emotional acceleration difficult.
- Address adult behaviour directly.
- Enshrine consistency.
- Allow positive professional relationships to flourish.

Positive Behaviour Policy

What our Positive Behaviour Policy in practice looks like – one page summary:

How will staff behave?	What are the 3 Rules?
<ol style="list-style-type: none"> 1. Be fair – use the behaviour policy for all. 2. Be calm – keep emotions in check. 3. Be kind and respectful to all. 	<ol style="list-style-type: none"> 1. Ready: Be ready to learn, aim high, work hard. 2. Respectful: Be respectful, be polite, be kind. 3. Safe: Be safe, be sensible, be careful.
All staff, everyday...	Senior leaders, everyday...
<ol style="list-style-type: none"> 1. Refer to "Ready, Respectful, Safe". 2. Never ignore or walk past learners who are behaving badly. 3. Follow up every time, engaging with learners. 	<ol style="list-style-type: none"> 1. Take time to meet, greet and welcome learners at the beginning of the day. 2. Be a daily, visible presence around the site, especially at times of mass movement. 3. Regularly review provision for learners who fall beyond the range of written policies.
Ways we recognise conduct that exemplifies our expectations.	What support do we provide beyond the classroom?
<ul style="list-style-type: none"> • Class Recognition Boards • House points • Private and/or public praise • Values Stickers – awarded by ALL staff • Certificates in Assembly • Lunchtime Supervisors give out certificates and reward children by choosing them to sit on the 'Special Table' for lunch • Young Leadership Team • Verbal praise 	<ol style="list-style-type: none"> 1. A full time Learning Mentor to link home, school and external support for overcome pastoral barriers to learning. 2. An Attendance officer to support families in getting children to school every day and on-time. 3. We buy into Education Psychology, Wakefield Exclusions and Behaviour Support Team to provide additional support where necessary, access support the Future in Mind and any other additional agencies as necessary.
Steps to manage behaviour	Actions
Redirection	Potential General Inappropriate Behaviour Gentle encouragement, a nudge in the right direction, small act of kindness.
Stage 1 Reminder	General Inappropriate Behaviour (eg, distracting others, not getting on with their work, rough play at break time or lunchtime) Supervising adult will be involved – class teacher, teaching assistant, lunchtime supervisor. A reminder of Ready, Respectful, Safe delivered privately if possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this level. Remind learner of past times when they have made right choice. Staff take the initiative to keep things at this stage in the classroom.
Stage 2 Caution	Continued General Inappropriate Behaviour (eg, distracting others, not getting on with their work, rough play at break time or lunchtime) Supervising adult will be involved – class teacher, teaching assistant, lunchtime supervisor. A clear verbal caution delivered privately wherever possible, making learner aware of their behaviour and clearly outlining consequences if they continue. A Quick Restore conversation will be needed later, even if the child only reaches this step.
Stage 3 Time out <i>(no more than 5 minutes)</i>	Persistent Inappropriate General Behaviour (eg, continuing to distract others, refusing to follow instructions, refusing to get on with their work, repeated rough play at break time or lunchtime) Supervising adults will be involved – class teacher, teaching assistant, lunchtime supervisor. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. After this, a Quick Restore conversation will be held. EYFS / KS1 – on a 'thinking spot' within the classroom. KS2 – at a desk within the classroom or at a table in the corridor (pupils must be in full sight of an adult and supervised at all times). Playground / Field – stood to the side of the area.
Stage 4 Internal Referral <i>(no more than 10 minutes)</i>	Persistent Inappropriate General Behaviour (eg, continuing to distract others, refusing to follow instructions, refusing to get on with their work, repeated rough play at break time or lunchtime) Supervising adults will be involved – class teacher, teaching assistant, lunchtime supervisor, learning mentor Learner will be referred internally to paired class or to the Learning Mentor. All internal referrals must be recorded by class teacher or Learning Mentor on CPOMS, and parents informed.
Stage 5 Formal Meeting	Unacceptable Behaviour (eg, refusing to complete work or comply with instructions, verbal or physical aggression, single incident of swearing and / or racist or homophobic name calling) Supervising adults will be involved – plus the Learning Mentor and a member of SLT. This will be a more formal meeting held in a quiet space. The meeting will involve the child, parent (s), member of SLT and / or Learning Mentor and the member of staff responding to the initial behaviour need. An Imposition will be given. All formal meetings must be recorded by the member of SLT or Learning Mentor on CPOMS, and parents involved.
Stage 6 Referral	Extreme Unacceptable Behaviour (eg, repeated incident of swearing and / or racist or homophobic name calling, non-compliance with instructions, physical assault, leaving the school premises, bringing a weapon into school) SLT, including the Headteacher plus the Learning Mentor will be involved. Consequences: internal exclusion, potential exclusion from school. A referral is made to senior leaders or the behaviour team in extreme circumstances. However, action taken by the senior leader also includes the initial adult involved. All referrals must be recorded and documented by the Headteacher or Deputy Headteacher on CPOMS and other relevant documents and relevant agencies informed.
Examples of breaches of the Positive Behaviour policy which may result in immediate internal / fixed term exclusion and a formal behaviour meeting.	
<p>Sustained bullying / victimisation.</p> <p>Violent or dangerous conduct affecting staff, members of the public or other learners.</p> <p>Sustained disruption to learning or wilful damage to property.</p> <p>Drug / alcohol incidents.</p>	

Consistency lies in the behaviour of adults and not simply in the application of procedure. A sustainable consistent approach ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept authority.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

All staff

1. Meet, greet and welcome learners at the door.
2. Refer to "ready, respectful, safe."
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners; ensure to link these to our key values and PSHE curriculum, through which we teach what good behaviour choices look like.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give take up time when going through the steps. Prevent before Sanctions.
7. Follow up every time and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Middle and senior leaders

Leaders are not expected to deal with behaviour referrals in isolation; they work alongside colleagues to support, guide, model and show unified consistency to learners.

1. Meet, greet and welcome learners at the beginning of the day.
2. Be a visible presence around the site, especially at changeover times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Share good practice.
5. Support staff with more complex behaviours.
6. Use behaviour data (in conjunction with pastoral staff) to develop provision and policy.

Recognition and rewards for effort

We celebrate and reward learners who exemplify and exceed our standards. We use a mixture of formal awards and informal personal praise, as we understand that this can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are harder to reach.

School Level:

- Values Stickers – awarded by ALL staff
- Certificates in Assembly
- Lunchtime Supervisors give out certificates and reward children by choosing them to sit on the 'Special Table' for lunch
- Young Leadership Team

Class level:

- Class Recognition Boards
- House points
- Reward Jars

Managing behaviour in classes and around the school

Engagement with learning is always the primary aim. A gentle reminder or nudge in the right direction is all that is usually needed for most children. We focus on praising the behaviour we want to see, whilst drawing attention from behaviour that is not appropriate, wherever possible, without affecting the learning of others. All learners must be given "take up time" in between steps.

Pupil Code of Conduct:

Practical steps in managing and modifying poor behaviour

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Class teachers keep a log of any behaviour concerns and report this at weekly whole staff meetings. When children report other children hurting or upsetting them, these will be fully investigated.

1) **Reminder**

Ready, Respectful, Safe delivered privately to the learner. The staff member makes the learner aware of their behaviour, and the learner has a choice to do the right thing.

2) **Caution**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Any triggers are removed by the adult where appropriate. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. See the script below:

- a. *Gentle approach, personal, non-threatening, side on, eye level or lower.*
- b. *"I noticed you doing That breaks our **ready / respect / safe** rule."*
- c. *"If you choose to continue / do that again the consequence will be.... When I've talked to you about this in the past you made the right choice."*
- d. *"I'm going to give you a little bit of time and space to make the right choice." (30 seconds of take up time.)*

3) **Time-out**

Where poor behaviour choices continue, the child is asked to take time out. Class teachers should inform parents at the end of the day that this has happened.

- If at playtime, this is standing at the side of the playground.
 - If in class, then the learner is to be asked to take "time out" in a quiet area of the classroom. This should be for no more than five minutes. See the script below:
- a. *I have given you a reminder and a caution that you were not being **ready / respectful / safe**. You are continuing to do*
 - b. *I would like you to take five minutes at the side of the playground / in a quiet area of the classroom to think about this. I will let you know when you can rejoin the session.*
 - c. ***(If in lessons)** You will have to make up this lost learning time at play / lunch.*

4) **Internal referral**

Where a child does not make the right behaviour choice following time-out, they will be referred internally to the "paired classroom". If this occurs at lunchtime, the child must be brought inside to their class teacher.

Internal referrals should be for no more than 10 minutes.

- a. *You have been given a reminder, a caution and time out because you were not being **ready / respectful / safe**. You are continuing to do ...*
- b. *I would like you to go to your paired class / into school as your behaviour choice is not correct.*
- c. ***(If in lessons)** You will have to make up this lost learning time at play / lunch.*

5) **Formal behaviour meeting**

Where there are significant concerns about a learner's ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidents, a meeting with the teacher, learner, Learning Mentor and Headteacher will be put in place. Targets will be agreed and monitored over the course of two weeks (**see appendix one**).

Serious breaches / incidences of violent behaviour

This is an incident which may lead to an internal or fixed term exclusion.

Incidences of serious or repeated disruption to other children's learning can also be grounds for internal or fixed term exclusion. These can include:

Positive Behaviour Policy

- Repeatedly talking over a classmate or member of staff, ignoring requests to stop
- Refusing to follow an instruction from a member of staff
- Seriously interrupting the learning sequence of other children
- Using equipment or resources in a way that causes harm or damage to self, others or property
- Being disrespectful to staff or children
- Playing in an unsafe way
- Putting themselves or others at risk of harm

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may remove the other children from the setting and call upon a member of the Leadership team. We will physically intervene only when absolutely necessary, and in accordance with the appropriate government guidance (Please see our Positive Handling Policy). All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our Academy do not hit, push or slap children. Staff only intervene physically to restrain children or 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.

If a child threatens, hurts or bullies another child, the behaviour is reported immediately to the Headteacher. Such behaviour is investigated fully in order to determine the appropriate level of punishment. Acts of deliberate aggression or repeated acts of aggression or bullying will automatically warrant an internal or external exclusion. This is determined by the Headteacher and senior management team, depending on the circumstances around the individual and the incident. Exclusions of any kind are always reported to parents and, in the case of external exclusions, also to governors and the LA. Parents are then required to attend meetings to discuss ways to improve the future behaviour of their child. (See Anti-bullying policy for further information.)

Children in internal exclusion will not be prevented from leaving the room of their own free will, unless in exceptional circumstances (for example serious risk or harm to either the child or others). We will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. We ensure children are kept in seclusion no longer than is necessary, and that their time spent there is used as constructively as possible. We allow pupils time to eat or use the toilet.

Where a child causes harm to another child at lunch or playtime, and this behaviour is repeated, the Headteacher may set up alternative provision over this period, for example working with the Learning Mentor or Behaviour Officer, in order to seek to correct this behaviour through positive supervised play experiences. The Headteacher will not allow a child to play freely with other children until he/she is reasonably sure that the child is able to do so without harming others. Where parents do not agree to this, fixed-term exclusions that incorporate lunchtimes will be used to ensure the safety of all children.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. A visual display should be present.

The class teachers in our Academy have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

Positive Behaviour Policy

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and responds according to our stages set out above. Parents will be informed by class teachers when a child has had to miss any play or lunchtime.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-Academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Academy behaviour policy consistently throughout the Academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the Academy. The Headteacher is the Academy Child Protection Designated Officer.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher arranges regular behaviour management training updates, at least once a year for all staff members who work with children.

The Headteacher keeps records of all reported serious incidents of misbehaviour, delegated through the Learning Mentor.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour, including disruption to learning, acts of poor conduct both in lesson and on the playground, and acts that may damage property and resources. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Academy governors have been notified.

The role of parents and carers

We explain the school rules and expectations in the SHS Positive Behaviour Policy which is available on the website, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by, if necessary, the school governors, as per the Multi Academy Trust Complaints Procedure available on the website.

We will inform you if:

- Your child has had an internal referral
- Your child has made a serious breach of the behaviour policy
- Your child has needed to miss some playtime to complete work

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from SHS, but sometimes this may be necessary in order to ensure the safety of children and staff, and to ensure that children are able to learn without fear or disruption. The Academy has, therefore, adopted the standard national list of reasons for exclusion, and the standard guidance, called *Improving Behaviour and Attendance: Guidance on Exclusion from Academy and Child Referral Units* (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on Academies and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the Interim Head of School) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher is off-site, a member of the senior leadership team must contact the Headteacher in order to discuss any situation that may result in an exclusion before a decision is taken.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug- and alcohol-related incidents

(see alcohol and Drugs Misuse policy and Medicines in School Policy)

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

Positive Behaviour Policy

The school will take misuse of any substances such as glue, other solvents, or alcohol very seriously. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Malicious accusations against school staff

We are required under the DFE guidance document “Behaviour and discipline in schools” document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. This is a very unlikely occurrence in our Academy. However, if it were found that this had happened, we would:

- Immediately act on stage 5 of the disciplinary process – i.e. consider this a serious breach of the SHS Positive Behaviour Policy
- Call a formal behaviour meeting for parents to attend
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted grounds for an internal or fixed-term exclusion.

Pupils’ conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. This includes misbehaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to and from school when wearing school uniform or when in some other way identifiable as a pupil at the school

It also includes misbehaviour **at any time** when:

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

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Where misbehaviour occurs in these circumstances, the teacher would use the steps set out in the Academy Behaviour Policy detailed above to provide a proportionally appropriate sanctions.

Confiscation of inappropriate items

Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006), members of staff are enabled to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” (Section 550ZA (3) of the Education Act 1996 are provided, for

- Knives and weapons (these will be handed to the police)
- Alcohol

Positive Behaviour Policy

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (these will be handed to the police)
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

We will refer to “Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies” to support us in application of this aspect of the policy.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for any additional items that the school has determined can be searched for without consent.

We refer to “Use of Reasonable Force – advice for school leaders, staff and governing bodies” to support us in our application of this aspect of the policy.

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 will evaluate a pupil who exhibits challenging behaviour alongside the Pastoral Team 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.

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.

Monitoring arrangements

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

Positive Behaviour Policy

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the Academy policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Academies*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Interim Head of School		Date:	
Chair of Governing Body:		Date:	

Appendix one:

Formal behaviour meeting – this is put in place in the following circumstances:

“On the first instance in a half term of an internal referral, parents will be informed by the keystage leader, stating the reason for the internal referral. They will be informed that if this happens again,

Positive Behaviour Policy

a formal behaviour meeting will be held. On the second instance in a half term of an internal referral, a formal behaviour meeting will be held.”

“Where there are significant concerns about a learner’s ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidences, a meeting with the teacher, learner, behaviour officer and head of Key Stage will be put in place. Targets will be agreed and monitored over the course of two weeks.”

Name of child _____ Class: _____ Date of meeting: __/__/__

Meeting attended by: _____

Reason for meeting being held: Was it (please delete)

- | | |
|---|----------|
| 1) Two internal referrals in a half term | Yes / No |
| 2) Serious breach of behaviour policy (please give details) | Yes / No |

Issue(s) causing concern including when and where this happens:

Are there any identified triggers?

*What would improvements in this look like (refer to **Ready, Respectful, Safe**)?*

What support will the academy provide?

What support will parents / carers provide?

Review date (no more than two weeks) _____

What improvements have been evidenced (refer to targets set above)