



# **Behaviour policy and statement of behaviour principles**

**This policy was adopted by the Governing Body in June 2025.  
It is reviewed annually.**

**This policy is due for review June 2026**

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Liscard 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 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.

## 1. Aim of the Policy

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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

### ***We strive to ...***

- create a culture of exceptionally good behaviour: for learning, for community, for life
- ensure that all learners are treated fairly, shown respect and to promote good relationships.
- refuse to give learners attention and importance for poor conduct
- help learners take control over their behaviour and be responsible for the consequences of it.
- build a community which values kindness, care, good humour, good temper and empathy for others.
- promote community cohesion through good relationships.
- ensure that excellent behaviour is a minimum expectation for all.

## 2. Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## 3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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 88-94 of the [Education and Inspections Act 2006](#), which require 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. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in communal areas at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Disrespect

**Serious misbehaviour is defined as:**

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

### 4. Bullying

The pupils of the school have agreed the following definitions through assemblies, class councils and school council meetings:

- Bullying hurts
- Bullying frightens
- Bullying threatens
- Bullying is not a one off

Bullying is the persistent use of any kind of behaviour with the intention of hurting another person, and which results in pain and distress to the victim. There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves

(The Children's Act 2004)

Following whole school consultation at Liscard Primary we defined bullying as having occurred Several Times On Purpose (S.T.O.P) which is indicated to children with a palm of hand held up as a stop signal.

ALL Staff, governors, pupils and parents should have an understanding of bullying and clear procedures for reporting bullying should be understood and followed.

## Types of Bullying:

**Physical -** Pushing, kicking, hitting, spitting, biting, punching or any use of violence.

**Verbal -** Threatening, name-calling, sarcasm, spreading rumours, teasing.

**Psychological -** Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any e of their lives which can be used to wound them

**Indirect -** Ignoring or excluding from groups, tormenting (i.e. hiding books, threatening gestures), being unfriendly, and glaring and staring

**Cyber bullying -** Mobile, Internet and Wireless technologies used to taunt or abuse others. (This is a very specific type of bullying from outside school which impacts within school and needs to be dealt with.)

## What is prejudice/ discrimination?

Prejudice is a preconceived, irrational, sometimes unconscious thought, belief, attitude, opinion or emotion not based on facts. Prejudice often involves strong feelings that can be difficult to change. Prejudice is pre-judging. A person who thinks, "I don't like (name of group)," is expressing a prejudice.

When people act on the basis of their prejudices or stereotypes, they are discriminating. Discrimination may mean putting other people down, not allowing them to participate in activities, or denying them something they are entitled to by right and law.

Liscard Primary School believes that no person should be excluded or teased on the basis of race, religion, nationality or ethnicity, accent, gender, disability, sexual orientation, or appearance.

## Discriminatory prejudice:

**Racism** Racial taunts, graffiti, gestures

**Religion or Belief** Offensive comments based on belief, religious stereotyping

**Sexual Harassment/Sexism** Sexist remarks, offensive stereotyping or belittling of a person's sex. Unwanted physical contact or abusive comments.

**Homophobia/ Biphobia and Transgender** Name calling, offensive use of HBT language.

**SEND** Offensive comments based on SEND, name calling

**Disability** Physical, verbal, emotional abuse of a person because of their disability.

## **Hate Crime/Incident:**

A hate crime is a serious and intentional prejudice and is not to be confused with a hate incident which is a prejudicial comment made by a child in school which requires education and support.

**A hate crime** is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

**A hate incident** is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence and is based on one of the five protected characteristics, it is known as a hate crime.

If an incident appears to be a hate crime, Liscard Primary recognises the need for this to be reported to the police if appropriate.

Details of our school's approach to preventing and addressing bullying are set out in our **anti-bullying policy**.

## **5. Roles and responsibilities**

### **5.1 The governing board**

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

The Governing Body 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.

### **5.2 The Headteacher**

The SLT are responsible for reviewing this behaviour policy in conjunction with the governing body. The Headteacher will also approve this policy.

The headteacher and the SLT 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 sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Cpoms

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

## **6. Pupil code of conduct**

As a school we believe that our code of conduct consists of three main expectations that embody the school values.

All pupils are expected to follow our school code of conduct:

- Work hard
- Be Kind
- Never give up

(see appendix 2)

## **We have specific rules being enforced on the grounds of health, welfare and safety:**

### **a. Food and drink**

Children may bring fruit from home to eat at morning play. They may also obtain fruit at breakfast club, through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks. Children can however bring in water and sugar free flavoured water.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Some drinks are largely of high sugar content, fizzy and highly addictive and have a detrimental effect on behaviour as well as on dental health. Children have regular access to water. A choice of quality juice, milk or water is available during lunch.

### **b. Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in a secure place for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

### **c. PE Kit**

Appropriate clothing must be worn for all PE activity

Indoors:- Pumps or bare feet, black shorts, white T shirt or vest. No jewellery.

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- Pumps or trainers, black shorts, white T shirt, (Tracksuit in winter). No jewellery.

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

### **d. School Clothing**

The school has an agreed school uniform. Uniform may be purchased from local suppliers or recycled uniform can be bought from Friends of Liscard on request of parents. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn with safe fastenings. False nails are not to be worn in school.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment, slip on shoes can come off and cause a trip. False nails are not to be worn as they are a health and safety issue.

## **e. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

## **f. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the Class Teacher upon arrival and collected at the end of the school day. School cannot be responsible for the safety of these items. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones can be regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying. E safety needs to be maintained in school with only supervised access to the internet.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

#### **Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

#### **Recognition Boards**

We have adopted a whole school approach to **recognition boards** (see appendix 3). This is a strategy to identify and praise positive learning attitudes and behaviours, in class, around school and out of school. Recognition boards are linked to our code of conduct; work hard, be kind and never give up. Staff can also use the recognition board to teach and modify a specific behaviour by setting a 'special target'.

Pupils are encouraged to work as a whole class to support one another and ensure the whole class are on the recognition board. This is then celebrated with an age appropriate class reward such as reading a chapter of a book or singing a favourite song.

Children who are consistently portraying positive learning behaviours are identified as 'above and beyond'.

The recognition board targets are linked to dojo/ house points and to Headteacher awards in a celebration assembly.

#### **Whole School Reward System: Dojo /House Points**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Dojos /House points. These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.

- Having the required equipment in school eg PE kit
- Completing homework and reading logs.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding Dojos/ House Points the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

Parents receive an automatic notification of their child's reward enabling them to celebrate the child's achievement on a daily basis.

## Sanctions

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to.

### Sanction Hierarchy: Traffic Lights System (see appendix 4 & 7)

All classrooms have the traffic light system in a closed clipboard so incidents can be discussed with individual children in a 1:1 conversation. All children start the day with their name in the '**School Zone**' which is the black area of the traffic lights. All teachers have a weekly tracking sheet on which they record any movements between the various zones (see appendix 5). If a child fails to follow the Code of Conduct in any way they are given a warning which may result in a thinking zone before they move into the '**Green Zone**' and this is recorded on the tracking sheet. The responsibility is then with the child to improve their behaviour, if they do not do so then they will be moved into the '**Green Zone**'. If the problem persists they will be given another warning before they move into the next zone. Each zone carries its own sanctions:-

**Black** is known as the '**School Zone**' children's names remain in this area if they are following the rules. Each day all names start in the '**School Zone**'. If a child is given a warning before green they are placed in the '**Green Thinking Zone**' and in '**Amber Thinking Zone**' before Amber. The 'thinking zones' give children a chance to modify their behaviour quickly.

**Green** is the '**Warning Zone**'. A child must move their name to this zone if they have needed to be reminded to follow one or more of the Golden Rules. If the child is in this zone then they will usually be kept behind at break for a few minutes to discuss their behaviour with the class teacher and lose five minutes of 'Golden Time'.

**Amber** is the '**Withdrawal of 10 minutes Golden Time**'. A child will be asked to move their name into this zone if they have continued not to follow the Code of Conduct after being placed into the '**Green Zone**'. Again they will be given a warning before they are asked to move their name. A child could also be asked to move their name straight to the Amber if their behaviour is serious enough to warrant more than a warning. Children who are in the '**Amber Zone**' may lose their playtime and need to discuss their behaviour with the teacher on duty that day. If a child enters the '**Amber Zone**' two or more times in one week they are referred to their Year Leader who will decide if further action needs to be taken (i.e. Amber letter home).

**Red** is the '**Phone call/letter Home to Parents Zone**' and will result in attending supervised activities at lunch time. Some behaviour is serious enough to be moved into a zone without a warning. These are detailed on the next page. The children are also informed about these and a poster is displayed in each classroom. At all times the children are helped to understand that the responsibility to behave well is theirs. Children who are placed in a Red Zone will attend our 'Lunch Club' to allow behaviour intervention strategies to be applied. They will gradually be introduced to lunch time play with their peers on the yard to ensure successful transition.

## EYFS/ KS1 Sanction Hierarchy: Traffic Lights System (see appendix 7)

In EYFS/ KS1, the traffic light system is in place to support children in the development of self-regulation and managing their feelings and emotions. Young children learn to be independent through positive relationships with adults in provision, this is a priority and relationships are key.

**Green** is a 'Reminder and redirection'. Children will be supported in their development of self-regulation and managing self. They will be reminded of the classroom/ carpet rules, they may be moved to a different carpet place to support them to refocus and will be supported by an adult to access activities and their learning.

**Amber** is reflection time and support to refocus. Children will be supported in their development of self-regulation and managing self. They will be supported to access learning and activities by an adult with the above strategies. Children may be asked to access the class chill out area for 3 minutes or until they feel calm enough to re-join the session. The class teacher will speak to Parents/Carers if appropriate. At this point a support plan may be appropriate ensuring staff are able to identify key problem areas and strategies that work for individual children.

**Red** is the need for de-escalation and further support/ parent involvement. Children will be supported in their development of self-regulation and managing self. The safety of all children is a priority so a child may need to be removed from the classroom or a situation to ensure the safety of them and other children. The class teacher will speak to parents/ carers of the child and record on CPOMs. At this point a support plan may be appropriate ensuring staff are able to identify key problem areas and strategies that work for individual children.

### 7.2 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

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

### 7.3 Off-site behaviour

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

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

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

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

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

## 7.4 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. (see appendix 6)

They will:

- **Meet and greet at the door.**
- **Refer to 'Work Hard, Be Kind, Never Give Up'**
- **Model positive behaviours and build relationships.**
- **Plan lessons that engage, challenge and meet the needs of all learners.**
- **Use a visible recognition mechanism throughout every lesson.**
- **Be calm and give 'take up time' when going through the steps. Prevent sanctions.**
- **Follow up every time, retain ownership and engage in reflective dialogue with learners.**
- **Never ignore or walk past learners who are behaving badly.**
- **Create and maintain a stimulating environment that encourages pupils to be engaged**
- **Display the pupil code of conduct or their own classroom rules**
- **Display Recognition Board in all classrooms with specific weekly/ daily targets**

### 8.2 Safe / Positive Handling

Our Safe Handling clearly defines what is and is not acceptable practice should physical intervention be required and this should only be in extreme circumstances. It is vital that any such intervention be reported and recorded.

If an older child should run out of school for whatever reason, staff should not overreact and must not run after them. They may be placing a child in greater danger by doing so. They should always shout to the child to stop and stay on school premises for their own safety. The SLT should be informed immediately and lessons returned to normal as quickly as

possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, police and parents should be informed immediately. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

This is age dependent and should a young child run away or place themselves in potential danger they should be followed as calmly as possible with the aim to keep the child safe. A young child may need to be held by the hand, to ensure their safety but if necessary they may need to be held physically for their own safety. Wherever possible a safe handling plan will be agreed with the parents.

The Safe / Positive handling policy should always be used for guidance by all staff. All school personnel whose job involves supervising pupils may use necessary handling to restrain a pupil but only in extreme circumstances. (See policy for full guidance)

### 8.3 Confiscation

**Any prohibited 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 positive behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### 8.4 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 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.

### 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our **child protection and safeguarding policy**.

### 8.6 Vulnerable children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for Special Educational Needs and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

### 8.7 Monitoring

If a class teacher has major concerns about a child's behaviour this should be discussed with the Year Leader and/or Headteacher/SLT. This may be repeated low level problems or a serious one off incident. All sanctions are to be recorded on

the CPoms. Parents may be invited in to discuss a behaviour programme as a way forward to modify poor behaviour. This may lead to a Behaviour Contract between school and parents/ child. This may involve:

## **Behaviour Charts**

- Should provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour e.g.
- Should provide clear consequences for breaking the agreement e.g. missed playtime or internal/external exclusion etc.

If in doubt, consult a year leader or SLT.

Daily feedback on progress should be given and targets reviewed as appropriate:

## **Behaviour Record**

Parents/carers receive a record at the end of the day regarding their child's behaviour. This would include positive behaviour also. This is expected to be a two way system which allows parents to communicate any celebrations/ concerns with the class teacher. Class Dojo may also be used in this way by parents.

## **Points System**

For children who repeatedly demonstrate more challenging behaviour they may be placed on a Points Reward Chart which aims to improve behaviour with very clear expectations and targets. The points chart should be supported with a sanctions reminder checklist which needs to be understood fully by the child and parents/ carers. Internal exclusions may be necessary as a further sanction to our usual procedures. SLT must always be consulted before use of this system.

## **Behaviour Exclusion**

Sometimes when extreme behaviour is demonstrated a child may need to be removed from the class/ year group/ school for a designated time period.

### **Internal Exclusion to another class (up to 3 days)**

**(Headteacher/SLT)**

- \* Child has no contact with own class or classmates.
- \* Parents informed.

### **Internal Exclusion to another year group (up to 5 days)**

**(Headteacher/SLT)**

- \* Child has no contact with own class or classmates.
- \* No access to playground, extra-curricular or enrichment activity.
- \* Parents informed.
- \* LA informed of likelihood of external exclusion if persistent.

In extreme cases, a child's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines. A Managed Move will be considered prior to permanent exclusion in line with agreed Local Authority guidelines.

### **Fixed Short Term Exclusion (up to 5 days per term) (Headteacher)**

- \* Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- \* Parents may make representations to Pupil Discipline Committee.

- \* Pupil Discipline Committee may meet but cannot reinstate.

#### **Fixed Long Term Exclusion (up to 45 days per year). (Headteacher)**

- \* Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- \* Discipline Committee meet (parents/child or representative may attend/make representations).
- \* LA Officer must be invited to attend but may not reinstate.
- \* Discipline Committee either reinstate or uphold the exclusion.
- \* Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

#### **Permanent Exclusion (Pupil Discipline Committee)**

- \* Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- \* Discipline Committee meet and consider all representations and reports (parents/child may attend).
- \* Discipline Committee either reinstate or uphold exclusion.
- \* Parents notified of right to appeal.
- \* If appeal successful, or reinstated child stays on Contract or PSP.
- \* If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property

## **9. 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.

Parents will also have the opportunity to meet with staff to discuss any concerns they may have and the level of support their child might need.

## **10. Training**

All staff have had relevant and up to date training on the whole school behaviour management approach. (see appendix 6)

Behaviour management will form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Governors annually. At each review, the policy will be approved by the Headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Positive Handling Policy
- Anti Bullying Policy
- Child protection and 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 policy 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 board annually.



## Code of Conduct

To help make Liscard Primary School a happy place we always try to ...



### Appendix 3: Recognition Board



- Recognition boards are to be on a display board that is appropriate for your group/ classroom size. In a good position.
- Consistency in approach across year groups is key- keep the display simple and clear.
- Recognition boards are to be linked to our whole school code of conduct- Work Hard/ Be Kind/ Never Give Up.
- An additional target can be added to the board if you are trying to encourage or modify a specific behaviour. E.g Lining up quietly for break.
- Children's photographs to be used on the recognition boards- these can be easily moved when children are demonstrating the desired behaviour.
- Photographs are never to be removed from the Recognition Board. Children who disrupt should be spoken to and sanctioned privately using our traffic light system (clipboards will be provided and explained).
- The key is to generate peer responsibility. It is not a competition between children, rather a whole class approach, children helping each other to get their photograph on the board.
- Recognition Boards need refreshing weekly (may be more frequent in EYFS).
- Recognition Boards intend to recognise effort and celebrate good learning attitudes.
- When everyone has their photograph on the board, think of an appropriate class celebration. This does not need to be big e.g listen to a favourite song on Spotify/ read a chapter of a class book.
- Children may have the opportunity (where appropriate) to nominate others to be put on the recognition board.
- Use the Recognition Board to persistently and relentlessly catch children demonstrating the right attitude to learning.
- A Recognition Board does not require a change in personality from our staff, just more determination to catch children exhibiting the right behaviours.



## Appendix 4: Sanctions and Behaviour Tracking

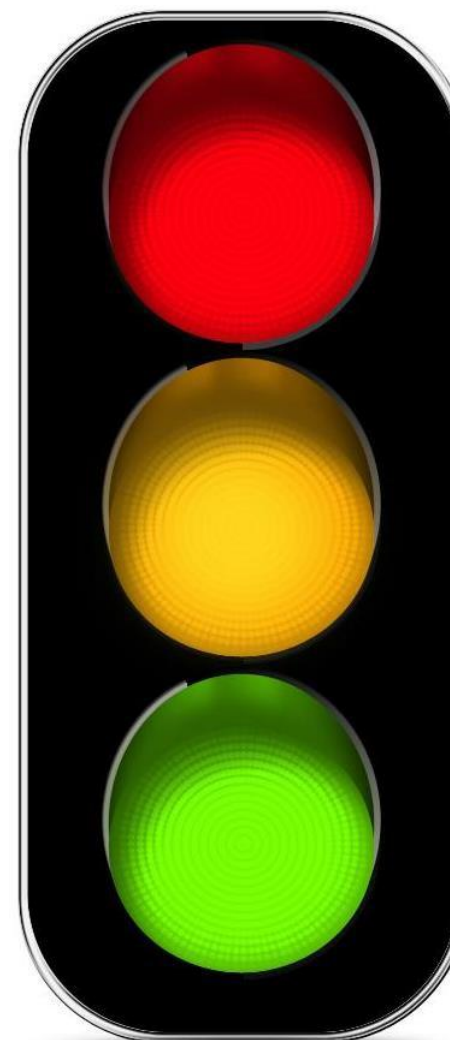
|  <b>Sanction Hierarchy Updated Autumn 2022</b> |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Traffic Light Colours</b>                                                                                                    | <b>Wrong Choices</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Sanction and related action</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Green</b>                                                                                                                    | <ul style="list-style-type: none"> <li>• <b>Not keeping social distancing rules</b></li> <li>• <b>Touching resources/equipment out of bounds</b></li> <li>• Play fighting/pushing and shoving</li> <li>• Teasing</li> <li>• Wrong place, wrong time</li> <li>• Disruptive Chattering/fussing</li> <li>• Answering back</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Child misses 5 minutes of Structured Playtime.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Amber</b><br><b>Amber (Persistent)</b>                                                                                       | <ul style="list-style-type: none"> <li>• Repetition of 'green' offences</li> <li>• Intentional use of inappropriate language</li> <li>• Use of disrespectful finger signs</li> <li>• Defacing books or equipment</li> <li>• Lying (wasting time)</li> <li>• Disrespect for others (may include rolling eyes, sighs etc) with intent</li> </ul>                             | <ul style="list-style-type: none"> <li>• Child misses 10 to 15 minutes of Structured Playtime Activity. (at the discretion of the adult)</li> <li>• Repeated amber means parents will be contacted by the teacher.</li> <li>• Time out of the classroom where appropriate.</li> <li>• <b>All Amber Zone incidents need to be logged on CPOMS Middle leader informed and responds if necessary</b></li> </ul>                                                                     |
| <b>Red</b>                                                                                                                      | <ul style="list-style-type: none"> <li>• Repeated Amber</li> <li>• Repeatedly refusing to follow instructions</li> <li>• Verbal threatening of staff or pupils</li> <li>• Physical violence resulting in injury to another person.</li> <li>• Stealing</li> <li>• <u>Bullying S.T.O.P. (Several Times on Purpose)</u></li> <li>• Deliberate damage or vandalism</li> </ul> | <ul style="list-style-type: none"> <li>• Year Leader or if appropriate SLT to contact parents/carers.</li> <li>• Behaviour Modification Chart Implemented where necessary to support the child.</li> <li>• Child may be isolated in a separate room supervised by a member of staff.</li> <li>• Child may be required to stay at home for a period of time to ensure a safe provision for others.</li> <li>• <b>All Red Zone incidents need to be logged on CPOMS</b></li> </ul> |
| <b>Repeated Red</b>                                                                                                             | <ul style="list-style-type: none"> <li>• Repeat offenders SLT and Parents/Carers must be involved.</li> <li>• Children must enter into a Behaviour Modification plan with school - this must be agreed by a Member of the SENCo/SLT. Failure to follow this may result in Exclusion</li> </ul>                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                 | <b>Celebration/Reward</b>                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Recognition Board</b>                                                                                                        | <ul style="list-style-type: none"> <li>• <b>Dojo</b></li> </ul>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Perfect week</b>                                                                                                             | <ul style="list-style-type: none"> <li>• <b>Five Dojos awarded on a Friday</b></li> </ul>                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

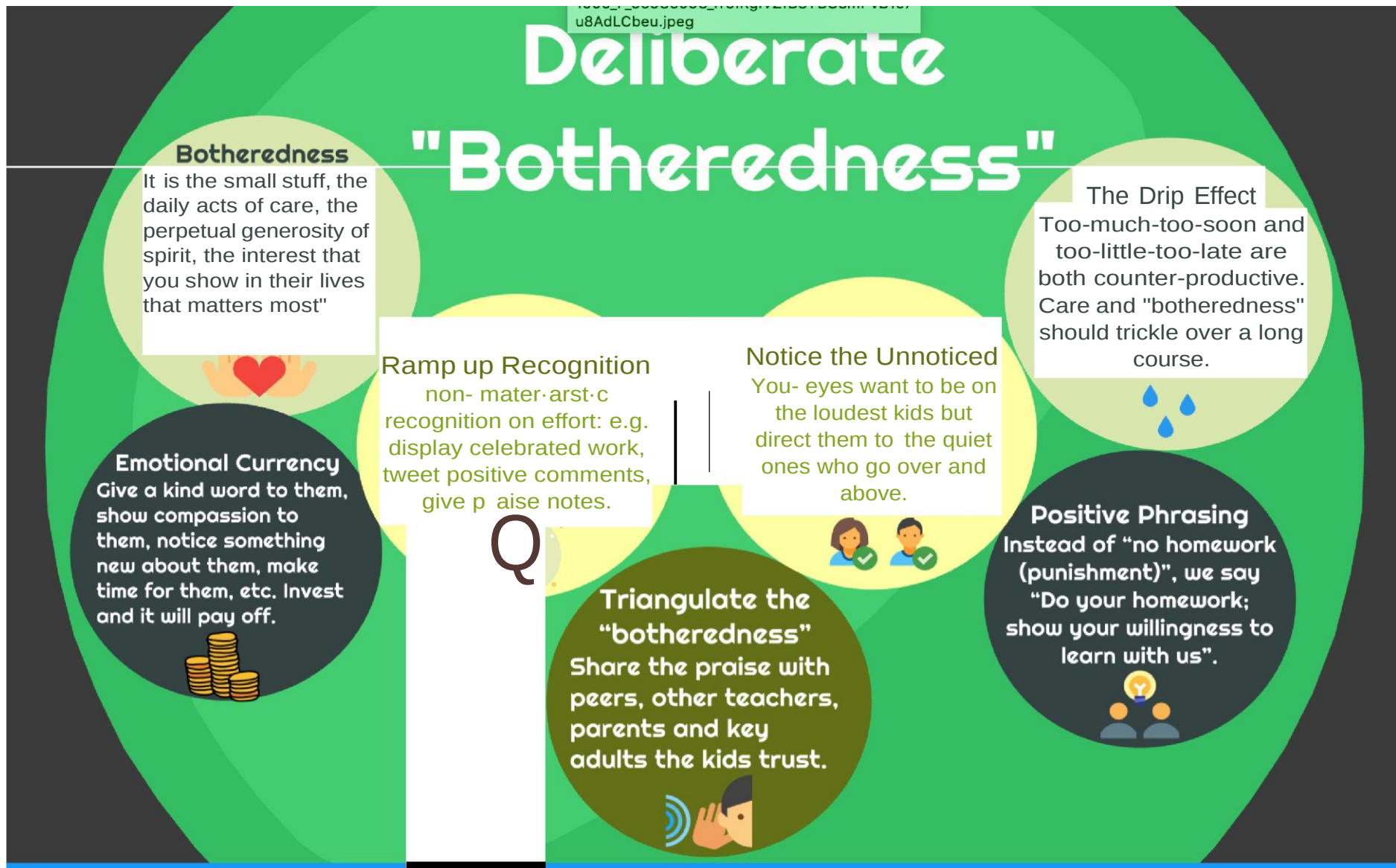
Consistency is key however we know children with additional needs may need allowances to be made in certain situations

## Appendix 5: Behaviour Tracking Behaviour is tracked daily by Class Teachers and TAs

**Year Leaders monitor weekly and involve Parent/Carers, SENDCo and SLT where and when appropriate to work towards modified behaviours.**

|  |           | Behaviour Tracking Sheet |           |           |           |          |  |
|-----------------------------------------------------------------------------------|-----------|--------------------------|-----------|-----------|-----------|----------|--|
| Class: Week Beginning: _____                                                      |           |                          |           |           |           |          |  |
| Name                                                                              | Monday    | Tuesday                  | Wednesday | Thursday  | Friday    | Comments |  |
| 1.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 2.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 3.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 4.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 5.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 6.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 7.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 8.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 9.                                                                                | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 10.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 11.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 12.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 13.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 14.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 15.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 16.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 17.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 18.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 19.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 20.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 21.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 22.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 23.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 24.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 25.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |
| 26.                                                                               | W G W A R | W G W A R                | W G W A R | W G W A R | W G W A R |          |  |





# Habits of Teachers/TAs who manage behaviour well:

They meet and greet at the door of the room.

They agree rules/routines/expectations with their children and consistently apply them with positive and negative consequences.

They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.

They sustain a passion for their area that breaks through the limiting self-belief of some children.

They persistently catch children doing the right thing.



They teach children the behaviours that they want to see.

They teach children how they would like to be treated.

They reinforce conduct/attitudes that are appropriate to context.

They keep their emotion for when it is most appreciated by children.

**They refuse to give up on any child.**



# he self-fulfilling prophecy

Starting each new day with a clean sheet is more than just erasing the consequence to zero. It means resetting your expectation, checking your language and maintaining a firm self-awareness.



When the community surrounding the children strangles high expectations, ensure you make a clear division between what is expected outside and what is expected in this class or school. For example; 'We are always respectful to others at Liscard Primary'.

Our expectations can be affected by staff room banter, difficult lessons and tricky interactions with parents. The most able, the least able and those in between all need your passionate pursuit of high expectations.



These high expectations must fight against your experience, preconceptions and stereotypes. Even when a child tells you he's not the sharpest knife in the box. Even when his mum tells you the same thing.



## EYFS/KS1 - Sanction Hierarchy

| Traffic Light Colours              | When I do this:                                                                                                                                                                                                                                                                                                       | The consequences are:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reminder<br/>Redirection</b>    | <ul style="list-style-type: none"> <li>Snatch equipment from others and refuse to share</li> <li>Do not listen and follow given instructions</li> <li>Make unkind comments to others</li> <li>Distract other children from listening in group sessions</li> <li>Touch others when I have been asked not to</li> </ul> | <p><u>Children will be supported in their development of self- regulation and managing self:</u></p> <ul style="list-style-type: none"> <li>I will be reminded of our classroom rules/ carpet rules</li> <li>I will be moved to sit in a different carpet spot to help me to refocus</li> <li>I will be supported by an adult to access activity and ensure my learning continues.</li> </ul>                                                                                                                                                                                            |
| <b>Reflection Time<br/>Refocus</b> | <ul style="list-style-type: none"> <li>Repetition of Green behaviours</li> <li>Not look after equipment e.g. ripping or throwing things</li> <li>Take things that do not belong to me</li> <li>Do not listen to adults and refuse to follow their instructions after being reminded</li> </ul>                        | <p><u>Children will be supported in their development of self- regulation and managing self:</u></p> <ul style="list-style-type: none"> <li>I will be reminded of our classroom rules/ carpet rules</li> <li>I will be moved to sit in a different carpet spot to help me to refocus</li> <li>I will be supported by an adult to access activity and ensure my learning continues.</li> <li>I will be asked to sit in our class chill out area for 3 minutes or until I feel calm enough to rejoin activities</li> <li>My teacher will speak to Parents/Carers if appropriate</li> </ul> |
| <b>De- escalation</b>              | <ul style="list-style-type: none"> <li>Repetition of Amber behaviours</li> <li>Display behaviours that may cause harm to myself or other children around me</li> <li>Do not follow instructions from adults that intend to keep me safe</li> </ul>                                                                    | <p><u>Children will be supported in their development of self- regulation and managing self:</u></p> <ul style="list-style-type: none"> <li>I may need to be removed from my classroom or a situation to ensure I am safe and able to access learning</li> <li>My teacher will speak to Parents/Carers</li> <li>Record on CPOMS - EYFS Behaviour Concern or EYFS removal form Class H&amp;S Concern</li> </ul>                                                                                                                                                                           |
| <b>Further support<br/>needed</b>  | <ul style="list-style-type: none"> <li>Repeat extreme behaviours SLT and Parents/Carers must be involved.</li> <li>Children must enter into a Behaviour Modification plan with school - this must be agreed by a Member of the SENCo/SLT. Failure to follow this may result in Exclusion</li> </ul>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Traffic Light Colours   | Celebration/Reward                                                                                    |
|-------------------------|-------------------------------------------------------------------------------------------------------|
| Recognition Board       | <ul style="list-style-type: none"> <li>Dojo/ stickers/ daily treasure award/ wow work wall</li> </ul> |
| End of week celebration | <ul style="list-style-type: none"> <li>Weekly star time/ Year group celebration assembly</li> </ul>   |

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

| Policy Title     | The aim(s) of this policy                                                                                                                                                                                                                                                                                                                                                                                                                                         | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|--------------------|
| Behaviour Policy | <ul style="list-style-type: none"> <li>• Provide a consistent approach to behaviour management</li> <li>• Define what we consider to be unacceptable behaviour, including bullying and discrimination</li> <li>• Outline how pupils are expected to behave</li> <li>• Summarise the roles and responsibilities of different people in the school community with regards to behaviour management</li> <li>• Outline our system of rewards and sanctions</li> </ul> |                     |                         | ✓                  |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors | Wider School Community |
|----------------------------------------------------------------------------------------------|--------|------------------|----------------|-----------|-------------------|-----------------|------------------------|
|                                                                                              | ✓      | ✓                | ✓              | ✓         | ✓                 | ✓               | ✓                      |

| Question | Equality Groups | Conclusion |
|----------|-----------------|------------|
|----------|-----------------|------------|

|                                                                                     |     |   |    |            |   |    |        |   |    |                 |   |    |                        |   |    |      |   |    |                    |   |    |                    |   |    |                                                           |    |
|-------------------------------------------------------------------------------------|-----|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|-----------------------------------------------------------|----|
| Does or could this policy have a negative impact on any of the following?           | Age |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'yes' or 'not sure' |    |
|                                                                                     | Y   | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Yes                                                       | No |
|                                                                                     |     | ✓ |    |            | ✓ |    |        | ✓ |    |                 | ✓ |    |                        | ✓ |    |      | ✓ |    |                    | ✓ |    |                    | ✓ |    |                                                           |    |
| Does or could this policy help promote equality for any of the following?           | Age |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'no' or 'not sure'  |    |
|                                                                                     | Y   | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Yes                                                       | No |
|                                                                                     | ✓   |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    |                        |   |    | ✓    |   |    | ✓                  |   |    | ✓                  |   |    |                                                           |    |
| Does data collected from the equality groups have a positive impact on this policy? | Age |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'no' or 'not sure'  |    |
|                                                                                     | Y   | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Yes                                                       | No |
|                                                                                     | ✓   |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    |                        |   |    | ✓    |   |    | ✓                  |   |    | ✓                  |   |    |                                                           |    |

|            |                                                                                                                                     |
|------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
|------------|-------------------------------------------------------------------------------------------------------------------------------------|

|                              |          |                             |      |
|------------------------------|----------|-----------------------------|------|
| Preliminary EIA completed by | Date     | Preliminary EIA approved by | Date |
| J Fagan                      | 20/11/22 | Sue Talbot                  |      |

|                   |
|-------------------|
| Policy Evaluation |
|-------------------|

|                         |     |    |     |                        |
|-------------------------|-----|----|-----|------------------------|
| Points to be considered | Yes | No | N/A | Please supply evidence |
|-------------------------|-----|----|-----|------------------------|

|                                                                |   |   |  |                                                                                         |
|----------------------------------------------------------------|---|---|--|-----------------------------------------------------------------------------------------|
| • Policy annually reviewed                                     | ✓ |   |  | Shared with all stakeholders, approved by governors and published on the school website |
| • Policy in line with current legislation                      | ✓ |   |  | Annual review to ensure any statutory changes or updates in policies are included.      |
| • Coordinator in place                                         | ✓ |   |  | Yes – SLT                                                                               |
| • Nominated governor in place                                  | ✓ |   |  |                                                                                         |
| • Coordinator carries out role effectively                     | ✓ |   |  | As identified through performance management and feedback from the headteacher          |
| • Headteacher, coordinator and nominated governor work closely | ✓ |   |  | Regular meetings and updates to governors                                               |
| • Policy endorsed by governing body                            | ✓ |   |  |                                                                                         |
| • Policy regularly discussed at meetings of the governing body | ✓ |   |  | See governor meeting minutes                                                            |
| • School personnel aware of this policy                        | ✓ |   |  |                                                                                         |
| • School personnel comply with this policy                     | ✓ |   |  |                                                                                         |
| • Pupils aware of this policy                                  | ✓ |   |  | Behaviour expectations/ code of conduct shared with all pupils                          |
| • Parents aware of this policy                                 | ✓ |   |  | Published on the website                                                                |
| • Visitors aware of this policy                                | ✓ |   |  | SLT share relevant aspects with visitors                                                |
| • Local community aware of this policy                         | ✓ |   |  | Published on the website                                                                |
| • Funding in place                                             | ✓ |   |  |                                                                                         |
| • Policy complies with the Equality Act                        | ✓ |   |  |                                                                                         |
| • Equality Impact Assessment undertaken                        | ✓ |   |  |                                                                                         |
| • Policy referred to the School Handbook                       |   | ✓ |  |                                                                                         |
| • Policy available from the school office                      |   | ✓ |  | On website but a paper copy can be printed on request                                   |
| • Policy available from the school website                     | ✓ |   |  |                                                                                         |
| • School Council involved with policy development              |   | ✓ |  |                                                                                         |
| • All stakeholders take part in questionnaires and surveys     |   | ✓ |  |                                                                                         |

|                                               |   |  |  |  |
|-----------------------------------------------|---|--|--|--|
| • All associated training in place            | ✓ |  |  |  |
| • All outlined procedures complied with       | ✓ |  |  |  |
| • Linked policies in place and up to date     | ✓ |  |  |  |
| • Associated policies in place and up to date | ✓ |  |  |  |

#### A statement outlining the overall effectiveness of this policy

The policy ensures that all the school community are aware of the statutory duties around behaviour management and what is expected of all staff, pupils and parents to ensure that these duties are met. The policy clearly sets out how the school will support children through positive behaviour management systems to reach their full potential.

#### Policy Approval Form

|                                                                 |                  |                               |                               |                          |                                 |                               |                                   |                          |
|-----------------------------------------------------------------|------------------|-------------------------------|-------------------------------|--------------------------|---------------------------------|-------------------------------|-----------------------------------|--------------------------|
| <b>Policy Title:</b>                                            | Behaviour Policy |                               |                               |                          |                                 | <b>Date when written:</b>     | September 2021                    |                          |
| <b>Policy written by:</b>                                       | Jane Fagan       |                               |                               |                          | <b>New Policy</b><br>(✓ or x)   | <input type="checkbox"/>      | <b>Revised Policy</b><br>(✓ or x) | ✓                        |
| <b>Stakeholders consulted in policy production:</b><br>(✓ or x) | <b>Governors</b> | <b>Senior Leadership Team</b> | <b>Teaching Personnel</b>     | <b>Support Personnel</b> | <b>Administrative Personnel</b> | <b>Parents</b>                | <b>Pupils</b>                     | <b>Local Community</b>   |
|                                                                 | ✓                | ✓                             | ✓                             | ✓                        | ✓                               | <input type="checkbox"/>      | <input type="checkbox"/>          | <input type="checkbox"/> |
| <b>Date when approved by Governors:</b>                         |                  |                               | <b>Date when presented to</b> |                          |                                 | <b>Date when implemented:</b> | September 2021                    |                          |

|                      |                       |                   |                          |  |                          |
|----------------------|-----------------------|-------------------|--------------------------|--|--------------------------|
|                      |                       | stakeholders<br>: |                          |  |                          |
| <b>Published on:</b> | <b>School Website</b> |                   | <b>School Prospectus</b> |  | <b>Staff Handbook</b>    |
| (✓or x)              | ✓                     |                   | <input type="checkbox"/> |  | <input type="checkbox"/> |