

**Behaviour Policy**

|  |  |
| --- | --- |
| **Policy Title:** | **Behaviour Policy** |
| **Policy Author:** | **RDG** |
| **Date Approved by LAC:** | **March 2025** |
| **Review Due:** | **Summer 2026** |

**The Ethos and Values of Our School**

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

Any discussion of ultimate purposes, including discussions about character education, inevitably draws out areas of disagreement. Consequently, as educators, we must become open to disagreement. Indeed, one might argue that a legitimate purpose of character education is that of learning to disagree well – to listen deeply to others and recognize their worth, no matter how deep the disagreement. The debate around ‘British Values’ teaches that tolerance in a pluralist society must reflect the Archbishop of Canterbury’s encouragement to engage in reconciliation – honest, loving, faithful, committed disagreement.

Within this framework we know that children will struggle at times to make the best choices in life. During the school day this might express itself in disagreements around sharing and turn taking; occasionally it might lead to disrespect or a lack of honesty.

Green Lane Church of England Primary School expects the very best standards of behaviour, but recognizes that the best way to ensure these standards are maintained are through a belief in ‘reflection, forgiveness and reconciliation’. By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones. When choices lead to incidents we do not want to see the pupil will be asked to reflect on what has happened and when appropriate forgiveness offered to them through reconciliation with the person or persons affected by the pupil’s choice. As a school we aim to develop the children’s moral and performance characters and this policy will help achieve this by its promotion of the core Christian values we believe are so intrinsically important.

Restorative justice gives pupils a chance to reflect together on what has happened and then decide together what should happen next. In many cases we hope that forgiveness and time to reflect will lead to a realization that a different ‘caring choice’ will be made in the future. Sometimes we understand that a longer period of regulation and reflection may be needed, at break or lunchtimes, occasionally with senior leaders and a meeting with parents.

This ethos of mutual respect for one another underpins this policy, the Wellbeing Policy and the Personal, Social, Health and Economic Education (PSHE) curriculum. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process and this links with our work on the Rights Respecting Schools Award (RRSA). This policy has been revised in line with Behaviour and Discipline in schools advice DfE 2016.

**Durham and Newcastle Diocesan Learning Trust Vision Statement:**

At the heart of our vision is our commitment to ensure all of our schools are places where children and young people develop and thrive academically, socially, culturally and spiritually. The drive for excellence and effectiveness in our schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God is a sign and expression of the Kingdom and is at the heart of the Trust’s distinctive mission.

**Statement of Intent**

At Green Lane, we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Our behaviour policy promotes social and cultural development through the practice of forgiveness and reconciliation that enables all to flourish and live well together.

**Aims and purpose of the policy**

* To ensure a secure and happy environment which enables pupils and adults to flourish
* To create an environment where all are treated with dignity and respect and all can disagree well
* To ensure a consistent, whole community approach to managing behaviour
* To develop highly effective relationships, underpinned by our vision and associated core Christian values: Respect, Caring, Nurturing, Honesty, Forgiveness, Inclusive, Inspiring
* To provide pupils with the opportunity to seek forgiveness and reconciliation
* To inform pupils and parents of the school’s high expectations and to foster a productive partnership

The philosophy of Green Lane CE Primary School is one of inclusivity. We wish to see success for all children and young people. Our policy ensures that expectations remain high whilst also understanding that one size does not fit all and that some children and young people require both adjustment and significant care. We aspire to work extremely closely with parents, local authorities and other partners to remove the barriers to meeting expectations that some children and young people face. It also defines our expectations for the strong relationships and mutual respect between staff, pupils and parents.

High standards of behaviour are vital in ensuring that teachers can teach and children can learn. Having high expectations is also pivotal in ensuring that children and young people feel safe in school.

Our behaviour policy in classrooms is progressive and fair. It aims to remind pupils of the need to focus on learning and ensures that they are rewarded when they do so. Likewise, it ensures that pupils understand that negative behaviours, if repeated, will result in a sanction. Our surveys indicate that our children have a very positive view on adult support: pupils feel strongly that adults listen to what they have to say and they rightly believe that our school teaches them to treat everyone with respect and as an individual.

We require that teachers apply the classroom system consistently and fairly. There are, however, a very small minority of children for whom this system may not by itself engage them in learning and for these children we make reasonable adjustment and try alternative approaches. There may, for example, be issues related to SEND or their care provision that rightly need adjustment to be made and significant intervention put in place. There are also issues of mental health which will sometimes require a different approach as part of our wider pastoral support.

This policy, and its implementation, will work in conjunction with our additional needs support system, our team meetings, SEND register and wider welfare offer to take a holistic approach, to supporting all children in line with our vision and ethos.

**General expectations are as follows:**

* We arrive in school and at lessons punctually and are prepared to learn.
* We are organized and bring appropriate equipment such as our PE kit and reading books and any other necessary equipment. We have a suitable bag to carry books and any equipment needed during the school day.
* We are smart and wear our school uniform correctly and with pride.
* We are polite, courteous and respectful to everyone on the school site and we follow reasonable requests or instructions made by staff on the first time of asking.
* We put safety first – the safety of both ourselves and of others
* We respect the school site and know that adults in school do everything they can, to provide us with a safe environment, where we remain throughout the day and leave promptly at the end of the school day unless we are engaged in after school activities.

At Green Lane, we believe that children should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low-level disruption threaten the rights of children and young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Our behaviour policy seeks to encourage children to make positive choices and re-enforces those choices through praise and rewards. We recognize that, even when encouraged to make the right choice, some children will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage children to comply with the rules of the school and re-engage with learning. In some circumstances, the Senior Leadership Team and Headteacher (or Deputy acting in the Headteacher’s absence) will need to act, to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community. In such circumstances, this may result in time in the ‘Supervision Room’ over lunchtime or as a last resort, by issuing a fixed term suspension.

Please note that this Behaviour Policy refers throughout to the following DfE documents:

KCSIE 2023

Exclusion from maintained schools, academies and pupil referral units in England 2017

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies 2017

Valuing All God’s Children Autumn 2017 (Second Edition) Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying

Use of Reasonable Force 2013

Positive Handling and Restraint Policy 2020

Behaviour and Discipline in Schools 2016

Screening, Searching and Confiscation 2018

Ensuring Good Behaviour in Schools 2012

DfE dealing with allegations of abuse against teachers and other staff 2011

DfE Character Education Framework guidance November 2019

Church of England Vision for Education 2016

SIAMS Framework 2023

Valuing All God’s Children 2019

All documents should be read in conjunction with this policy. Green Lane reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

**Rewards**

We want all our pupils to aspire to be the best they can be: the person God created them to be. Our Christian vision and associated values help pupils to make positive choices about how they live and behave.

Although the majority of our children are intrinsically motivated to behave well, good behaviour is always rewarded and praised at Green Lane CE Primary School. We actively look for good behaviour and praise and reward children in a variety of ways, recognising that this raises pupils’ sense of self-worth and their place within the school community. We strive to acknowledge all known efforts and achievements of children, both in and out of school.

At Green Lane rewards include:

Other examples include:

* Castle points
* Kindness Coins
* Group points in KS2
* Friday Celebration core Christian values awards
* Staff verbally congratulating/ praising children
* Stickers
* Merit certificates
* Postcards sent home

**Consistency of Rewards**

At Green Lane rewards are given consistently and fairly. We have a clear system that rewards children with a castle point for each academic achievement, and kindness coins for each positive praise they receive which link to the core Christian values. Only in exceptional circumstances, will teachers give any pupil 2 castle points or kindness coins at any one time. This is to ensure parity and fairness is achieved across the school.

**Quality of Rewards**

All rewards at Green Lane are provided for by the school. Children will always be given certificates that are original (not photocopied onto paper). Children’s names will be spelt correctly and teacher’s handwriting will model expectations of school handwriting policy.

**Setting the scene for positive behaviour (guidelines for teachers)**

In all classrooms we aim for praise to outweigh sanctions. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

All staff will live out our Christian vision through are values: Respect, Caring, Nurturing, Honesty, Forgiveness, Inclusive and Inspiring.

**Positive role model –** be at the door, smile, be enthusiastic about working with the children and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about spiritual, moral, social and cultural issues and how developing the ‘big picture’ with children allows them to think outside the box. Use “please” and “thank you” a lot and expect children to do the same.

**Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a child has received the achievement or praise as some children may feel that individuals are given acknowledgements unjustly.

**Start each session/day with a clean slate –** making sure that incidents have been dealt with from prior lessons.

**Be consistent** - use this and only this approach with all children as they must perceive this as a predictable, reliable and consistent pattern. Give clear instructions, then apply stated sanctions. Adults to support the child in managing their behaviour.

**State the facts when you describe behaviour** - do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, C1”. Refuse to argue or debate the rightness of a pre-set consequence. Ensure that children know it is your priority to maintain the pace of your lesson for the benefit of all.

**Stay calm** - speak quietly but firmly and act rather than react. The child’s misbehaviour is his/her business and yours, keep interventions as private as possible

- avoid shouting. Refuse to chase or play hide and seek with a child who runs off, that is what the child wants you do to. Inform SLT of the situation (or the most senior member of staff available).

Above all show the child his/her success is important to you and that you want the child to make wise choices in the way that he/she behaves. The child must know that you want him/her to be happy in the school. Provision within all areas of the school must be carefully planned and delivered to ensure that it supports pupils’ needs. This should be differentiated appropriately and reviewed if pupils are presenting with a high level of need. The ‘Consequence System’ is not a replacement for effective behaviour management strategies. Efficient behaviour management should mean that sanctions are not used because pace, challenge and positive reinforcement should sustain children and enthuse them.

**Key questions to ask yourself:**

* Have I planned my lesson appropriately and shared my learning outcomes with children?
* Am I praising those who behave?
* Is the work challenging and exciting enough to engage children in learning?
* Are the resources appropriate and readily available so that pace is maintained?
* Have I greeted them at the door and made my high expectations clear at the beginning?
* Is my seating plan right and have I made my reasonable requests clear?
* Have I taken control of the class on entry, during the lesson and at dispersal?

**Daily Expected Behaviour**

**Classroom routines**

Staff in school use a 1, 2, 3 technique for transitions from carpet to seats and for other parts of the day, such as lining up in the class before leaving for PE, breaktime, etc. Staff get children’s attention by using the phrase ‘give me 5’ – which indicates that children should raise a hand, show effective listening, have eyes on the member of staff, not speak, be ready to learn.

**Lining up and travelling around school**

Children should always line up quietly and sensibly. When children are moving around the school, in groups, accompanied by an adult, there are clear expectations around their behaviour.

**These guidelines are displayed for children in classrooms and communal areas around the school:**

* I walk quietly to join the end of the line.
* I leave a person space and look the way I am going.
* I travel quietly around school walking on the left-hand side. I never run in school, I walk quietly and calmly.
* I hold the door for the person/people behind me.

Staff should always be able to see the line of children- they should walk at a reasonable pace and regularly check that children are with them. Staff should think about the position of different children and the teacher should always be the person at the front of the line. When the children are expected to walk a long distance, teachers should ask the children to stop at various points along the route to keep control of the line.

NOTE: During informal periods, or when children are walking unaccompanied around the school, we expect that they walk, behave sensibly and that they use quiet indoor voices. Any inappropriate behaviour must be challenged by the nearest member of staff.

**Lesson Transition**

During transition from one lesson/session to another or as children move from classrooms to the yard, staff must be on corridors to monitor the behaviour of children. Children should be escorted from lessons to outdoor play areas in accordance with general rules about travelling around the school (see above). Staff must be back outside, on the yard, following break to bring children back into school for the next session. Responsibility for behaviour is shared and staff should issue reminders to children who are not travelling safely and quietly.

**Collective Worship**

Children must enter the hall for worship quietly and calmly. The first child in the line must hold the door open for the rest of the class. If, for example, a class must walk through three doors to get to worship, then the first three children in the line will have the responsibility for holding the doors for the rest of the class. Once one class is through, then the responsibility is passed to the next class. If the children are unsettled, then please do not bring them into the worship hall.

The children walk to the line position and remain standing until the whole line is asked to sit down. Worship is a quiet, reflective time. Any behaviour management should be done as quietly and discreetly as possible. Members of staff must also adhere to this whilst in the worship hall. They must model the high expectations that are expected from the children and not stand or sit at the side having conversations.

**Dealing with conflict**

We recognize that our vision and values of **Respect, Caring, Honesty and Forgiveness** must shape the way in which we deal with any conflicts that arise. Pupils at Green Lane are given and take second chances. Forgiveness and reconciliation are central to our approach.

In order to help pupils, to manage relationships, we actively intervene in situations where conflict is a likely outcome. In order to manage such behaviour and avoid unnecessary sanctions for children, the following is a useful guide to supporting resolution:

*(Those teachers who are trained to use Team Teach, de-escalation strategies, these strategies should be used to manage all types of conflict)*

* Keep calm
* Physically protect any child who may get hurt
* Remove any contentious objects (e.g. toys being fought over)
* If practical and necessary, move the child/children away to a quiet space. In extreme situations it may be necessary to remove the rest of the class and leave an adult with the child who has caused the incident
* Briefly remind children about the expectations, so they know what to expect (i.e. “remember that everyone will get a chance to speak”)
* Model good communication skills by talking calmly, asking simple questions and listening carefully
* Let each child have a turn to speak so you can piece together what happened (but try not to let them get too involved in the detail)
* Acknowledge everyone’s point of view and feelings
* Don’t apportion blame or take sides
* Restorative Approach questioning to be used with children following conflict:
* *What has happened?​*
* *What were you thinking?​*
* *How were you feeling?​*
* *​Who do you think has been affected by what has happened?​*
* *What do you think needs to happen next to make things fair and better?​*
* Ask them for ideas about how to resolve the situation (again, everyone gets a turn)
* Explore all of the ideas with the children (even the impractical ones) and agree on a solution
* Provide all pupils with the opportunity to seek forgiveness and reconciliation through collaborative discussion
* Praise them for resolving their conflict.

Even when children are angry/upset it is our expectation that they treat other children and adults with dignity and respect. When dealing with conflict, adults should still expect that children address them in an appropriate tone and by their title. Failure to do so should be managed in exactly the same way as any other undesirable behaviours. Our desired outcome, for all situations, is to encourage the dignity and respect of all staff and pupils and to foster a culture of care, encouragement and a sense of hope.

**The ‘Consequence’ System**

‘The consequence system’ is designed to give children choices. Its principle role is to support learning, whilst also tackling and dealing with low level disruptive behaviour (i.e. behaviour that undermines the pupil’s own learning or that of others). If unchecked, this sort of behaviour spoils lessons and undermines the authority of the teacher. The system is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

At Green Lane we use a six-stage classroom management system (C1-C6), which is designed to give children choices. The stages operate across the three sessions of the school day

Session 1 – Entry into school up to morning break

Session 2 – Morning break to lunch

Session 3 – Lunchbreak until home time.

Each new session gives children an opportunity to have a fresh start.

**Managing disruptive behaviour**

General reminders can be given to the class for swinging on furniture, shouting out and general low-level disruptive behaviour. Expectations are displayed in all classrooms.

This supports all children and adults in understanding the standard of behaviour that is expected.

**Classroom Expectations**

* I listen and follow instructions the first time I am asked.
* I put my hand up when I want to share ideas, without shouting out. I show respect for others and school property.
* I try my best in all lessons and never give up.

**Outdoor Expectations**

* I listen and follow instructions the first time I am asked.
* I keep my hands and feet and unkind comments to myself. I show respect to others.
* I stand still and silent when the first bell is rung and on the second bell walk quietly to my line.
* I stand quietly in my line and walk sensible and safely into school.

**Corridor Expectations**

* I walk quietly to join the end of the line.
* I leave a person space and look the way I am going.
* I travel quietly around school walking on the left-hand side. I never run in school, I walk quietly and calmly.
* I hold the door for the person/people behind me.

**Lunch Hall Refectory Expectations**

* I enter and leave the lunch hall quietly and calmly.
* I listen and follow instructions the first time I am asked.
* I keep my table area clean and tidy and clean up any mess I make. I keep my table area clean and tidy and clean up any mess I make. I put any leftovers in the bin and place my tray, cutlery and cup away carefully.
* I have good manners at the table and say please and thank you.

**Uniform Expectations**

* I wear my school uniform with pride.
* I don’t wear jewellery (with the exception of a small pair of stud earrings) or make up I don’t wear any jewellery for PE.
* I wear the school PE kit with pride.

It is hoped that this would be sufficient and that further reminders/sanctions will not be required. After one general reminder, children whose behaviour falls short of expectations should be dealt with as follows:

**Expectations in the Early Years Foundation Stage**

The Consequence System aims to deliver a consistent approach to behaviour throughout the whole school. Therefore, the main principles of the policy will be used within the EYFS setting to familiarize the children with the structure and high-expectations that are required. Class rules remain the same as well as school expectations. To make this workable within an early-years setting and to acknowledge the pupils’ young-age, adjustments have been made.

Consequences will be recorded privately with the adult and the child, in a class behaviour book. This information can be shared with parents if the class teacher feels that this is appropriate.

Sessions will ‘reset’ mid-morning, lunchtime, and mid-afternoon. Each session is an opportunity for a fresh start.

|  |
| --- |
| **Consequences for Inappropriate Behaviour** |
| **Consequence** | **Expectation/Behaviour** | **Behaviour Management Dialogue/Strategies** |
| Positive Rule Reminder **(No consequence at this stage)** | Warning – Positive Rule Reminder Where a general reminder has not been effective in correcting undesirable behaviours, children should be given atargeted reminder of expected behaviours.* Poor levels of work
* Talking to another child across the classroom
* Distracting others
* Shouting out

**Do not record this on the chart at this point.** | ‘I have asked everyone to listen. That means you need to stop talking, empty your hands and look at me. Thank you. If you choose to keep talking that is a C1.’State what is happening and give rule reminders.Try and identify behaviour that is proactive/positive e.g. praise neighbouring child who is displaying the correct behaviours |
| **C1 – Consequence 1****(5 minutes time in)** | C1- First recordable negative behaviour **The child’s name must be crossed on the class behaviour chart.****Behaviour charts are not displayed on classroom walls but kept in classroom folder.** | ‘ , you have continued to talk. You are now on aC1, that is 5 minutes time in at break or lunchtime. If I have to speak to you again, remember, you will then be on a C2, you are at risk of losing more time with your friends.’ Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and diffuse the situation by praising those who are displaying the correct behaviours. |
| **C2 – Consequence 2****(10 minutes time in)** | C2 – Second negative behaviour**The child’s name must be crossed on the class behaviour chart.****If a child receives three C2’s in a day then it counts as a C3 and they miss 15 minutes off lunch or the next break time.** | ‘ , you have again continued to talk, I now needyou to stay in for 10 minutes at break or lunchtime. Next time I have to remind you about your behaviour, you will lose your next break/15mins of your lunch break.’Ask them to take a minute to think about their behaviour. When you have given the reminder, try speaking privately to the child. Getting down to the child’s eye level, being more personal can help diffuse whole class communication. This will keep the class calm, additional signals or non-verbal refocusing is useful. Ask the child if there is anything that you can do to help; for example, check they are not struggling with the class task. |
| **C3 – Consequence 3****(15 minutes time in)** | C3 - Third negative behaviour**The child’s name must be crossed on the class behaviour chart.****Any conduct from C3 or above requires the child to complete an Expectations Form**If a child receives a C3 then they do not attend any after school clubs that day.All C3’s must be recorded on CPOMS and number of C3s should be indicated for example:C3 (1), C3 (2), C3 (3)If a child receives 3 x C3s in a term, then a letter will be sent home by the headteacher who will ring parents (that day) to inform parents of the C3 and that a letter will follow in the post. | ‘ , you are now on a C3. You will now miss all ofyour break/or 15 minutes of your lunch break.During the 15-minute supervision time the child should complete an Expectations Form (this would be uploaded to CPOMs by the class teacher) which will give them an opportunity to reflect on their behaviour. Class teachers should discuss with the child what they are going to write and set expectations. They should expect this work to be completed to the best of the child’s ability and review its contents with the child (where possible) before they return to class.If the 15 minutes is during break time, then this will be spent in a classroom. It could be the child’s own classroom, neighbouring classroom or phase leader’s classroom. Class teachers will make this decision.If the 15 minutes is at lunchtime it will be spent in the Supervision room. |

|  |  |  |
| --- | --- | --- |
|  | 4 x C3s in a term require parents to be invited into school for a meeting with Phase Leader and class teacher |  |
| C4 – Consequence 4(lunchtime in) | C4 - Fourth negative behaviour Continuation of poor negative behaviour across the school day or serious physical/verbal aggression**The child’s name must be crossed on the class behaviour chart. Any conduct from C3 or above requires the child to complete an Expectations Form**RECORD ON CPOMsDiscussion with Headteacher/Deputy HeadteacherLoss of lunchtime spent in Supervision room. Class teacher to inform parents by phone call. | ‘………, you have now moved to a C4 because … this means you’ve now lost your full lunchtime play session.’ (A C4 results in the 15-minute supervision time being converted into a lunchtime session at the earliest opportunity). During this session the child must complete any work missed and complete an Expectations Form. The rule when in supervision time is occupy and ignore. |
| C5 – Consequence 5(in school suspension in partner class) | C5- Fifth negative behaviour or immediate C5 for Health and Safety (an incident with an immediate risk).\*\*If a child receives a C5, parents must be notified in writing and invited to a meeting with DHT or HT.**The child’s name must be crossed on the class behaviour chart.**RECORD ON CPOMs | If a child continues to disrupt learning, then they can no longer remain in the classroom. Message for support by SLT |
| C6 -Fixed Term Suspension\*\*If a child receives a C6, parents must be asked to collect their child immediately. They should be issued with a suspension letter | If a child fails a C5 they will be suspended (C6) for a minimum of 0.5 days (see section on C6 Exclusions)*See Exclusion Policy for further details.**\*Please note Policy is known as Exclusion Policy but terminology has changed from exclusion to suspension.* | Only the HT (or DHT acting in the absence of HT) can issue a child with a fixed term suspension. |

##### Example of a class behaviour chart

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Pupil Names | **(C1) 5 mins time in** | **(C2) 10 mins time in** | Miss 15 minutes of break or lunch/fill in expectations form **(C3)** | Lunchtime in and complete expectations reflection **(C4) class teacher informs parents** | Lunchtime in and complete expectationsreflection. Parent meeting with DHT **(C5)** | Letter home for suspension**(C6)** |
| Child 1 |  |  |  |  |  |  |
| Child 2 | X | X |  |  |  |  |
| Child 3 |  |  |  |  |  |  |
| Child 4 | X |  |  |  |  |  |
| Child 5 | X | X | X | x |  |  |
| If a child reaches C3 during the first morning session, they miss morning break.If they reach C4, the morning break is converted to a full lunchtime Supervision time. They are allowed to go out for morning break as usual.If they fail the C4 (move to C5), a member of the SLT will collect the child, they will have Supervision time with a member of the SLT in The Supervision Room.If a child leaves the classroom on a C5 then leave their names on the board until the end of the session.**From C3, children must complete an Expectations Form (this must be uploaded to CPOMs). 3x C3 parents/carers must be contacted via phone call/letter.****From C4, parents/carers must be contacted via phone call/letter.** |

It is the responsibility of class teachers to make sure that children are taken to the Lunchtime Supervision area with their Expectation Form and any appropriate work. This may be work that they have not completed within the lesson. The class teacher is responsible for issuing an Expectation Form (available on CPOMS document library) and ensuring that children return to class following Supervision times. At the end of the supervision period, the Supervision Staff Member places the forms in the Expectations Folder and sends it to the PA to the headteacher who will upload to CPOMs. Any children who need to miss their morning breaktime need to do so in a classroom. This could be their own classroom, neighbouring classroom or classroom of phase leader. It is the class teacher’s responsibility to organize this.

Class teachers must keep an individual record of any consequences that are C3 or above. This chronology is essential to keep CPOMs records up to date and accurate and is essential evidence to support children with challenging behaviour if future interventions need to be put in place. See example of Class Consequence Log below:

##### Example of Class Consequence Log



The SENCO has an overview of the progress of these children with regular feedback from class teachers.

##### Outdoor Behaviour

To keep things simple for staff and children, Green Lane operates a similar behaviour management system for outdoor play. A summary of the stages is detailed below. In accordance with the indoor behaviour system, all children should receive a reminder of acceptable/ desirable behaviour before being placed on a consequence.

C1 – Warning and 5 minutes on reflection bench

C2 – Thinking Time (10 minutes on the reflection bench or walking with staff on duty).

C3 – Time In with an adult (15 minutes in the Supervision Time Room over lunch, completing Expectations Form). Children may be offered alternative activities to support emotional regulation until they are ready to reflect.

C4 – Supervision Time (remainder of lunch spent in the Supervision Time Room).

C5 – Next lunchtime spent in Supervision Time Room and parents informed by HT/DHT

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outdoor | C1 | C2 | C3 | C4 | C5 |  |
| Pupil Name | Warning and 5 minutes on reflection bench | Thinking Time and 10 minutes on the reflection bench | Time In with an adult and 15 minutes in the Supervision Time Room | Supervision Time remainder of lunch in the Supervision Time Room | Next lunchtime in Supervision Time Room, parents informed | Record in incident log |
| CHILD 1 | X |  |  |  |  |  |
| CHILD 2 | X | X |  |  |  |  |
| CHILD 3 |  |  | X |  |  | X |
| CHILD 4 |  | X | X | X |  | X |
| CHILD 5 | X | X | X |  | X | X |
| All incidents from C3 onwards should be recorded in the incident log.When C5 is reached the child misses the next ‘matched’ session – a playtime for a playtime/ alunchtime for a lunchtime |

##### Expectations for PE Kit

The consequence system is also designed to help children to follow the general expectations of the school.

Children who do not bring their PE kit or the correct kit will face the following consequence: 1st time with no PE kit – general reminder and conversation about school expectations

2nd time with no PE kit – general reminder and a phone call home from class teacher or PE teacher.

3rd time with no PE kit – lunchtime spent in supervision and letter sent home to parents/carers.

Children must have the correct PE kit, which consists of plain black or navy bottoms (shorts or joggers) and a plain yellow T shirt. Children are not permitted to wear named brands with visible logos on PE clothing.

On the day of PE, children who wear stud earrings are encouraged not to wear them on this day. If they do choose to wear them, they must remove the earrings themselves. Staff are not permitted to remove earrings from any child’s ears.

##### Expectations for Homework

Children who do not return homework will face the following consequence:

1st time no homework – lunchtime spent in supervision completing homework - reminder and conversation about school expectations 2nd time no homework – lunchtime spent in supervision completing homework - general reminder and phone call home from class teacher to parents/carers

*\*Staff to be mindful of children who may need additional support with homework and consider offering homework club provision within year group.*

##### Suspension

We recognize that our vision and values **Respect, Caring, Honesty and Forgiveness** must shape the way in which we deal with suspensions. Pupils at Green Lane are given and take second chances. Forgiveness and reconciliation are central to our approach.

We actively seek to provide an environment where all members of our school community are safe from harm.

As an inclusive school we seek to avoid suspending any pupil and especially vulnerable pupils. For these pupils the headteacher may put an overwhelm plan in place that sets out the personal expectations for these children, the child and their parents/carers will be involved in the writing of such a plan.

Before considering any suspension, we recognize that parents/carers are profoundly affected by the suspension of their child/children. We will work with them closely to ensure that only in very rare circumstances will a suspension come as a surprise. In most instances, parents/carers will have been working with us to prevent their child from being suspended.

It is IMPORTANT that a child is not allowed to persistently disrupt and defy the school rules for a longer period than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, the headteacher retains full discretion to permanently suspend a child, even if they have not reached 45 days’ suspension in one academic year for persistent disruption and defiance.

**Fixed Term Suspension**

‘Good discipline in school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using a suspension as a sanction where it is warranted. (See Exclusion from maintained schools, academies and pupil referral units in England 2017 documentation).

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples;

* + Failure to comply with a reasonable request from a member of staff.
	+ Failure to comply with the requirements of the ‘Expectations for Learning’.
	+ Verbal abuse of staff, other adults or children.
	+ Physical assault of staff, other adults or children
	+ Willful damage to property.
	+ Any assault or fighting that is premeditated or planned.
	+ Persistent defiance or disruption.

Along with other serious breaches of school rules.

##### Reintegration meeting

Parents of any child in receipt of a C6 suspension must be invited to a ‘Reintegration Meeting’ before the child returns to class. The purpose of the ‘Reintegration Meeting’ is to ensure that the child, and the parents, realize the circumstances leading up to the suspension and how the child, by his/her behaviour, chose to be suspended from school. The responsibility for behaviour is placed firmly with the child. Discussion also focuses upon appropriate behaviours and attitudes and the possibility of outside agency involvement. The child and parents will be told that inappropriate behaviour will not be accepted by the school.

##### Managing C5, C6 or Fixed Term Suspensions

When a child is first issued with a C5, C6 or Fixed Term suspension the information is uploaded to CPOMS and the child will be closely monitored by the SLT. Any resulting impact of intervention is recorded on CPOMS, giving a personalized profile of the individual child.

The senior leadership team will become involved in intervention, with children who are being issued with C5 and C6 Fixed Term suspensions. Various strategies will be used depending on individual needs.

##### Provision of Education for Children Suspended for a Period Exceeding 5 days

The school recognizes the need to keep fixed term suspension short wherever possible. It is therefore anticipated that in most cases suspensions would not exceed 5 days fixed term. Where it is necessary to suspend a child for a longer period, the school will ensure that provision is offered to the children from the 6th day onwards.

*(DfE ‘Exclusion from maintained schools, academies and pupil referral units in England 2017)*

**Behaviour Committee**

Under DfE Guidance ‘Exclusion from maintained schools, academies and pupil referral units in England 2017’, a meeting of the Behaviour Committee must be convened by the school when:

* + A child has received over 15 days’ suspension in one term;
	+ Recommendation of permanent suspension is made by the Headteacher for a one- off incident, or through the Consequence system.

##### Behaviour Committee Role and Timescales

* + The Behaviour Committee can uphold a suspension or direct the child’s reinstatement, either immediately or on a particular date. The Behaviour Committee may also use their powers under Section 29A of the Education Act 2002/The Education (Education Provision for Improving Behaviour) Regulations 2010 to direct a pupil to off site, alternative provision for the purposes of improving their behaviour. This may be needed in situations were fixed term exclusions are high and the decision to suspend is upheld and Behaviour Committee believe that the likelihood of further suspensions in the near future is high.
	+ The meeting must be convened before 15 school days after the date of receipt of notice to consider the suspension. The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.
	+ The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.
	+ The Headteacher, a member of the Senior Leadership Team and the children’s teacher may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority to attend the meeting.
	+ Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent suspension, the letter will also detail the procedure for appeal, which will be heard by an Independent Review Panel. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee’s decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

#####  Permanent Suspension

A decision to suspend a pupil permanently should only be taken:

* + In response to serious or persistent breaches of the school’s behaviour policy; and
	+ Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.”

##### Reduced Timetable

As an alternative to external exclusion the Headteacher may, in limited circumstances, make use of a reduced timetable to support a child.

*See Durham Local Authority Guidance on Reduced Timetable Regulations*

##### Use of Reasonable Force

Please refer to the DfE guidance ‘Use of reasonable force. Advice for headteachers, staff and governing bodies 2013.’

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

Any child who has to be placed in a ‘hold’ or who needs physical restraint, will be managed by staff who are fully trained in ‘Team Teach Positive Behaviour Management’. (See Positive Handling and Restraint Policy 2020)

##### Discipline Beyond the School Gate

In general terms, if a child is in uniform and they are on their way to or from the school then they are our responsibility. Sanctions can be issued and poor behaviour will be challenged. Where bad behaviour occurs, when a child is travelling to and from the school, the school reserves the right to issue a consequence, or a fixed term or permanent suspension, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full ‘consequence system’ will apply.

Children are encouraged to wear their uniform correctly when travelling to and from Green Lane and must not be involved in behaviour that could adversely affect the reputation of the school.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises, which pose a threat to a member of the public or a child to the police as soon as possible.

If a member of the public, school staff, parent/carer or children reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of school staff the Headteacher or a member of SLT must be informed.

If the Headteacher/Deputy Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school’s safeguarding policy will be followed.

##### Expectations for Day Trips and Residential Visits

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site. (See Expectations/exclusions).

##### Police

Green Lane CE Primary School will involve the Police in all matters, where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A child and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

**Measures to Prevent Bullying**

For information on our approach to prevent bulling including cyber bullying; prejudiced based and discriminatory bullying please consult the following policies and guidelines:

* + Anti-bullying Policy
	+ Remote Learning Policy
	+ Safeguarding Policy (written in line with KCSIE 2023)
	+ Data protection and recording
	+ Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies 2017
	+ Valuing All God’s Children Autumn 2017 (Second Edition) Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying.

**Measures to Prevent Sexual Harassment**

For information on our approach to prevent sexual harassment including sexual violence (including online) please consult the following policies and guidelines:

* + Anti-bullying Policy
	+ Remote Learning Policy
	+ Safeguarding Policy (written in line with KCSIE 2023)
	+ Data protection and recording
	+ Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies 2017
	+ Valuing All God’s Children Autumn 2017 (Second Edition) Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying.
	+ OFSTED Review of Sexual Abuse in Schools and Colleges, June 2021

**Team Teach and Physical Intervention**

In this school we believe that pupils and staff need to be safe, pupils need to know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of incidents only, will RPI (Restrictive Physical Intervention), be needed, and, on such occasions, acceptable forms of intervention are used. This section should be used in conjunction with the rest of the school’s Behaviour Policy and with any other relevant documents i.e. Team Teach Workbook.

The majority of pupils behave well and follow expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils, thereby preventing serious breaches of school discipline and serious damage to property.

All school staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of the use of RPI including the nature of the intervention and the rationale for its use.

**Minimising the need to use RPI**

In our school we aim to:

* Create a calm, atmosphere of safety and mutual respect, that minimises the risk of incidents arising that might require the use of RPI
* Use Restorative Approaches to teach pupils how to manage conflict and strong feelings
* De-escalate incidents if they do arise
* Only use RPI when the risks involved in doing so are outweighed by the risks involved in not using RPI
* Use Risk Assessments and Positive Handling Plans for individual pupils

**Staff authorised to use RPI**

All teachers and staff whom the headteacher has authorised to have charge of pupils automatically have the statutory power to use RPI.

**Deciding whether to use RPI**

In our school, authorised staff will only use RPI when:

* the potential consequences of not intervening are sufficiently serious to justify considering use of RPI
* the risks associated with not using RPI outweigh those of using RPI

School staff will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances, such as domestic violence) by appropriate handover and liaison. School staff will minimise the highest risks, for example by calling the police if a pupil suspected of having a weapon seems likely to resist a search.

**Using RPI**

Before using RPI at our school, staff will engage the pupil in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour. The use of RPI will only be proportionate to the level of risk and will be reduced at the earliest possible time. Staff will only use methods they are trained to use unless there is an extreme emergency and where there is no viable alternative. Staff are advised that, as far as possible, they should not use RPI unless or until another responsible adult is present to support, observe and call for assistance.

#

**Staff training**

In our school, we have adopted the Team Teach approach to staff training. All staff are fully accredited and update their skills/re-accredit every 2 years. We consider **all** staff to have a responsibility for pupil behaviour. The Team Teach training includes de-escalation techniques which introduce the use of RPI at an appropriate time, based on a range of other options. Staff working closely with pupils with SEN or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required.

**Recording and reporting incidents**

It is School Policy that incidents where a member of staff has used RPI on a pupil, these incidents are recorded and reported. In our school we log incidents on CPOM’s. The Safeguarding Team monitors the incidents on a daily basis.

Incidents that have required the use of RPI are recorded on CPOMS, if the safeguarding team in school feel that an incident needs further investigation then they will complete an investigation form. Parents/carers will be informed by a member of staff of any major incident when RPI has been used on their child, ideally by telephone as soon as practicable.

**Post incident support**

Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice and support from their trade union representative. If staff or pupils have been injured, immediate first aid will be provided and medical help accessed, if necessary. Staff and pupils will also receive emotional support. A challenging behaviour risk assessment may be necessary to prevent and deal with any further recurrence of behaviour that could lead to the use of RPI. If necessary our school will also inform local authority children’s services (Educational Psychology Service; Child and Adolescent Mental Health Service; Social, Emotional and Behavioural Support Service). Staff will aim to help the pupil to develop strategies to avoid repeating the difficult behaviour.

School will provide ongoing support for staff and pupils as long as necessary in respect of:

* physical consequences
* emotional stress/loss of confidence
* opportunity to analyse, reflect and learn from the incident

**Complaints and allegations**

Parents and pupils have a right to complain about actions taken by school staff including use of RPI. If a specific allegation is made against a member of staff, then our school will follow the guidance set out in ‘Keeping Children Safe in Education.’ Other complaints will be dealt with via the school’s complaints procedure and dealt with by the headteacher. For further guidance see county policy on the use of RPI.

**Monitoring and review**

This policy will be monitored and reviewed yearly and also at the same time as the whole school receives Team Teach re-accreditation training.

**Important definitions**

Single Elbow - Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

Double Elbow - Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person’s back.

Figure of Four - Standing, sitting or kneeling alongside the client with the hand of the outer arm holding underneath the persons nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.

Back Ground Recovery - Kneeling alongside a supine person, entirely supporting own weight, securing the person’s elbows at sides with hip and heal of hand on the floor. Ribs and abdomen are left clear.

Front Ground Recovery - Kneeling facing towards a prone person securing the wrist and elbow, limiting movement of the shoulder, but leaving ribs and abdomen clear.

Legs - Sitting or kneeling, entirely supporting own weight, using hip, arm and forearm to limit the range of kicking.

# x 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Pupil Names |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **(C1) 5 mins time in** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **(C2) 10 mins time in** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Miss 15 minutes of break or lunch/fill in expectations form **(C3)** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Miss lunch time and complete expectations reflection with HT/DHT **(C4)** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Miss lunch time and complete expectationsreflection. Parent meeting with HT/DHT **(C5)** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Letter home for suspension **(C6)D** |

**Appendix 2**

CLASS EXPECTATIONS

22

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Individual Pupil Names |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Consequence type and date given. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Consequence type and date given. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Consequence type and date given. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Consequence type and date given. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Consequence type and date given. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Consequence type and date given. |

**Appendix 3**

CLASS CONSEQUENCE LOG

RECORD OF C3+

23

**Appendix 4**

**Playground Behaviour Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Name** | **Incident:****State brief facts****Who? What? Why? When?** | **Action****What action has been taken? How was the incident resolved? Class teacher must be informed****What consequence was given – what stage was the incident logged as?****What follow up action is needed?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### 24



**Durham and Newcastle Diocesan Learning Trust Company Number 10847279**

**Principles for School Behaviour Policies**

**"Every child matters and no child is ever left behind..."**

"Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs." Luke 18:15-17

**Vision Statement**

At the heart of our vision is our commitment to ensure all of our schools are places where children and young people develop and thrive academically, socially, culturally and spiritually. The drive for excellence and effectiveness in our schools is paramount. The enabling of every child to flourish in their potential as a child of God is a sign and expression of the Kingdom and is at the heart of the Trust’s distinctive mission.

Through our behaviour principles, our schools promote a positive culture of high standards and expectations of good behaviour pervade all aspects of school life. The whole school approach promotes social and cultural development through the practice of forgiveness and reconciliation that enables all to flourish and live well together. Our associated values underpin relationships at all levels in the school community, enabling pupils and adults to disagree well. Everyone in our schools should treat one another with dignity, kindness and respect.

### Principles for Behaviour Policy

These are statements of principles, not practice. Practical applications of these principles are the responsibility of each headteacher within the MAT. These principles are intended as guidance as to what the DNDLT would expect to see in each school’s unique behaviour policy. The DNDLT board recognize that each school works within a different context and community and will have different approaches to behaviour dependent on that whilst working within these wider principles.

The DNDLT board is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented by the headteacher overseen by the Local Academy Council. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The DNDLT board is also required to ensure that an effective anti-bullying strategy is drawn up and implemented (this maybe part of the school’s behaviour policy). Information about the school’s behaviour policy must be made available to parents on request.

### Potential Contents for Behaviour Policy

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. It should include the following areas:

### **purpose** – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;

* **leadership and management** – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of Academy Councillors/trustees;
* **school systems and social norms** – including rules, routines, and consequence systems;
* **staff induction, development and support** – including regular training for staff on behaviour;

### **pupil transition** – including induction and re-induction into behaviour systems, rules, and routines;

* **pupil support** – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
* **child-on-child abuse** – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
* **banned items** – a list of items which are banned by the school and for which a search can be made.

The behaviour policy should acknowledge the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The behaviour policy should be developed in line with the DfE’s guidance ‘Behaviour and discipline in schools - Advice for headteachers and school staff’ September 2022

### All school policies should include the following principles. It should be:

* + accessible and easily understood: clear and easily understood by pupils, staff and parents;
	+ aligned and coherent: aligned to other key policy documents;
	+ inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
	+ consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and
	+ supportive: address how pupils will be supported to meet high standards of behaviour.

Principles for all DNDLT School Behaviour Policies:

* + Every pupil understands they have the right to feel safe, valued and respected, as a child of God, and learn free from the disruption of others
	+ All pupils, staff and visitors are free from any form of discrimination and harassment, including all forms of sexual harassment and abuse
	+ All adults in school set an excellent example to pupils at all times
	+ Approaches and strategies used to manage behaviour are based on forgiveness and reconciliation
	+ Rewards, sanctions, reasonable force and guidance are used consistently by all staff, in line with the behaviour policy
	+ The behaviour policy is understood by all pupils, parents and staff and promotes good behaviour, self-discipline and respect
	+ 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
	+ Positive behaviours and attitudes towards learning are promoted in the curriculum and modelled by staff
	+ Pupils are helped to take responsibility for their actions within school and the wider community
	+ Families are involved in behaviour incidents to foster good relationships between schools and pupils’ home life

Impact of policies should include:

Behaviour and attitudes are exceptional.

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

School Inspection Handbook September 2023