



Shrevenham
Church of England Primary School

All things are possible for one who believes

Relational Policy

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Mission

We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents/carers, the Church and the wider community.

Vision

At Shrivenham, we give every possible opportunity for individuals to believe in themselves, others and God through the promotion of love, hope and courage in order to flourish and fulfil their unique potential, to work well together and positively contribute to the wider community.

'All things are possible for one who believes' (Mark 9:23)

Values

LOVE

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.

HOPE

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

In our school this helps us to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.

COURAGE

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

At our school, we have courage to stand by our beliefs and are committed to what is right and true.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community and our vision is built on shared Christian values with three core values of Love, Hope and Courage. Our school values are woven into daily school life, and we encourage everyone to live out these values in our interactions with each other, our wider community and the world around us.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour
- Provide a consistent approach to supporting good behaviour choices
- Define what we consider to be unacceptable behaviour, including bullying and Child on Child abuse
- 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 consequences

We believe that in order to achieve the aims stated above, there must be a consistent approach to behaviour management throughout our school in relation to:

- Clear values and expectations
- Specified rewards and consequences
- Positive parental partnership
- Detailed procedures for playtimes and lunchtimes

We play a central role in our children's social and moral development as well as in their academic progress. As we measure academic achievement in terms of progress and development over time towards academic goals, we monitor standards of behaviour in terms of the children's developing ability to meet our behavioural expectations. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting.

It is expected that children will behave well **all** of the time – not only during learning time in the classroom, but at playtime, lunchtime, moving around school and during extra-curricular activities. Our pupils are taught to understand that they should behave respectfully to each other and to **all** adults. We want our children to take personal responsibility for the choices they make and understand the consequences for their choices.

Culture

A positive culture for learning is one where pupil behaviour supports rather than impinges on learning. It is a culture where pupils are supported to:

- Meet the school's behavioural expectations (Coe et al., 2020; Bennett, 2017)
- Actively engage in their learning (Education Endowment Foundation [EEF], 2019)
- Feel successful (Gutman & Schoon, 2013; McCrea, 2020)

We encourage all children to become good learners and display positive learning behaviours. We do this by using a range of rewards. Children are expected to actively participate in lessons and engage in their learning by being inquisitive, actively listening and participating. We encourage all children to use self-help aids, take risks and become independent learners and problem solvers.

At Shrivenham, we provide children with a safe and supportive environment in which to do this. All teachers have a responsibility to provide a safe environment in which children can learn. Pupils can benefit when the classroom is a predictable place; there are clear expectations to minimise opportunities for misunderstandings, which can lead to misbehaviour. Teachers need to be able to clearly explain what their expectations are, at the beginning of the school year, reinforce these consistently across the year, and teach pupils to follow them.

In order to support children, we must understand how to meet the underlying developmental needs - not just manage the symptoms. This means providing them with relationships that can make a difference.

The 'PACE' tool can be used by staff:

Playfulness, Acceptance, Curiosity, Empathy

PACE is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.

Playfulness

This is about creating an atmosphere of lightness and interest when we communicate. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.

Acceptance

Unconditional acceptance is at the core of children's sense of safety. Acceptance is about actively communicating to the child that we accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.

Curiosity

Curiosity, without judgment, is how we help children become self-aware, reflect upon the reasons for their behaviour, and then communicate. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

Empathy

Empathy allows the child to feel our compassion for them. Being empathic means, we actively show the child that they are important to us and that we want to be with them in hard times.

Restorative Conversations

At Shrivenham Primary School, we strongly believe that although consequences for actions are often necessary, the real learning which actually changes behaviour, comes from a restorative conversations.

Restorative conversations:

- Allow a culture of respect and discipline in the school community to be built;
- Create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour;
- Empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community

We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place.

Staff will structure these conversations based around these main questions:

- What happened?
- What were you thinking at the time?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future to ensure we show our school values?

Whole School Rules

At Shrivenham, we follow a four simple rules which help with children's behaviour choices. They are continually reinforced through collective worship, lunchtimes and when discussing behaviours.

- We are ready
- We are respectful
- We are safe
- We are proud

Teachers and Teaching Assistants are responsible for discussing the school expectations with each class, with a focus on what we expect and would like to see as opposed to the negatives.

Pupil support

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 work with the school's Mental Health and Wellbeing lead and/or Head of school to 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/carers to create the plan and review it on a regular basis. We also recognise that disruptive behaviour or a change in behaviour can be linked to safeguarding needs. Changes in behaviour can be a form of communication and we will always do our best to support the child and family using the OCC threshold guidance.

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACEs) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

- For children to engage with their learning they need to feel safe, secure and listened to.
- Children need consistent expectations/rules in place which are clear, regularly revisited and adapted where needed.
- Relationships are at the heart of our approach to behaviour.
- Staff recognise that behaviour is a form of communication and needs to be actively listened to.
- Where children have suffered or are suffering from abuse or neglect, we recognise that they will need

additional support when they are distressed and displaying challenging or disruptive behaviour.

- For staff to respond effectively to challenging or disruptive behaviour they need to understand what the behaviour is telling them about the child and their needs.

Shrivenham Primary School provides the following in-school support for children with SEMH:

- Safe areas for children
- Inclusion Team, including a SENCo & Pastoral Team
- Drawing and Talking therapy
- Lego therapy
- PHSE Program
- Small group & 1:1 support for pupils, including parents where necessary

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school.

Where needed, we gain expert advice from:

- Oxfordshire County Council Inclusion Team,
- Trust Inclusion and Behaviour Support,
- Educational Psychologist,
- Other relevant external agencies

Definitions

Misbehaviour is defined as (not an exhaustive list):

- Deliberately disrupts activities, including making inappropriate noises, calling out, talking over others, wandering around, walking away
- Un-cooperative behaviour
- Deliberate avoidance of work
- Rudeness and lack of manners
- Not following instructions
- Name-calling
- Non-completion of classwork or homework
- Poor attitude
- Swearing
- Thoughtless or careless abuse of school equipment or other people's belongings

Serious misbehaviour is defined as (not an exhaustive list):

- Repeated breaches of the school rules
- Any form of bullying (see below for more details)
- Child on Child abuse, including asexual abuse, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (see below for more detail)
- Vandalism
- Theft
- Fighting or physical assault: deliberate punching, kicking, biting, pinching, scratching for example

- Throwing things dangerously
- Deliberate spitting or coughing at people
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour (prejudicial behaviour)
- Leaving class or school without permission
- Refusal to co-operate with a member of staff
- Possession of any prohibited items.
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers/vapes and associated paraphernalia
 - Lighters, fuel, matches
 - Fireworks
 - Pornographic images
 - 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).

All incidents of serious misbehaviour are recorded centrally on a child's individual behaviour record using CPOMS. Repetition of misbehaviours may also be logged on CPOMS.

Bullying

At Shrivenham Primary School we aim to:

- provide a safe and secure environment within which bullying has no place.
- ensure that any incidents that do take place are dealt with promptly and effectively.

Please see our anti-bullying policy which outlines our procedures in detail.

Codes of conduct

Pupils are expected to follow our school values: Love, Hope and Courage.

At the beginning of the academic year, each teacher and class will discuss the school code of conduct in order to create an environment conducive to effective teaching and learning. These are reviewed on termly basis, or as and when required. This will also include discussion over rewards and consequence/sanction systems. The code of conduct, alongside the school are displayed in all classrooms and rooms around the school.

Classroom behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged. This includes planning lessons that engage, challenge and meet the needs of all learners

- Display the Shrivenham’s RRSP and values poster, behaviour blueprint and code of conduct
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Using non verbal signals
 - Communicate & model expectations of behaviour in ways other than verbally, always in a calm manner
 - Highlighting and promoting good behaviour as well as building positive relationships using proximity praise
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement/recognition; prevent before consequences. We do this in a variety of ways including house points, stickers and certificates

Behaviour in Collect Worship

In collective worship we expect the children to:

- Enter the hall silent showing ‘fantastic walking’ (Paul Dix)
- Actively listen
- Participate appropriately
- Listen to others when speaking
- Sit sensibly, including keeping hands and feet to themselves
- Avoid distracting others

We expect the staff to model good behaviour by:

- Actively listening
- Participating appropriately
- Responding to low-level behaviour in a timely manner
- Encouraging the children to sit nicely
- Rewarding good behaviour

Rewards and Consequences

We praise and reward children for good behaviour, including good learning behaviour, in a variety of ways. We distribute rewards to children for; displaying a Growth Mindset, consistent good work or behaviour, to acknowledge outstanding effort or acts of kindness in school and for excellent attendance.

We do this in a variety of ways:

- Verbal praise
- Stickers
- Written praise
- House Points
- Certificates - RRSP
- Show other adults their work
- Display work
- Communication to parents/carers
- Golden stars for exceptional behaviour (see star)
- Vision postcard (2 per week, per class shared in celebration collective worship)
- Values certificates (1 per week, per class shared in celebration collective worship)
- Whole class rewards of 25 tokens are collected per term (6x a year)



We distribute rewards to children for (this is not an exhaustive list):

- Listening intently and paying attention to others
- Consistently following directions
- Giving their best effort in class
- Working conscientiously
- Displaying a Growth Mindset
- Consistent good work or behaviour
- Acknowledging outstanding effort or acts of kindness in school
- Being respectful of other's belongings, opinions and space

Consequences

All staff work through the following steps.

	Response (always preceded with a reminder of expectations)
Attunement	Read the room and redirect where necessary. When necessary, a conversation will take place to remind the child of the expectations.
Reminder	Use whole class reminders of expectations to re-engage pupils. A reminder of classroom/school expectations delivered privately wherever possible (Remind in Private: RIP). Repeat reminders if necessary. De-escalate where reasonable and possible to take the initiative to keep things contained at this stage. Use of PACE. Praise in Public (PIP). Catch and Match.
Individual Reminder	A clear conversation delivered privately to the children making them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their positive qualities and previous examples of their positive choices. Reminders about consequences are used alongside strategies to support the child e.g. movement break, fidget toy, moved seats in the classroom. Use of de-escalation strategies.
Time in	If a child reaches this stage, they are beginning to dysregulate. Children will have 'time in'. This may need directing a child to a space in the classroom to calm with strategies or resources to support or where an adult can speak to the child privately. Sometimes a child needs to be alone to do this, other times an adult will need to support. If at playtime, 'time in' should be supported by an adult in a quiet space on the playground. Reset expectations and should be only for a few minutes. Time in should be for a short period of time.
Time out	In some occasions children may need time out of class and work in another classroom, this should be for a short period of time (up to maximum of 15mins). It is explained to the child why this is happening and reminded of the expectations. On return to the classroom, the expectations are reset following a private conversation. If at playtime, 'time out' should be standing with an adult on the playground for 5 mins. If at lunchtime, 'time out' should be for up to 10 mins. If 'time out' is repeated 3x in a short term for an individual, the deputy head or head of school is involved and is asked to speak to the child. Parents are informed by the class teacher. 'Time outs' are recorded on CPOMS.
Lunchtime Reflection	On rare occasions, the child may be asked to stay in for a lunchtime reflection with a member of SLT. During this time, a restorative conversation will be used to support the child understand the behaviour and to give them the tools they need (the conversation template is used and filed in behaviour folder and added to CPOMS). Parents are informed by class teacher. Recorded on CPOMS.

Teachers will use their professional judgement if behaviour escalate, are persistent.

If a child's behaviour disrupts their learning and results in an insufficient amount of work, the work may be sent home to be completed. The class teacher will discuss this with the parents and the parents will support the school in ensuring the work is completed and returned the following day.

A teacher may ask a child to stay in at lunchtime to complete work, this should be for maximum of 15mins with the class teacher. Children should not be kept in to complete work at breaktime (morning) or miss other lessons to complete work.

Misbehaviours (examples listed on page 6-7) may require immediate escalation to Head of School or Deputy Head. Our procedures and escalation for these behaviours must reflect their nature. All staff must record serious misbehaviours on CPOMS.

We believe all incidents of misbehaviour should be followed up with a restorative conversation between the child/ren and the class teacher. Every child has the opportunity to start afresh after an incident has occurred.

De-escalation

Wherever possible attempts should be made to de-escalate situations well before the need for positive handling, including taking all reasonable steps to reduce the risks to the safety of all involved. Training should be provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include (depending on the circumstances):

- Distraction
- Humour
- 'Change of face' – introducing a different adult into the situation
- Withdrawal of other children
- Suggested self-withdrawal by child to an agreed safe place
- Strategic ignoring
- Recommendation of self-soothing strategies For this to be effective, all of this requires good communication and a shared understanding of the child's needs, as recorded on a behaviour/care plan. It also requires staff themselves to present extreme calmness and positive intent to make the situation safe.

Fixed-term Suspensions and Permanent Exclusions

The following statements are made in accordance with the full guidance found in Exclusion from maintained schools, academies and pupil referral units in England (DFE, 2017), which is the key point of reference for all schools in handling exclusions.

As a school, we implement suspensions in the following ways:

- Lunchtime Reflections with a member of the leadership team (parents informed by class teacher and logged on CPOMS)
- Internal suspensions (parents informed by head of school and logged on CPOMS)
- Fixed term suspensions (parents informed by head of school and logged on CPOMS)
- Permanent exclusion (parents informed by head of school and logged on CPOMS)

Decisions on suspending pupils

As with all behaviour consequences, these are used progressively, unless the behaviour deems necessary escalation, and are used to support the children. Only the head of school has the power to exclude a pupil from school. The head of school will notify the Chair of Governors of any suspensions.

Decisions about whether to suspend a pupil rest only with the Head of School. While there is no definitive list of reasons to exclude, the guidance on permanent exclusion is also useful for fixed-term suspension, whereby a child can only be excluded:

- In response to a serious breach 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 pupil or others in the school.

To ensure we are meeting the needs of all children, exclusions will be used at the head of school's discretion. For some children, suspensions will not be the correct consequence and they may require more support through internal suspensions.

Support with making the decision whether or not to exclude is available from Trust officers or from your Local Authority Inclusion Officer.

The process of suspending pupils

The DFE guidance is clear on this point and this legal framework must be included in the school's policy and must not be deviated from. All suspensions must be recorded in full on pupils' records (BROMCOM and CPOMs).

Where suspensions have occurred as a result of harm caused to other pupils, it is important for schools to sensitively communicate with any other pupils' parents/carers about their actions taken, including the decision whether to exclude a pupil or not.

Schools must inform the Trust when there has been a suspension.

Re-integration after Fixed-Term suspension

On the first day after a fixed-term suspension, parents and pupils must be invited to attend a re-integration meeting, in order to:

- Reflect on the reasons for the exclusion
- Create or update a behaviour/care plan and/or risk assessment for the pupil - plan for the pupil's reintegration, including any necessary adaptations to the timetable or curricular provision, so that the risks of repeated exclusion are minimised.
- Enable or plan for any restorative approaches to take place

If parents/carers are unable to attend this on the first day the child may return to the school, but a full meeting should be arranged within five working days.

Attendance from external agencies (Educational Psychologist, Behaviour Support, Inclusion Officer, etc.) may be sought in order to support the re-integration meeting.

Alternatives to Permanent Exclusion

Where a child has had repeated fixed-term suspensions, or is at risk of permanent exclusion, alternatives should be sought wherever possible, including:

- Temporary adaptations to timetables or curricular provision - temporary alternative provision procured from another provider
- Temporary adjustments to staffing ratios
- Managed move to another school

All of these decisions should be made in partnership with pupils, parents and external agencies. Trust officers are available for support in considering alternatives to exclusion.

Permanent Exclusion

When a child has been permanently excluded, as well as the duties to inform parents, the Local Authority and the school's Local Governing Board, schools must also inform Trust officers so that they can provide support to schools as appropriate.

Please remember a Fixed Term suspension cannot be converted to a Permanent Exclusion. For more on the on Permanent Exclusion, which apply to all schools, see Oxfordshire County Council Website.

Appeals

In accordance with DFE guidance, responsibility for reconsidering a permanent exclusions sits with the Local Governing Board. While Trust officers will only become involved with appeals if parents make a formal complaint in accordance with our complaints policy.

It is important that, where possible, a pupil's voice is heard before the decision is taken to exclude them. Decisions on exclusion should also take into account the pupils' age, developmental stage and any additional needs. Support with making the decision to exclude or not is available from Trust Officers or from the Local Authority Inclusion Officer.

On the first day after a fixed term suspension, parents and pupils must be invited to attend a re-integration meeting, in order to:

- Reflect on the reasons for the suspension
- Create or update a behaviour plan, risk assessment or positive handling plan for the pupil.
- Plan for the pupil's reintegration including any necessary adaptations to the timetable or provision so risks of repeated exclusions are minimised.
- If parents/carers are unable to attend this on the first day, the child may return to school but a meeting should be arrange within five working days.
- Attendance from external agencies may be sought in order to support the reintegration meeting.

Off-site behaviour

Off-site visits - The expectations set out in this behaviour policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit or activity.

Travel to and from school - The expectations provided in this behaviour policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the community –The school will respond to all noncriminal inappropriate behaviour and bullying which occurs anywhere off the school premises when it is reported to the school. Responses and consequences will be in line with this policy and will involve the pupil's parents or carers.

Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Head of school will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil.

Physical restraint is only used when it is:

- Reasonable
- Proportionate
- Necessary

Staff have been 'Team Teach' trained to ensure they are aware of how to support and use reasonable force appropriately.

This may be used to prevent children:

- Causing disorder
- Hurting themselves or others
- Damaging property

If a child requires restraining, due to the above reasons, a Positive Handling Plan will be put in place for any future incidents. Parents will be informed and requested to agree and sign to the plan. The plan may be added to the child's file with a risk assessment to ensure everyone's safety.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Red Bound Book
- Reported on CPOMS with details of behaviour
- Communicated with parents/carers by a senior leader
- Concluded with a restorative conversation when the time is right

Confiscation

Any prohibited items (listed on page 7) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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/carers to create the plan and review it on a regular basis.

We also recognise that disruptive behaviour or a change in behaviour can be linked to safeguarding needs and we will always do our best to support the child and family using the Oxfordshire threshold guidance. Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to meet the needs of all pupils all of the time.

If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs, whilst still aligning with the school's behaviour policy and without lowering expectations of pupil

behaviour (EEF, 2019). In these instances, SENCOs (Special Educational Needs Coordinators), pastoral leaders and other specialist colleagues have valuable expertise to help you to ensure that appropriate support is in place for pupils and their teachers. However, it is important to understand that pupils who need a tailored approach to support their behaviour do not necessarily have a special educational need and, vice versa, children with special educational needs and disabilities will not necessarily need additional support with their behaviour.

Pupil transition

To ensure a smooth transition to the next year group, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. We have a whole school code of conduct to ensure expectations in all classes are the same.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

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

Training

Behaviour management and de-escalation is a part of continuing professional development. Update training will be held internally termly and when necessary external training will be sought within the trust or through external companies to support the needs of the children.

Monitoring arrangements

The head of school monitors the effectiveness of this policy formatively and reports to the local academy committee (through the head of school's report) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the academy committee to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The academy committee has monitoring responsibility for behaviour and discipline.

Roles and Responsibilities

Behaviour is everyone's responsibility, and we are all jointly accountable for the promotion of positive behaviour throughout the school. All staff follow the behaviour policy and are encouraged to seek support where needed. The roles and responsibilities for all staff are set out below:

<p>Head of school/ Develop with staff a strategic approach to behaviour and relationships based on the values and aims of the school. Hold staff and leaders to account at all levels of implementation of agreed policy.</p>	<p>Deputy Head Support the HoS in developing and implementing a strategic approach to behaviour and relationships based on the values and aims of the school, in line with agreed policy. Hold teachers and leaders to account of said policy.</p>	<p>Teachers Promote and develop positive behaviour at all times in line with the school's behaviour policy and beyond own class.</p>
<p>Support Staff Promote and develop positive behaviour at all times in line with the school's behaviour policy within and beyond class / work area. Report information back to the relevant class teachers.</p>	<p>Governors: Have a strategic overview of the behaviour policy. Support when required in the process of exclusion.</p>	

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](#)
- [Use of reasonable force in schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.
- The school's safeguarding policy.

Links with other policies

This behaviour policy is linked to the following documents:

- Trust Relation Policy
- Staff code of conduct
- KCSIE 2024
- Anti – Bullying Policy
- Safeguarding and child protection policy
- SEND policy

Dissemination of this policy

- All staff members and governors will have access to a copy of this policy.
- A copy of this policy will be available on the school's website.
- Electronic copies will be available on the school's IT systems.
- Copies will be available to view in the school office upon request by parents and teachers.

Date of Review of this Policy

The policy will be reviewed annually using a consultative process which identifies staff, pupil and governor feedback.

This policy & procedures will be reviewed in line with the school's policy review programme.

The governing body may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved to impact standard.

