



# Woodsetts Primary

## Positive Behaviour Policy

|                                                  |                |
|--------------------------------------------------|----------------|
| Responsibility                                   | SLT            |
| Date of last review                              | September 2025 |
| Date of next review                              | Sept 2026      |
| Date ratified by local Governors and/or Trustees | Sept 2025      |

## Introduction and statement of intent (including link to vision)

At Woodsetts Primary, our whole school vision is:



We believe that children should look forward to coming to school, be ready to learn and feel safe and happy in their learning environment. We are committed to creating an environment where exemplary and respectful behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At Woodsetts, we believe in the power of relationships and follow a relational and restorative approach to behaviour management. We believe that children should be taught the expectations of how to behave and that these should be positively reinforced through reward, rules and routines.

## Aims of policy

At Woodsetts Primary we consider every person to be of value irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. We aim to create positive, law-abiding citizens of the future. We create a positive learning environment so that all children can achieve their potential.

Through this policy we aim:

- To ensure consistency, clarity and fairness in response to all behaviours.
- To create a culture of exceptionally good behaviour: for learning, for community and for life.

- Ensure that every child has the right to feel safe, valued and happy within the school and free from any kind of intimidation, prejudice or bullying.
- To ensure that excellent behaviour is the minimum expectation for all.
- To teach children to understand their emotions and the emotions of others.
- To promote self-esteem and self-discipline.
- To build a community which values kindness, empathy, respect and safety of all.
- To help learners take control over their behaviour and be responsible for the consequences of it.

### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

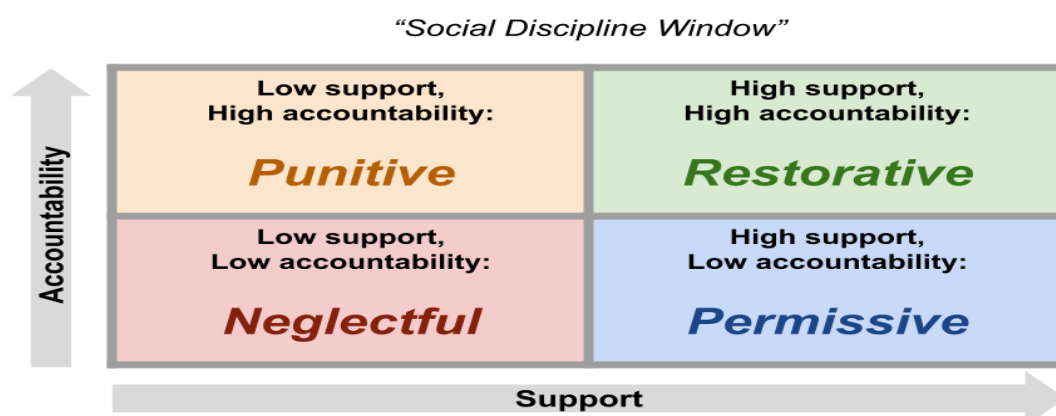
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Behaviour in Schools (DfE, 2022, reviewed 2024)
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Keeping Children Safe in Education (2025)
- DfE Suspension and Permanent Exclusion guidance (2023)
- DfE (2024) 'Behaviour in Schools: Advice for Headteachers and School Staff
- DfE (2021, reviewed 2023) 'Searching, Screening and Confiscation Advice

It is also linked to these policies and documents:

- WWPAT Exclusions Policy
- WWPAT Child Protection and Safeguarding Policy
- Positive Handling Policy
- WWPAT SEND Policy

Many of the approaches have been adapted from the work of Paul Dix "When the adults change" and Mark Finnis restorative practices which have helped us to further develop a child-centred, supportive and positive approach to behaviour management.

We believe strongly in the social discipline window and working “with” children to help them make positive and appropriate behaviour choices:



### Our whole academy rules

At Woodsetts Primary, our whole school rules are:

- Ready
- Respectful
- Safe

| Ready Respectful Safe                                           |                                 |                                                           |                                          |                         |
|-----------------------------------------------------------------|---------------------------------|-----------------------------------------------------------|------------------------------------------|-------------------------|
| Everybody has the right to learn, to feel safe and be respected |                                 |                                                           |                                          |                         |
| READY                                                           |                                 |                                                           |                                          |                         |
| Be on time                                                      | Try to achieve the best you can | Have the right equipment<br>e.g. PE kit                   | Follow our uniform policy                | Have a positive mindset |
| RESPECTFUL                                                      |                                 |                                                           |                                          |                         |
| Be kind and a good friend to all                                | Listen carefully to everyone    | Use good manners                                          | Do as you have been asked the first time | Look after our school   |
| SAFE                                                            |                                 |                                                           |                                          |                         |
| Follow our agreed rules and routines                            |                                 | Follow adult instructions and rules for health and safety |                                          |                         |

### Consistency in practice

To ensure consistency and the promotion of positive behaviour throughout school, staff will:

1. Promote consistent agreed, whole school routines such as meet and greet children at the door, 123 countdowns, smart walking and legendary line-ups.

2. Refer to our rules consistently: ready, respectful and safe.
3. Model positive behaviours e.g. how adults interact, calm body language etc.
4. Build, maintain and restore positive relationships.
5. Plan and support lessons that engage, challenge and meet the needs of all learners.
6. Follow the agreed approaches to positive reinforcement (reprimand in private (RIP) and praise in public (PIP)) and use of agreed rewards (e.g. house points).
7. Children will be taught how to recognise and manage their emotions.
8. Be calm and use the language of Team-Teach along with de-escalation strategies to support children's behaviour.
9. Follow up every time, retain ownership and engage in restorative dialogue with learner.
10. Never ignore or walk past learners who are not showing positive behaviours.



### Promoting positive behaviour in the EYFS (Nursery and Reception)

Promotion of positive behaviour is at the heart of practice within our Foundation Stage. As children start in FS1 (Nursery) they are encouraged to settle in an environment where positive behaviour is promoted and modelled at all times. Children are taught how we get along with others and any conflicts are resolved quickly. Positive praise and other rewards such as stickers and house points are used to promote this behaviour. They are exposed to and taught our agreed whole school routines as soon as they start.

### Promoting positive behaviour across school

We have different strategies to promote behaviour:

- Verbal and non-verbal recognition:  
Staff in school aim to be vigilant at all times to recognise positive behaviour and when they do, they recognise this with signals such as

thumbs up or a smile. They may also verbally recognise the children's positive choices using language such as, 'Thank you for...'.

- Assemblies and certificates
- Headteacher special mentions
- Behaviour Champions (recognition from Pastoral Lead)
- Class of the week (recognition from SLT)
- Tea / ice cream parties
- Communication with families e.g. a phone call, text or email
- House points / House Team Parties
- Standard of the Week Winners (for the class)
- Whole-class reward  
Teachers are expected to employ their own reward-based, whole class system to develop classroom ethos and sense of belonging e.g. a full marble jar could equate to a ten minutes whole class game/activity where everyone is included. We will not use systems that promote an individual 'winner' within the class. Although, individual classroom rewards such as stickers may be given.
- Exhibitions of Learning  
Across the academy, we also celebrate children's achievements through Exhibitions of Learning. These are an opportunity for families to come into school to see the fantastic learning that is happening in their child's class.

### Managing and modifying behaviour choices

Learners are held responsible for their behaviour choices. Staff will deal with behaviour without delegating to others. At the heart of our behaviour approach is the idea that it is the certainty of consequence which modifies change and not the severity. By having a consistent approach to modifying behaviour, we hope to provide all children with the skills to manage their own behaviour. Keeping families informed is also important and we feel that effective communication and working together is vital – school and home need to support each other. Staff will use the following steps for managing behaviour in school:

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1          | <p><b><u>Verbal and non-verbal reminders</u></b></p> <p>Reminders will be given e.g. eye contact, a private reminder or a strategic intervention (moving a child).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2          | <p><b><u>Warning 1 (1 Minute intervention)</u></b></p> <p>More emphasis is placed on the warning - maybe include a positive and 1 minute of attention to help the child to be back on track. Use positive but affirming language e.g.</p> <p>"Talking over someone is not showing respect. I need you to stop now. Thank you"</p> <p>You may wish to remind them that persisting will result in them speaking to you about it later.</p> <p>This approach is gentle, personal, side-on to the child / eye level (where possible).</p> <p>Walk away and give take up time for the child.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3          | <p><b><u>Warning 2: Low-level Restorative (Inc. 2 minutes after lesson)</u></b></p> <p>If the child persists, teacher explains this is their second warning. A calm discussion takes place when appropriate and away from all other children (e.g. play). This is short and to the point. We resist endless discussions around behaviour and spend our energy returning learners to their learning. There may be a logical consequence after the conversation e.g. catch-up on missed learning or apology.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4<br>Arbor | <p><b><u>Turn-around (Triage)</u></b></p> <p>If the steps above are unsuccessful and the learning continues to be disrupted by the child, they can be given "Turn around time" and are told, "I am giving you the opportunity to turn around so that you are ready to come back to your learning." Children undertake the turnaround either in the class next door, an agreed space or with SLT/Pastoral. This includes completing their sheet. Restoration and reflection takes place in their own time (using sheets). This also includes use of the agreed scripts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5<br>Arbor | <p><b><u>Behaviour Support (Removal from class)</u></b></p> <p>If the child refuses or the behaviour escalates, the member of staff may radio for support. This may be for the teacher/team to regulate or remove the child whilst SLT/Pastoral supervise the class. If severity of behaviour requires, SLT and/or Pastoral Lead will remove using a script such as: "I am here to help. You talk and I'll listen. Come and sit with me." Staff are to inform SLT/Pastoral Lead what has happened. The child can be removed and taken to agreed space to regulate. Child is reminded that time wasted by refusing to leave will be added to their consequence. The child completes reflection sheet with SLT or Pastoral Lead. The child remains with SLT or Pastoral Lead to complete that lesson. This is supervision and not intended to be 1:1 support as this could fuel behaviour. Emphasis is that they will catch up and complete learning which may include time during play or dinner. In agreement with teacher, there is a restorative chat and logical consequence put in place. This may require TA, SLT or Pastoral Lead stepping in to support covering the class.</p> |



## 6 Arbor

### **Removal (Whole class for extreme circumstances)**

If the child refuses to leave the room for support or the behaviour is violent, the class teacher / member of staff says to the whole class something like: "Pick up your learning, line up and we're going to the library." Once the child has been removed from the classroom, the class can return. At the earliest convenience, the member of staff dealing with this incident goes to the child for a restorative chat. There will also be a logical consequence issued. If step 6 is reached, a phone call must be made by the class teacher – whether or not they were in class during this time – to families to inform them. Behaviour incident is recorded on Arbor.

If step 4 or above is reached, the incident is recorded on Arbor using the appropriate category. The time and lesson will need to be noted alongside details of the event.

If step 6 is reached, a phone call must be made by the class teacher or member of staff from the team to families to inform them. The incident is recorded on Arbor including the action taken (phone call home). The time and lesson will need to be noted alongside details of the event. This will be done at a discrete time.

If there are persistent behaviours within a short space of time, speak to SLT or Pastoral Lead to arrange a suitable time to invite families in for a meeting to discuss how we can best support their child using a Positive Behaviour Plan.

It is imperative that the teacher or adult involved in the behaviour runs the restorative chat and implements the consequences (with support if needed) as this helps to build, protect and repair the relationship with the child.

If a child is at immediate risk of harming themselves or others, trained staff may intervene using Team Teach strategies, in line with our Positive Handling Policy.



## Turn-Around Time

### **What happens at Turn-Around**

If a child reaches Stage 4:

- Taken to an agreed safe space such as in another class.
- It is clearly explained why they are going for "Turn around time".
- A reflection sheet is completed.
- Turn around time in EYFS and KS1 is 5 mins and in KS2 10 mins. A timer may be used.
- An adult takes a child to turn around area.
- The adult responsible for the turn around space (e.g. a colleague in another class) is not expected to speak to the child about their behaviour. They are just there to ensure safety and supervision.

### **What happens after Turn-Around**

- The child is collected by an adult. If there is no adult available in class, please radio for SLT or Pastoral Support.
- Child returns to class to continue their learning.
- Reflection Sheet is given to the class teacher.
- At the earliest opportunity, in the child's own time, the child talks through the reflection sheet with the adult and a restorative conversation is had.
- Missed learning is then caught up on during their own time if needed (this is part of the consequence). This is ideally same day but may have to be at earliest opportunity.
- If there is not a logical time for restorative chat (e.g. play), TA, SLT or Pastoral can cover class to allow time for the teacher to undertake this if needed.

### **Multiple Turn Around Times**

- If a child comes back to class after turn around and their behaviour then continues, they may be sent back to turn around and may have to complete another reflection sheet.
- If, within a session (am or pm), they are sent out twice, on the third time, this escalates to Stage 5 on our behaviour ladder and our Pastoral Lead and/or SLT are called for support.
- The child will then remain out of class for the remainder of the session (am or pm) to complete both a reflection sheet and also their learning. Part of the consequence will be that the free times in that session (e.g. playtime and dinner) are lost which allow time for reflection and a logical consequence to be given. This includes eating dinner away from peers.
- They will be taken back to class and integrated back into the next session by either the Pastoral Lead or SLT member of staff e.g. after dinner time, the child is re-integrated back into class and supported for at least the first 10 minutes.
- SLT, Pastoral Lead and teacher to agree communication with family.

## Restorative conversations

A restorative conversation is a vital part of our relational practice and is important in helping to turn the behaviour around. We use some of the following prompts:



## Timeline



Children are also expected to complete a reflection sheet which may look like this:

1 What happened? Write or draw what happened.

2 What were you thinking about at the time? Write our thoughts in the think-

3 What were you feeling? Write in the speech bubble.

4 Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

5 What needs to happen next/ now? Write in the speech bubble.

L30 Relational Systems

Website - [L30RelationalSystems.co.uk](http://L30RelationalSystems.co.uk), Twitter - [@l30relsys](https://twitter.com/l30relsys)

### Significant Behaviour Incidents

We consider the following behaviours to be unsafe for both children and staff in school. These are some of the behaviours that count as significant:

- Damage to property – this is a result of unsafe, dangerous and possibly violent behaviour.
- Physical assault – this is deliberate with the intention to harm/cause injury. This could be punching, kicking, biting, head-butting or directed spitting.
- Verbal assault – this is deliberate with the intention of causing emotional harm and it is directed and personal. This can include swearing or prejudicial language.
- Deliberate throwing of objects (which may result in injury) – this is deliberate and with no regard for anyone's safety.
- Fighting (including play fighting) – this results in injury (whether intentional or unintentional).
- Leaving without permission – this can include a child leaving the classroom and then hiding from staff as this is unsafe behaviour. If a child leaves school premises, two members of staff need to follow the child at a safe distance, call the police and also the family of the child.
- Sexualised behaviour
- Discrimination related behaviours (in line with the Protected Characteristics and Equality Act 2010).

Where behaviours raise a concern about a pupil's welfare or meet the threshold for abuse (e.g. sexualised behaviour, physical assault), these will also be referred to the DSL and logged on CPOMS as a safeguarding concern.

### Actions following significant behaviours

If any of these incidents occur, help will be sent for/radioed if support is needed. This could be any member of staff. This is to make sure all children and staff are safe. The child will need to be taken to a member of SLT or Pastoral Lead if they are unsafe. The member of SLT/Pastoral Lead will identify the events that have led to the incident and determine the necessary actions. These behaviours could result in any of following:

- Restorative actions e.g. letters, apologies, repairing damage in the child's free time (break times and/or lunchtimes).
- Removal of free time to discuss the issue.
- Meeting with parents / carers.
- Removal of privileges such as attendance at extracurricular activities.
- Internal suspension may be given if appropriate.
- External suspension may be given if appropriate.

Whilst removal or refusal to participate in a trip or visit linked to the curriculum will not be used as a consequence of behaviour, if the child is unsafe, they may be declined participation on the grounds of safety. 'Unsafe' behaviours can include those that may put themselves, others or the reputation of the school at risk of harm (e.g. persistent swearing, abusive and unpredictable behaviour).

Any decisions and actions regarding exclusions will be made in accordance with the exclusions policy.

Any incidents such as these will need to be recorded on Arbor by the member of staff who initially witnessed/dealt with the incident. The member of SLT or Pastoral Lead who was then alerted to it will add any appropriate actions that have been taken. If either an internal or external exclusion has been given, there will be relationship restoration meeting before the child is taken into class e.g. on the next day. This will be carried out by the member of SLT and/or Pastoral Lead who has dealt with the incident. It may involve families and will involve the child and will focus on repairing the relationships with the people who they have upset: this includes either children or staff.

Depending upon the incident, a risk assessment and/or positive behaviour plan may be drawn up and shared with relevant stakeholders. The staff or child will be invited to the meeting before being taken to class with the member of SLT and the focus will be on having a fresh start. Clear expectations around behaviour will be given during this meeting. These risk assessments will be reviewed in collaboration with families and external professionals where appropriate.

### Outside learning and playtimes

The same expectations will apply during playtimes: be ready, be respectful and be safe. A reminder about expectations will be given using the language of ready, respectful and safe. If a child displays unsafe behaviour, they will be given five minutes to turn their behaviour around (this is linked to the turn-around concept) and then they can return to play. Staff will observe and monitor to ensure their behaviour is now acceptable.

If a child is unsafe or causing harm to another child, they will be taken inside to the leadership office or appropriate space and will be excluded from playtime because of their unsafe behaviour choices. This is to ensure a safe playing environment for all and to set a clear expectation about safe play. Once there, restorative conversations will take place and appropriate sanctions and repair work will be undertaken. If unwanted or significant behaviours occur during play or dinner time, arrangements may be made such as peer/adult supervision, alternate play time, altered activities and/or removal of free time.

### Working with families

At Woodsetts Primary, we believe that working with our families is essential especially when supporting children with making the right behaviour choices. Effective communication is central to this and our aim is to involve and inform families as much as possible with regards to the behaviour of the children. Should there be an incident or a child present unwanted behaviour, we ask families to support the school in the work we do around educating the children in more positive choices. Having a consistent approach in school supported by a strong relationship with families is key to ensuring the highest standards of behaviour.

### Racism, Homophobia, Bullying and serious incidents.

*Racism* - Our school community rejects and opposes racist behaviour. Any child found behaving in a racist manner will be addressed immediately and parents/carers contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all racist incidents. The Governing Board/Trust will be informed of any racist incidents.

*Homophobia* – Our school community actively promotes respect, inclusion and equality for all. We challenge homophobia in all its forms, recognising that it has no place in our school. Staff model inclusive language and behaviour, and children are taught to value diversity and difference. Any homophobic behaviour will be addressed immediately, with parents/carers informed and appropriate support given to those affected. We record all incidents and use this information to inform our ongoing work in creating a safe and respectful environment for every member of our community

*Bullying* - Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See School's Anti Bullying Policy

Suspension and exclusion is used as a last resort. Only the headteacher, head of school or acting headteacher, can suspend or permanently exclude a pupil from school. In the event of suspension or exclusion the Trust's exclusion policy is applied.

#### Use of reasonable force.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy organised visit, where necessary and appropriate.

Reasonable force is used to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline. Please refer to the [DfE guidance: Use of reasonable force advice](#) for school leaders, staff, and governing bodies.

At Woodsetts Primary School, we have staff that have been trained in the Team Teach and Positive Handling approaches. The strategies in this approach promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention. Staff are equipped with the ability to de-escalate situations which may include the use of physical intervention. These interventions are to reduce risk but are not without risk and there are working realities and likely consequences when individuals are involved in an incident involving use of force.

All incidents of use of reasonable force or physical intervention are logged on Arbor and CPOMS and communicated to parents/carers as soon as reasonably possible.

#### Prohibited items, searching pupils and confiscation

Head teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy.

The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves;
- or
- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Electronic devices

All members of staff can use their power to search without consent for any of the items listed above.

#### Confiscation:

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.



## Roles and responsibilities

### The Trust Board

- Approves and monitors this policy across all schools.
- Holds leaders to account for implementation, compliance, and analysis of behaviour data.

### The Governing Body

The Governing Body supports the school and has responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Supporting, responding to and handling complaints regarding this policy, as outlined in the school's Complaints and Compliments Policy.

### The school leadership team

The headteacher and school leadership team have responsibility for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board, trustees and other stakeholders on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### The SENDCO

The SENDCO has responsibility for:

- Collaborating with the governing board, headteacher and leadership team to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

- Liaising with external professionals and seeking support when needed.

### Pastoral Lead

The Pastoral Lead has responsibility for:

- Collaborating with staff and SLT to support with both positive and negative behaviour incidents.
- Promoting our whole school ethos of restorative and relational practice.
- Support with the creation and use of behaviour support plans.
- Offering support and advice to staff on managing behaviour.
- Support staff in correct and consistent application of our behaviour policy (e.g. through training, conversations, modelling etc.).
- Support families and being a conduit for sharing information when a child is needing support for their behaviour.
- Implementing interventions with children to help support with positive behaviour choices and support with any SEMH needs.

### Trust Inclusion Team

- To offer guidance and support to school leaders
- Provide professional development
- Monitor and analyse Trust behaviour patterns

### Staff

All staff in school are responsible and can support with:

- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO, Pastoral Lead and, where appropriate, the pupils themselves. This includes creating positive behaviour plans when needed.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Keeping colleagues up-to-date with any changes in behaviour.
- Following and promoting all agreed rules and routines (e.g. Meet and Greet, Smart Walking, Legendary Lines, 123 and lining children up).
- Be aware of unconscious bias when managing behaviour, particularly in relation to protected characteristics.

#### Pupils and families

- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for reporting any unacceptable behaviour to a member of staff.
- Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.
- Parents/carers will support the school in teaching children about positive behaviour choices including restorative conversations, supporting restorative actions and sanctions.

#### Communication of policy to others

This policy will be annually shared with staff as part of INSET and will be available via the school website and network. Reminder posters will also be displayed around school.