



FOREST OF DEAN COMMUNITY SCHOOLS FEDERATION

PARKEND PRIMARY & YORKLEY PRIMARY

Behaviour, Rewards and Sanctions 2025 - 2026

Ratified: Jan 2025

Signed by:

Executive
Headteacher

Chair of Governors

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Statement of Intent

Introduction:

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Behaviour statement:

At The Forest of Dean Community Schools Federation, there is an expectation of outstanding behaviour at all times. We expect a high standard of behaviour in both our schools, in the wider community, which promotes respect and enables effective learning to take place. No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and pupils will have disruption free classrooms in which they can learn. 'Only our best is good enough.'

1. Aims:

At Yorkley and Parkend Schools we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Pupils, staff and parents/carers should be fully aware of the consequences of unacceptable behaviour. Every pupil has the right to learn and feel safe. Everyone should be treated with respect.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

• Legal Framework

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

- Education Act 1996
- Education Act 2002
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

• **Roles and Responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Executive Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, 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.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Executive Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at both schools across the federation.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness.

The inclusion team will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the Governing board, Executive Headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their 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 behavioural difficulties will be able to study the full national curriculum.
- Following this policy consistently.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment, working as a team.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

Pupils will be responsible for:

- Allowing peers to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- Having positive attitudes towards their own learning.
- Allowing others to always learn and reach their full potential.
- Their own behaviour both inside school in lessons, throughout playtime and lunchtimes and out in the wider community e.g. trips and visits.
- Taking responsibility for their own behaviour choices.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child(ren) in adhering to the school rules and reinforcing this at home.
- Supporting the federation with its approach to behaviour, including reading and understanding this policy, signing and returning white slips (if relevant).
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the school with ensuring their child (ren) attend school and are in on time.
- Celebrating with the school rewards their children have received.

• Definitions

For the purposes of this policy, the school will define **“serious unacceptable behaviour”** as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Verbal abuse**, including swearing, racist remarks and threatening language against another pupil or adult.
- **Physical Assault** against another pupil or adult
- **Persistent** disobedience or disruptive behaviour
- **Extreme behaviour**, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

Low level unacceptable behaviour:

- Low level disruption in lessons, disrupting the learning of others.
- Unkind or inappropriate behaviour at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards learning
- Poor choice of language (one off)

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour. All children on low level behaviour will get a warning in the first instance. Further behaviour breaches may result in a white slip being issued.

• **Staff Induction, Development and Support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

• **Social, Emotional and Mental Health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

- **Managing Behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Each school will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed consistently:

Behaviour Management Stages

Child follows school rules and is fully engaged in their learning

Behaviour is defined as 'low level', clear first verbal warning given * *Unless deemed serious – in this instant, can jump Stage 1 and white slip issued.*

Verbal Warning ignored / not followed

Stage 1

In learning time: Child has name written up on the board (in yellow square). This counts as a second warning

School rules broken at play or lunchtime Child loses 5 minutes off their play or lunchtime and stands by an adult to consider their actions. *Physical assaults can also result in loss of playtime / lunchtime the following day (white slip needed for this)

Agreement not followed – more formal stage

Stage 2

White slip completed and copy sent home to be signed. (Copy given to EHT for monitoring)

Child's behaviour escalates / school rules still not followed.

Stage 3

The Family Support Worker / Deputy Head or a member of the senior leadership team (SLT) speaks to the child. Parents spoken to (*Consequences here could be uncompleted work going home / loss of a lunchtime. Child being banned from clubs after school / events such as sporting competitions.*)

Child's behaviour escalates / school rules still not followed

Stage 4

If necessary behaviour meeting set up with appropriate member of staff, parent(s)/carer(s) and child. Next steps discussed, agreed and signed.

Stage 5

Further steps discussed with parent(s)/carer(s) / EHT. Managed move and/or suspension / exclusion considered. **Link to Suspension and Exclusion policy.*

Child improves their behaviour and follows school rules – no further action taken

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Executive Headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

• **Prevention Strategies, Intervention, and Sanctions for Unacceptable Behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary.
- Providing support from the Inclusion team.
- Short-term behaviour plans.
- Engagement with local partners and agencies.
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC Plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

On top of day to day behaviour expectations being shared, positive behaviour will be taught to all pupils as part of the PSHE curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The PSHE will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. opening doors and speaking politely to each other.

Routine will be used to teach and reinforce the expected behaviours of all pupils.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the school’s restraint procedures, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Staff will ensure that a second member of staff is present to witness the physical intervention used and support.

After an instance of physical intervention, the pupil will be immediately taken to a member of SLT and the pupil’s parent will be contacted. Where appropriate, the Executive Headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day. Any restraint will be logged on my Concern (Safeguarding Software).

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. Safety in school is a priority. It is at the discretion of the Executive Headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.
- To allow others to learn.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

• **Sexual Abuse and Harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the child-on-child abuse part of the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Mobile Phones:

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Online Safety Policy.

Mobile phones will be handed in on arrival to the main office – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

• **Effective Classroom Management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.

- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school expectations and rules.

Each school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Executive Headteacher will ensure all teachers understand classroom rules, routines and expectations, how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance, independence and resilience are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards:

House Points: (whole school) – Children may be awarded house points for a variety of reasons. The 'focus' for receiving house points is to give certain behaviours, work or school targets a higher profile at certain times during the term or year. The winning house for the week will be announced in Friday's celebration assembly by our house captains and shared through the fortnightly newsletter. House points will also be added up for each long term and an overall winner for the year announced at the end of the summer term.

Star of the Week: – Every week the teaching staff will decide on an individual from each class to be given the star of the week award. The award is announced every Friday in the celebration assembly and shared on the fortnightly newsletter.

Golden Table (Yorkley) / Lunchtime Star (Parkend): – Each week the midday supervisors select one child per class who has displayed excellent manners during lunchtime. This is celebrated weekly.

Green Slips: Children receive 'Green slips' when they demonstrate positive behaviour which are exceptional. When the children have achieved green slips this will contribute towards being nominated for a Governor's award. A child can still receive a Green Slip on the same day as a White Slip e.g. If they made the right behaviour choice when in a challenging situation and turned negative behaviour around throughout the day.

• **Behaviour Outside of School Premises**

Pupils at each school must agree to represent their school and the federation in a positive manner. This will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti Bullying and Hate Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

• **Data Collection and Behaviour Evaluation**

The school will collect data from the following sources:

- Behaviour incident data / white slips

- Attendance, permanent exclusion and suspension data
- Use of restraint (in line with Team Teach training) logged onto 'My Concerns'
- Use of pupil support units, off-site directions and managed moves
- Surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Executive Headteacher / SLT. This will be fed back to governors through the written Headteacher reports.

• **Monitoring and Review**

The Executive Headteacher and Governors will be responsible for reviewing this policy annually.

This policy operates in conjunction with the following school policies:

- Attendance
- Anti-Bullying and Hate
- Complaints
- Suspension and Exclusion
- Online Safety and Acceptable Users
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy



Appendix 1 Behaviour White Slips:

Name of child:

Class:

Date of Incident:

Time:

Dealt with by:

Medical attention: Yes / No

Where incident occurred:

Subject/Lesson:

School Rules: (staff to highlight rule(s) broken)

- 1 Low-level misbehaviour disrupting to others. *E.g. chatting / calling out without permission, fiddling with equipment, fussing for carpet sessions.*
- 2 Not showing commitment to their own learning. *E.g. not enough work completed*
- 3 Not showing resilience. *E.g. just giving up, not attempting a task.*
- 4 Showing lack of respect towards staff or peers *E.g. lack of manners, arguing back.*
- 5 Did not behave in a respectful and self-controlled way *E.g. fighting, hitting, swearing or using offensive language.*
- 6 Behaviour, which brings the school into disrepute. *E.g. trips, visits, online.*

Parent(s) name/signature

Parents Name: _____ Signature: _____



Behaviour White Slips:

Name of child:

Class:

Date of Incident:

Time:

Dealt with by:

Medical attention: Yes / No

Where incident occurred:

Subject/Lesson:

School Rules: (staff to highlight rule(s) broken)

- 1 Low-level misbehaviour disrupting to others. *E.g. chatting / calling out without permission, fiddling with equipment, fussing for carpet sessions.*
- 2 Not showing commitment to their own learning. *E.g. not enough work completed*
- 3 Not showing resilience. *E.g. just giving up, not attempting a task.*
- 4 Showing lack of respect towards staff or peers *E.g. lack of manners, arguing back.*
- 5 Did not behave in a respectful and self-controlled way *E.g. fighting, hitting, swearing or using offensive language.*
- 6 Behaviour, which brings the school into disrepute. *E.g. trips, visits, online.*

Parent(s) name/signature

Parents Name: _____ Signature: _____



Appendix 2: (Printed on Green Paper)

Positive GREEN Behaviour Slip

Name of child:

Date:

Witnessed by:

School Rules: (staff to highlight rule followed)

- 1: Ready to learn and remained committed to their own learning.
- 2: Made valuable contributions to my own and others' learning.
- 3: Are resilient to set backs and take pride in achievements.
- 4: Showed respect towards others, made an adult smile.
- 5: Made the right behaviour choice when in a challenging situation.
- 6: Made the school proud when out and about in the community.

Further information:



(Printed on Green Paper)

Positive GREEN Behaviour Slip



Name of child:

Date:

Witnessed by:

School Rules: (staff to highlight rule followed)

- 1: Ready to learn and remained committed to their own learning.
- 2: Made valuable contributions to my own and others' learning.
- 3: Are resilient to set backs and take pride in achievements.
- 4: Showed respect towards others, made an adult smile.
- 5: Made the right behaviour choice when in a challenging situation.
- 6: Made the school proud when out and about in the community.

Further information:

Name:			
Class:			
Intervention	Child Behaviour	Adult response	Outcome
Proactive	- happy - calm - relaxed - focussed - ready to learn	- Positive language/ reasons - Consistency - Verbalise Now/next - Time indicators (5 min)	- Positive praise of other children showing expected behaviours - Positive praise (what and why) - House points - Green slips
Active	- Tired - Calling Out - Criticising others - Taking/Hiding others belongings - Talking over people - Not taking turns	- Needs checked: - hungry? Thirsty? Toilet? Movement break? Temperature of room? Noise? - Clear expectations - Positive language/ reasons - Give choice - repeated consistently learning activity or calm corner Remember your response / Body, voice, face. Drop elbows to the side/ blank/ smiling eyes/lower tone/ volume/pace	- Calm corner/ calm box - Positive praise of other children - Ensure other children give [insert child's name] space - Staff to use positive body language
Reactive	- Shouting at other children - Throwing things - Screaming/rolling around on the floor - Angry facial expression	- Give [insert child's name] space (out of class - library) - Co-regulation - Emotion coaching - Adult to show [insert child's name] Sand Timer - I can see you are..... When the timer has finished, I will come back and we can talk. - Distraction/job/walk	- Guided away from situation/team teach if necessary - ABC form completed - reflect on own behaviour - Teacher Feedback to parent/inclusion Team - White Slip as a last resort
Recovery	I will feel safe I will be able to communicate effectively I will be able to follow instructions Rebuild relationship - This is essential! - Pick out one positive from the day. Highlight good behaviour throughout recovery ([insert child's name]'s and other children) Time to re-establish connection (small group or 1:1 with Class Teacher) - Emotion Coaching: Thank you for listening. I am proud of you/pleased with.... You look calmer... etc...		

Appendix 3

