



SPRING LANE
PRIMARY SCHOOL

Behaviour & Ethos Policy

Review Frequency:	Annually
--------------------------	----------

Next Review Date:	September 2026
--------------------------	----------------

Approved and Adopted by:	SLP LGB
---------------------------------	---------

Approval Date:	15.10.25
-----------------------	----------

1.1 Rationale

At Spring Lane Primary School, ***we believe behaviour is everyone's responsibility***. We aim to promote a high standard of behaviour and an ethos where all members of the school are valued.

Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

Staff are good role models and we place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

We have **high expectations of behaviour** and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes that stem from our school vision and aims. There are occasions when we will need to deal with poor behaviour choices and this policy sets out the sanctions for poor behaviour choices, should it occur.

1.2 School Vision

Children leave Spring Lane prepared to thrive in an ever-changing world. We believe, regardless of a child's background and starting points, that at Spring Lane Primary School children are offered a first class education to be able to go on to be successful and valued citizens, with high aspirations

1.3 School Aims

At Spring Lane we want every child to leave our school as good citizens and lifelong learners ready for the world around them. Our values **Resilience, Respect and Integrity** are rooted in our behaviour expectations and provide the vehicle for good behaviour choices, alongside our SLP Way, which are our behaviour non-negotiables. (See Appendix 1).

We want Spring Lane children to :

- Feel safe.
- Feel truly valued.
- Develop the knowledge and skills they need to have options in their future.

It is through our teaching of values and expectations of behaviour that children will be able to leave our school with what they need to thrive in modern Britain.

2.1 Behaviour policy aims and expectations

Every member of the school community will feel valued and respected. Each person is treated fairly and well. We are a caring community, and our values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in

which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. All members of the school are treated fairly with consideration and respect.

Children with Special Educational Needs and Disabilities (SEND): We understand that reasonable adjustments may need to be made for those children with SEND and we will ensure that this policy is applied fairly to these children.

2.2 How we will reach our aims

SLP is committed to educational practices which Protect, Relate, Regulate and Reflect and believe with this approach children will be able to engage in their learning and live by the SLP Way and values successfully. This in turn will give children the opportunity to be lifelong learners and good citizens

Protect

We will ensure to protect our children by:

- Being present and available; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.
- Being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Ensuring that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- No harsh voices being used, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff will always lead by example in the way they interact with children and adults.
- Ensuring staff take the time to get to know children on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Ensuring children have easy and daily access, if requires, to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult will found.
- Making adjustments, when required, to enable all children to feel staff have high and achievable expectations of them in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement. Strategies will be offered in collaboration with the SENCOs and Pastoral and Safeguarding Lead that correspond with their developmental capabilities and experience of traumatic stress.

Relate

We will relate to our children and support them to relate to others by:

- Showing true commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Providing children, as required, with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

We will support our children to regulate by;

- Ensuring interventions are available that enable children to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. For example, our daily nurture group and structured support on the playground
- Ensuring staff model genuine interactions based on seeking to understand not seeking to be understood.

Reflect

We will support our children to be reflective in order for them to move forward successfully by:

Ensuring staff listen to 'hear' not listen to speak, giving children the means and opportunity to symbolise life experiences, that may be a barrier to learning, in a way that best suits their ability to communicate. Staff do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Providing curricular content,, for example in PSHE, that enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff modelling reflections through open narrative and effective questions and 'wondering.'

The results of the successful implementation of this policy are:

- minimisation of all forms of bullying among children.
- behaviour within the School which is compliant with the BPS Equality Policy and legal duties under the Equality Act 2010, in particular with respect to children with SEND.
- children will be good citizens and appreciate what this means, what it looks like and why it is important.

Through learning in an environment which promotes emotional health and well-being, our children will be motivated and have the skills to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others and themselves;

- manage strong feelings such as frustration, anger and anxiety;
- recover from setbacks and persist in the face of difficulties;
- work and play co-operatively;
- compete fairly and lose with dignity and respect for competitors;
- celebrate successes, including those achieved by others;
- recognise and stand up for the rights of others;
- understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

3. Equality statement

At Spring Lane Primary School, we are committed to ensuring equality of opportunity for all children, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Spring Lane Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

4. 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
- Supporting children with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property. DfE guidance explaining that maintained schools should publish their behaviour policy online.

5. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active

involvement of children in their own learning and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and scaffolded to meet the needs of children of different abilities and where appropriate differentiated to enable success. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The school will establish clear routines for behaviour within the school day, lunchtimes and in the extended school day. These routines will be consistent and everybody will be expected to follow them. The whole school and class expectation for behaviour will be shared and discussed with the children regularly. The staffing of activities will be consistent and their approach will be consistent towards all children.

Children will be taught through the Relate, Regulate and Reflect approach, the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. Children's well-being will be monitored for early identification of possible problems. Any issues will be quickly identified and responded to. Staff and children will recognise that there are different learning styles and that routines for nurturing these could include 1 to 1 learning space and time, group learning and the use of outdoor learning whenever appropriate. By ensuring clear routines and an understanding of the differences we all bring in to a school community, we hope that everyone, regardless of race, religion, gender, social background or ability, will be able to enjoy their time in school, to develop the lifelong skills they need and to flourish in our care.

6. Rewards and Consequences (see Appendix 2 for Behaviour Flow Chart)

It is important that all members of the school community understand what is acceptable behaviour. Equally unacceptable behaviour and the consequences must also be clearly stated. From the outset, we recognise that there is distinction between emotionally challenging behaviour (which may be a Special Educational Need) and poor behaviour.

At Spring Lane Primary School, children should learn to expect equity and consistently applied sanctions for inappropriate behaviour. The systems are designed to allow a consideration of children’s individual needs, the extent of the reward and consequence will depend on individual circumstances.

All class teachers should operate a stepped approach to consequences, which ensure all children are aware of the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences.

6.2 Rewards - Recognition and Praise

We believe that in developing the children for the wider world and helping them to become good citizens, all praise should be constructive, specific and earned. All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children’s best efforts will be celebrated through display, performance and public praise.

We praise and reward children for good behaviour in a variety of ways

Reward	Examples of how to achieve this
Value certificates	Being a role model in the school by showing our school values throughout the week
Class Gems and Fab Fridays	Whole class ‘Fab Friday’ reward, earned with class gems. This is linked to cohort specific targets
Golden Catch Me tokens	Exceptional individual behaviour that enables them to be the best version of themselves
Catch Me tokens	Individual behaviour that enables them to do the best learning they can at that moment in time

6.3 Consequences (see Appendix 3 Examples of undesirable behaviours and possible sanctions)

Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Despite positive reinforcement as a means to encouraging good behaviour at Spring Lane Primary School, it may be necessary to employ a number of consequences to ensure a safe and positive learning environment for all. Boundaries are essential in order to promote children’s sense of justice. We believe that when children clearly understand the system of

consequences of their behaviour, they are more in control of making positive choices. Ensuring that there is a clear system for inappropriate behaviour is essential.

As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower staff to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

- Be calm - children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- Logical consequences - a logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the poor choice. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.
- Fresh start - although persistent or serious poor choices needs recording, every child must feel that every session/day is a fresh start.

Most problems are dealt with on the spot, with the child being reminded about expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to. It is imperative that any sanction is applied fairly and the consequences fully explained. All behaviour requiring a sanction should be recorded in the pupil’s behaviour log to enable careful monitoring of individuals.

6.4 Strategies used for minor incidents.

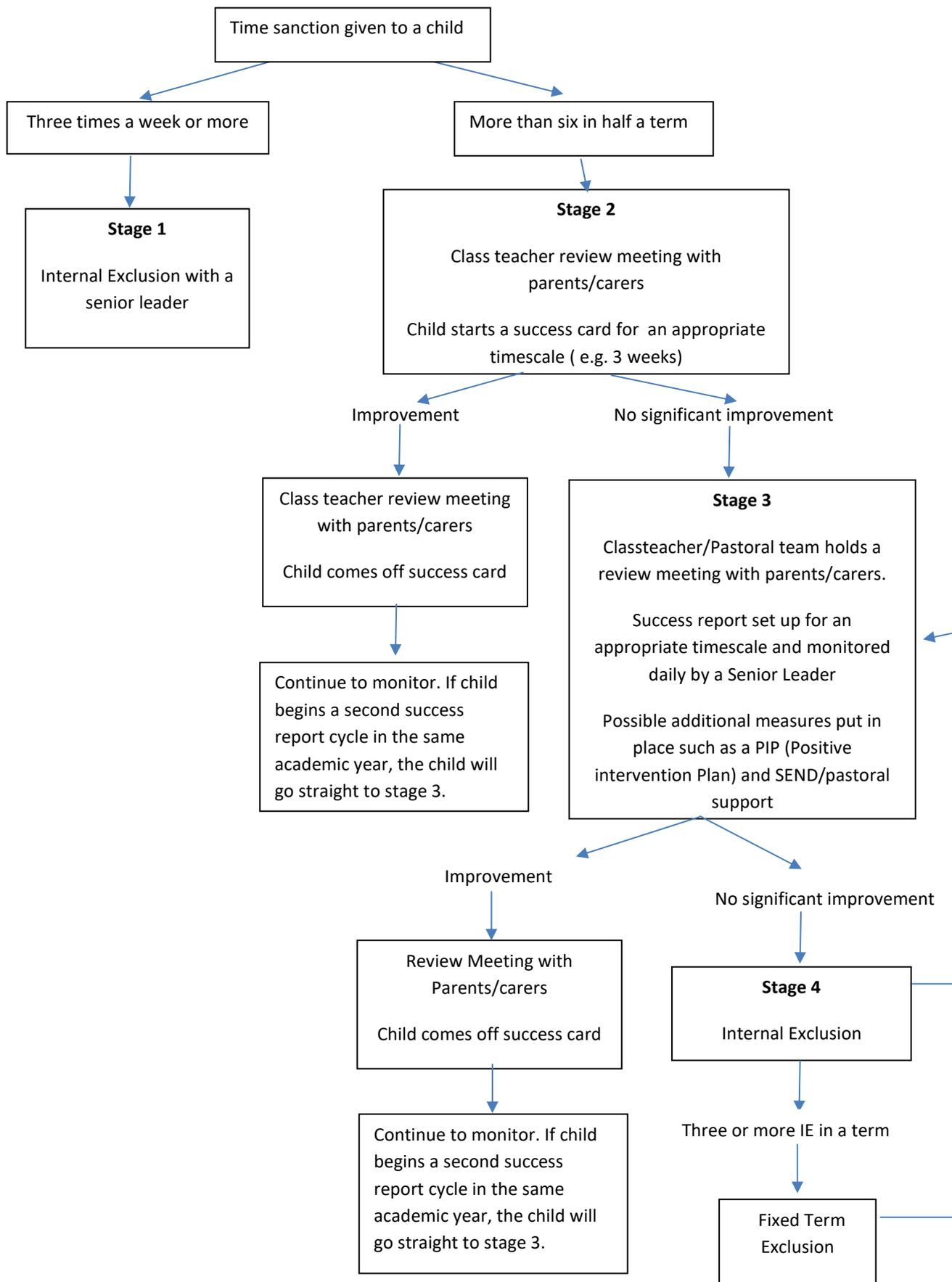
If a child is showing poor behaviour choices, it is vital to use de-escalation strategies by applying the following steps:

- Polite request to stop inappropriate behaviour using the script, “No, thank you.”
- “Warning – remind child that if they do not follow instructions they will lose 2 minutes off free time using the script “This is your warning. I am worried that if this continues you will lose 2 minutes off your free time.”
- If the poor choices continue the child will miss 2 minutes off their free time (including after school if required in order to have a fresh start the next day) and minutes will continue to accrue if behaviour persists.
- If behaviours do not improve following this process then move on to the escalating behaviours steps.

6.5 Escalating behaviours

- If a child is escalating, they need to be given 2 choices. These choices need to be in the best interest of the child to promote success. For example, “You can work in the shared area or in the classroom, you choose.”
- If there is no response to these choices, then say “I can see you are not ready to learn. I am going to start your free five minutes.”
- If there is no response to choices offered after the free 5 minutes then the timer will go on and the accrued time will be taken from the child’s free time.
- For children in Key Stage 2, there is a clear process for children making frequent poor behaviour choices (Please see flow chart

Low Level Escalating Behaviours Flowchart



- Please note the flow chart above is followed broadly by the school, however where there are extreme cases of inappropriate behaviour, SLT may choose an internal exclusion or fixed term suspension as an immediate consequence.
- If a child has a Fixed Term Exclusion, this will always be followed by an appropriate period of time on a success card (One week minimum)
- There may be some individual cases, for example children with SEND, whereby following this flowchart is not appropriate and a tailored PIP and consequence program will be put in place.
- With children in KS1 and EYFS who are frequently having time sanctions, a strategy meeting may be arranged to offer clear procedures and support for the child in improving their behaviour. The class teacher will meet with the child's parents/carers to share strategies and inform parents of ways that the school/parents can support their child and the next steps. A date for a review meeting will be agreed with an appropriate timescale.
- In extreme cases of inappropriate behaviour in KS1 and EYFS, children may be referred directly to SLT. If deemed appropriate, the SLT will contact parents prior to the end of the school day.

6.6 Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. Child on child abuse can be shown in many different behaviours.

Child-on-child abuse is most likely to include, but may not be limited to:

- **Bullying** (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- **Physical abuse**, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **Sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- **Upskirting**, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- **Initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

At Spring Lane Primary School we show zero tolerance to these behaviour and will always take proportionate and appropriate response to every alleged incident.

All staff will challenge inappropriate behaviours between children. We will never downplay certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”

This section summarises our approach to child on child abuse. For comprehensive details about our school’s policy on child on child abuse, please refer to our Child Protection Policy on our website

6.7 Prohibited items

Staff at Spring Lane Primary School have the statutory power, in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012, to search a child or their possessions where we have reasonable grounds to suspect a child may have a prohibited item.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property
- Mobile phones

A child in possession of a prohibited item may mean that they are involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying children who may benefit from early help or a referral to the local authority children’s social care services. A search will also protect all children from being at risk of potentially dangerous behaviours.

6.8 Behaviour Support

Possible strategies for managing serious behaviours or children requiring additional behaviour support:

- A Positive Intervention Plan will be put in place and reviewed regularly- including multi-agency advice.
- Re-integration meeting following any exclusion to ensure the child returns to routine successfully.
- A ‘safe space’ may be offered to the child to scaffold self-regulation and offer an ‘alternative’ in challenging situations.
- Adult support for the child may be put in place.

- Regular review meetings will take place to ensure a consistent message is being given from school to home, this may involve multi-agency support.
- Exclusions may be considered at this stage.

Please note that at Spring Lane Primary School we work as a team, so children may be helped with their behaviour choices by an adult from a different class or a member of the senior leadership team.

6.9 External agency support

In some cases, whereby a child requires support to self-regulate their behaviour the school will employ a multi-agency approach. The most effective team will be used to support developing a child's plan. This is with the aim to decrease unacceptable behaviours and support and teach, the child experiencing difficulties, new coping behaviours or strategies.

7. Children with specific behavioural difficulties

The Spring Lane Primary School understands that some children may experience specific difficulties with behaviour. We will work specifically with these children and their families to support the child to make the right choices when in Spring Lane Primary School and to promote good citizenship outside of School.

It may be appropriate for certain children, at certain times, to have an individual Positive Intervention Plan which set out clear targets for behaviour and sets out a consistent approach in what you will say and do in order to meet the child's need.

Children with specific behavioural difficulties are identified and in cases of significant behavioural, emotional or social needs, which go beyond mainstream expertise, the school may seek support from outside agencies. Spring Lane Primary School works with external agencies to support the child with making progress. This might include: working with the Pupil Referral Unit, Educational Psychologist, CAMHS (Child and Adolescent Mental Health), School's Police Officer or School Nurse.

8. Positive handling and the use of restraint (see Emergency Behaviour Procedure Appendix 4)

We look to use de-escalation. (See Appendix 5 for de-escalation language staff have been trained to use) to help support a child and restraint is our very last option when all others have been used and the child is deemed to be unsafe to themselves or others.

Staff will undertake Step On and Step Up training to further improve confidence in de-escalation and restraint.

9. Exclusions

9.1 Internal exclusion

There are occasions where an internal exclusion is the most appropriate course of action. This is when a child is removed from the classroom but not from the school site, for a period of time. The purpose may be protection of others or the child following disruptive

behaviours that prevent themselves and others from learning. This action may follow on from other incidents where behaviour has not improved and, if it is linked to behaviour on school activities or trips, an internal exclusion during a future activity or trip may be applied. In the event of an internal exclusion, suitable supervised location will be found for the child on the school site.

9.2 Fixed term and permanent exclusions

Sometimes it may be necessary to issue a child with a fixed term or permanent exclusion. As it is our ethos to be an inclusive School; this is not a decision which is taken lightly and careful consideration is given before deciding to exclude any child. We may consult with the West Northants Exclusions officer.

The Headteacher has the authority to exclude a pupil from the school and in the absence of the Headteacher this can be delegated to someone else. The Headteacher may exclude a pupil for one or more fixed periods, for behaviour that breaches the school's behaviour policy. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. The Headteacher will follow this up with a letter informing parents of the reasons for the exclusion, their right to appeal, and sources of support and advice.

The Headteacher will inform the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Headteacher will also inform the Local Authority of any exclusion, whether fixed term or permanent, when it occurs.

10. Roles and Responsibilities (see Roles and Responsibilities Appendix 6)

10.1 The role of the Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Teachers treat each child fairly and enforce a positive approach to behaviour consistently. Teachers treat all children in their class with respect and understanding.

Teachers have responsibility to implement the rewards and consequences fairly and consistently.

Teachers report to parents about the progress and behaviour of each child in their class.

With the Pastoral team's support, teachers have the responsibility of writing positive intervention plans, success cards and reviewing these with parents.

10.2 The role of the Teaching Assistant

It is the responsibility of the teaching assistant to ensure that they support the class teach in enforcing the School rules in their class.

Teaching Assistants must have the same high expectations of the children in terms of behaviour as class teachers, and they strive to ensure that all children work to the best of their ability.

Teaching Assistants treat each child fairly and enforce a positive approach to behaviour consistently. Teaching Assistants treat all children in their class with respect and understanding.

Teaching Assistants have responsibility to implement the rewards and consequences fairly and consistently in collaboration with the class teacher.

Teaching Assistants may be asked to support the teacher in reporting to parents the behaviour of children in the class, possibly by recording in a home school communication book.

10.3 The role of the Safeguarding and Pastoral Lead and the Welfare Officer.

It is the responsibility of the Pastoral and Safeguarding team to support the implementation of the behaviour policy throughout the school.

The Pastoral team will support staff with the behaviour policy by modelling the approach and offering guidance for individual children.

The Pastoral team will work colloabiatively with Class teachers and Teacing Assistant, to support with behaviour incidences that are not low level.

The Pastoral team will support with escalating/serious behaviours by meeting with parents, reviewing success cards and communicating next steps with the class teacher.

The Pastoral team will audit behaviour trends across the school as well as individual children whervy further support is needed.

The Pastoral team will support the Head/Executive Head's decisions with extreme cases of inappropriate behaviour and intended consequences.

10.4 The role of the Executive Headteacher and Head of School

It is the responsibility of the Executive Headteacher and Head of School, to implement the school's behaviour policy consistently throughout the school, and to report to governors termly through the Headteacher's report on the implementation of the behaviour policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children. The Headteacher may permanently exclude a child.

The Head teacher, as well as other members of SLT are responsible for supporting in the case of unsafe behaviours in school.

10.5 The role of parents (see Appendix 7 Guidelines for Parents' Behaviour)

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at the school.

We expect parents to support their child's learning, and to co-operate with the School, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If a child is excluded from school, then it is the parent's responsibility to ensure that their child is not present in a public place during school hours, without reasonable justification during the first five days of each and every fixed period or permanent exclusion. This requirement applies whether or not the child is with the parent.

10.5 The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the School behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

11. Monitoring

The Executive Headteacher and Head of School monitors the effectiveness of this policy on a regular basis reporting to the governing body and, if necessary, making recommendations for further improvements.

The school keeps records of incidents of inappropriate behaviour and these records are analysed weekly to ensure the school is being responsive to the needs of the children

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the School policy is administered fairly and consistently.

Review

The governing body reviews this policy annually. The governors 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.

Appendix 1: SLP Way

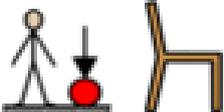


Face forward when an adult is  talking

Empty hands when an adult is  talking

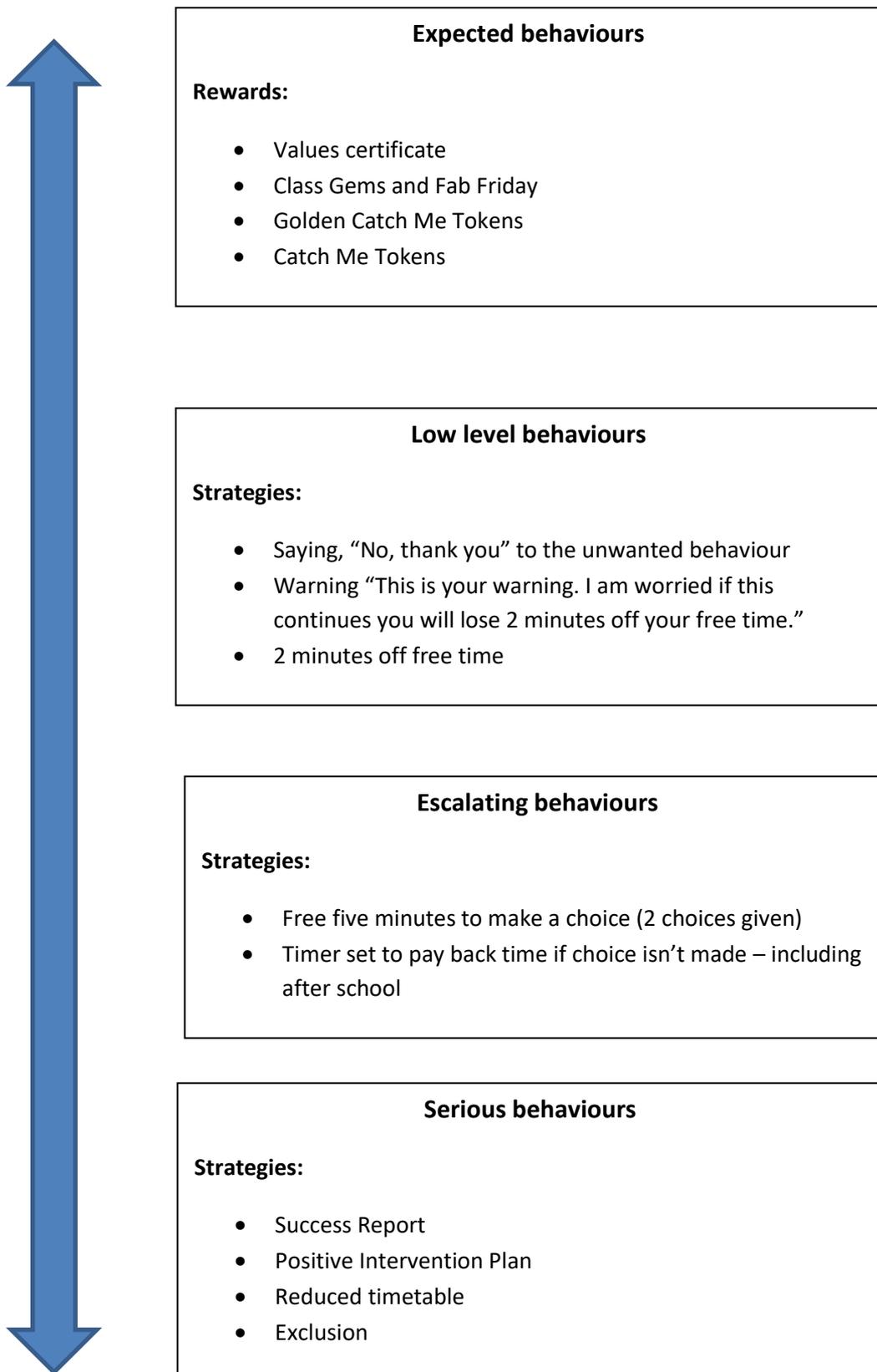
Follow instructions given by an  adult

Tidy desk and tuck your chair in when leaving your  space

Stay in your chair during  lessons

Hand up to share  Hands up ideas

Appendix 2: Behaviour Flow Chart



Appendix 3: Examples of undesirable behaviours

<p>Low Level Behaviours</p>	<ul style="list-style-type: none"> • Not listening • Answering back/ calling out • Distracting others • Showing disrespect to people’s property but not damage, e.g. treading on bag • Pushing/ barging others (e.g.: in line) • Whistling/ making inappropriate noises • Rocking on chair • Lateness coming in to class from break 	<p>Possible Sanctions: Warning At least 2 minutes off free time</p>
<p>Escalating Behaviours</p>	<ul style="list-style-type: none"> • Refusing to attempt work • Refusing to carry out instructions • Rudeness / Mimicking • Personal insults including those commenting on: <ul style="list-style-type: none"> • race, religion, gender, social background or ability • Taking things that belong to others • Drawing on property • Throwing books or equipment • Leaving the classroom or playground without permission • Spitting • Climbing on furniture • Shouting at random • Sitting under furniture, hiding in toilets 	<p>Possible sanctions: Timer implemented and time accrued is paid back during or after school in order to start the next day positively. This would be discussed with parents on an individual level. Parental consent will always be required</p>
<p>Serious Behaviours</p>	<ul style="list-style-type: none"> • Being in possession of prohibited items • Fighting / Physical violence • Swearing or offensive language • Damaging property intentionally • Throwing books or equipment at others • Stealing • Confrontational behaviour • Verbal threats to children or staff • Premeditated physical violence 	<p>Possible sanctions: Positive Intervention Plan Exclusion Confiscation of item(s) causing distress</p>

	<ul style="list-style-type: none"> • Disconnection through 'blind rage' • Any persistent comments on: • race, religion, gender, social background or ability • Bullying / Harassment • Non-criminal poor behaviour and bullying that occurs off the school site and is witnessed by a member of staff or reported to the school • Using a mobile phone or other property, on school premises, to cause distress to others 	
--	---	--

Appendix 4 Emergency Behaviour Procedure

By law we are allowed to use reasonable force if a child is putting themselves or others directly at risk. Our policy on positive intervention/positive handling complies with DFE guidance: 'The Use of Force' 2013. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

If a child is demonstrating dangerous behaviours, the following procedure should be followed:

1. Say to the child "You are not being safe so you need to go to ..."
2. Contact a member of the Senior Leadership Team if they are refusing
3. If the child refuses, say to the child "You need to take yourself or we will help you."
4. SLT to escort the child safely from the classroom.

A child who is presenting as angry or severely distressed but not endangering the safety of others **should not** be approached/interacted with until they are calm. They should be reassured an adult is there to keep them and others safe and will be ready to listen when they are ready to talk.

If a child breaches the school boundary, the following procedure should be followed:

1. Say "STOP!" and keep a visual.
2. Call the Police.

DO NOT follow/chase the child as this may result in them running further away or into the path of a vehicle.

Appendix 5 De-escalation vocabulary examples

Pupil's name

I can see something has happened (or name the behavior)/I'm wondering if... (e.g. I can see you are crying, I am wondering if you are upset)

I'm here to help

When you are ready to talk, I am here to listen

You can come with me and talk about it or complete the work in your free time

You can listen from there..

Come back into the room when you are ready.

That's an interesting idea, thank you for sharing.

I can hear you are passionate about that.

Ask for help if you need it. I'm happy to help you.

Appendix 6 Roles and Responsibilities

Governors	Head	SLT	Teachers	Teaching Assistant	Parents	Children
Draw up a statement of general principles on behaviour and discipline.	Determine the school rules and routines. Make disciplinary arrangements.	Determine the school rules and routines.	Model high standards of behaviour.	Model high standards of behaviour.	Model high standards of behaviour.	
	Establish rewards and consequences.	Establish rewards and consequences.	Reward children's good work and behaviour as well as maintained good behaviour.	Reward children's good work and behaviour as well as maintained good behaviour in collaboration with the teacher.		
	Create a positive climate with realistic expectations.	Create a positive climate with realistic expectations.	Create a positive climate with realistic expectations.	Support a positive climate with realistic expectations.		
	Provide a caring and effective learning environment.	Provide a caring and effective learning environment.	Provide a caring and effective learning environment.	Provide a caring and effective learning environment.	Bring concerns, queries and questions to the school's attention.	Talk to adults in and out of school to share problems and concerns so that they can be dealt with.

	Regulate the behaviour of children. Make time to listen and to talk to children and parents.	Regulate the behaviour of children. Make time to listen and to talk to children and parents.	Make time to listen and to talk to children and parents.	Make time to listen and to talk to children and parents.	Ask questions alongside school to support your child's learning and development.	Be open and honest about your own behaviour and that of others.
			Create real and reciprocal relationships based on kindness, respect and understanding. Value all individuals.	Create real and reciprocal relationships based on kindness, respect and understanding. Value all individuals.	Create real and reciprocal relationships with the people in the school based on kindness, respect and understanding.	Create real and reciprocal relationships with others by being kind, respectful and understanding of others.
	Promote good behaviour and respect.	Promote good behaviour and respect.	Set a good example.	Set a good example.	Set a good example.	Treat other people as they wish to be treated themselves.
	Prevent bullying.	Prevent bullying.	Report bullying to SLT.	Report bullying to the teacher.	Report bullying to school.	Report bullying to an adult.
Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.
Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.
Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.
	Consult with parents, children and staff for an agreed policy. Remind the community of the behaviour policy annually.	Consult with parents, children and staff.	Liaise with parents regarding their child's behaviour.	If requested to be the teacher liaison with parents regarding their child's behaviour.	Liaise with staff regarding their child's behaviour.	Discuss their behaviour with their teachers and parents.

Appendix 7 Guidelines for Parents' Behaviour

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the School - that all members of the School community treat each other with respect.

Expectation

- That adults set a good example to children at all times, showing them how to get along with all members of the School and the wider community.

- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on school premises.
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.
- Please note that incidents of rudeness will be logged with the Chair of Governors

Additional notes

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, children or other parents, the school may ban parents from entering School.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school/ school premises. The police may be called to assist in removing the person concerned.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community are listed below this is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Possession of prohibited item(s)
- Shouting, either in person or over the telephone or in an email
- Inappropriate posting on Social Networking sites deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments

Unacceptable behaviour may result in the police being informed. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. Where parents have been banned from the school premises and grounds; parents will need to provide alternative arrangements for bringing children into school. Parents have the right of appeal by writing to the Chair of Governors within ten days of permission to enter the school premises being withdrawn.

