North Wootton Academy
Priory Lane
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Kings Lynn
Norfolk PE30 3PT

Name of policy:	**Positive Behaviour**
Lead member of staff with responsibility for this policy:	Mr J Grimsby
Date of governors meeting when policy agreed:	FGB September
Type of governors meeting:	School Council
Date of implementation:	September 1st 2022
Details of dissemination:	Staff: SMT Meeting Staff Meeting Parents/Carers: This policy is available on our school website and is available on request from the school office.
Frequency for review:	Annually (Updates may occur based upon COVID-19 requirements)
Next due for review:	September 1st 2023

Contents

1.   North Wootton Academy Values

North Wootton Academy is trying to establish a clear vision of the type of learners and future citizens that we develop in order to support our community. In addition to the teaching and learning approach of the

school, we believe that establishing a culture in which positive behaviour is key will fundamentally TRANSFORM our pupils into young Norfolk citizens. We aim to 'habitualise positive behaviour' and believe that the concept of TEAMWORK provides a set of core values that will successfully underpin the expectations that we have of others and ourselves:

- T ransform
- E mpowerment
- A spiration
- M otivation
- W onder
- O pen-Mindedness
- R espect
- K indness

2. **Wider Role of Expectations**

Our school is a community in which many individuals (children, staff, parents, governors and friends) are actively involved. It is our hope that our vision will underpin the actions of all community members as this policy will only be success in the development of our pupils, if supported and modelled by all involved.

3. Our rules as opportunities to display school values

It is our aim to develop our school values consistently across the school and therefore, have agreed a basic set of rules to encourage this within our pupils:

In the Classroom and Cloakroom

With TEAMWORK as the school over-arching aim, it is key that each class has a shared understanding of what is expected from their members on a daily basis.

Therefore, it is essential that each school year empowers its pupils by agreeing age-appropriate rules. They should be precise and positive, displayed in the classroom and be based upon the school's values, particularly respect and kindness towards our school, its members and the learning that takes place within it.

Where age appropriate, these should be decided as a class to ensure all have ownership. Therefore, we should encourage our pupils to wonder and question why specific rules should exist, be open-minded to the ideas of others and respectfully challenge those that they feel are not suitable.

Increasingly, the school aims to develop debating skills within the students to ensure that they are able to challenge the rules that are set or the views of others in a respectful and productive manner

Beyond the classroom

A sense of TEAMWORK should also extend across the school as we are all members of the same community. All children are asked to consider how they contribute to our school environment and the learning within it. The concepts of 'service to others' and 'volunteering' across the school underpin a wider idea of collective responsibility that we try to instil. Moreover, we would also expect this to be shown through a sense of pride in their work and appearance, and the school as a whole.

However, the school has also articulated agreed a shared set of expectations in all areas which we may share with others including:

- Assembly Time
- When Moving Around the School
- In the Dinner Hall
- On the Playground

These are outlined in full in Appendix 1 and should be reviewed each September with the pupils.

Beyond the school gates

The sense of TEAMWORK and the individual values that it represents should also extend beyond the school itself and into the community that we belong. Therefore, the school's expectations remain consistent whilst the children are on the school's premises, its immediate locality or whilst in the care of school staff. This includes during pick-up/drop-off, attending after-school clubs, extended-care provision or whilst being educated off-site. For this reason, the Principal is on duty before and after-school to reinforce the school rules whilst on school property and will follow-up on any external matters that are reported to the school where the pupils are in school uniform or using online platforms to cause harm.

Extra-curricular Learning

Where a child is unable to show the expected TEAMWORK values in after-school or off-site activities, the Principal may decide, following consultation with the parents/carers, not to allow the child to attend after-school provision or a subsequent external visit for their own development and safety. This would include swimming sessions, where learning near water creates an additional urgency for TEAMWORK values.

Any decision and action regarding a child potentially not going on a trip will be planned before the trip takes place therefore giving the child every opportunity to modify their behaviour. A suggested timeline of at least 4 weeks is recommended. Children with a SEND can be exempt from this as appropriate risk assessments will be in place and staffing levels will be adjusted accordingly, unless in agreeance with the parents.

3.How school values are encouraged and rewarded

We believe that positive feedback/praise is very important for behaviour issues as well as academic ones. In linking all behaviours to a core set of values, we believe we can provide a moral framework in which to model and encourage a core set of positive behaviours. Primarily this is achieved through:
- Verbal praise linked to a school values
- Class Dojo points linked to school values
- Certificates for assembly highlighting key values
- House points linked to outstanding examples of work
- Being given extra responsibilities such as through pupil committees and school leadership position
- Actively promoting exemplary pupils as role models within the school
- Recognise children as wellbeing team representatives and well-being champions
- Teaching pupils how to use a restorative approach to highlight the harm that may have been caused and find a positive way to solve this.

4. How do we equip our pupils to deal with those not displaying our values?

As with all areas of children's learning, some things take longer than other to develop and making mistakes is a key part of this process. It is completely normal that our pupils will may make choices that lack the values that we desire in our school. It is our job to use these as learning opportunities in which we can help the child understand the impact that their choice, discuss alternative ways in which they could have dealt with

the situation and hopefully, ensure that this is a one-off event – mistakes are fine, as long as we learn from them.
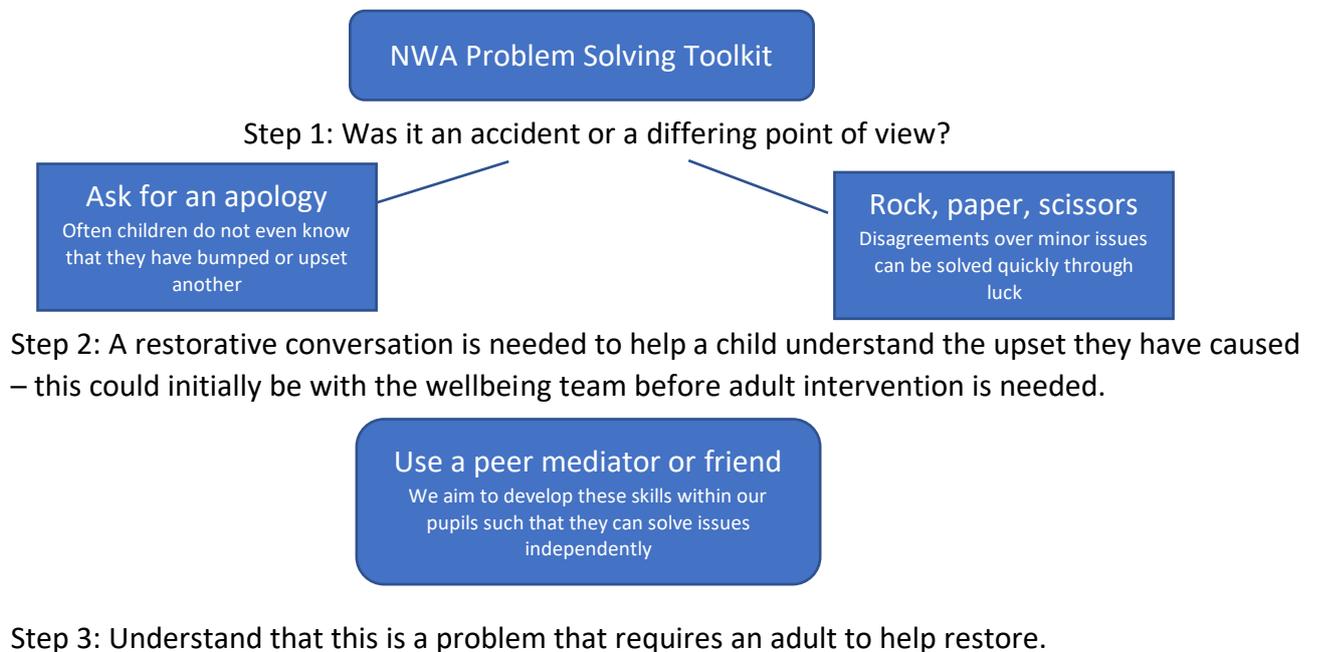
Restorative Approach

The school believes that the most effective way to help a child understand the impact of a negative choice is through a restorative approach, a conversation that attempts to help the child understand the emotional reaction that others have had to their action, take responsibility for this and look to find a way of restoring this. Such a conversation would follow a set script:

> Teacher:
> What happened? Did you check if it was an accident? Did you ask for an apology?
> Can you solve it by yourself or would you like a restorative conversation?
> (If a both parties agree to a restorative conversation)
> Child 1:
> What happened? How did that make you feel at the time? How do you feel now?
> Child 2:
> Is this what happened? (You may need witnesses) How do you think you have made them feel? What could you do to make this right?
> Child 2:
> Would this make this feel right? If not, what would you need?

Pupil and Peer Problem-Solving Toolkit

The school believes in the restorative approach as it feels that this script can be learnt by our pupils as a way of dealing with any problem now and in their future lives. Moreover, one learnt can become a process that can be led by peers rather than adults and thus provide a life-long skill for solving conflict.

However, this is only one aspect of this toolkit that we would hope to use to empower our pupils:

> NWA Problem Solving Toolkit

Step 1: Was it an accident or a differing point of view?

> **Ask for an apology**
> Often children do not even know that they have bumped or upset another

> **Rock, paper, scissors**
> Disagreements over minor issues can be solved quickly through luck

Step 2: A restorative conversation is needed to help a child understand the upset they have caused – this could initially be with the wellbeing team before adult intervention is needed.

> **Use a peer mediator or friend**
> We aim to develop these skills within our pupils such that they can solve issues independently

Step 3: Understand that this is a problem that requires an adult to help restore.

Escalating the response

Whilst our aim is to address most problems instantly and informally, an important aspect of solving any problem is understanding when additional help is needed. Therefore, although a restorative approach will continue to underpin behaviour conversation, a graduated level of support may be needed through more senior staff members working with the pupil or involving parents to ensure that mistakes do not continue to be repeated and any harm that has been caused is addressed. Therefore, we categorise our behaviours into three levels in order to tailor an appropriate level of support:

- Minor incidents
- Serious incidents
- Very serious incident

This is not an exhaustive list and it does not cover every example of poor choice but provides a guide for staff to understand the level of support needed. In addition, these categorisations are used within the school's behaviour tracker. This ensures the school can understand whether these incidents are one-off or part of a bigger issue. It also ensures a level of connectivity amongst all staff members in the school. This is reviewed monthly by member of the Senior Leadership Team in order to identify patterns and ensure we are taking proactive steps to address issues.

How we support the three levels of behaviours in school:

Minor Incidents

If a pattern is forming
5 + a month

Teacher meets with Parents
Consult Phase Leader

Consider Behaviour Reward Plan or
Home School Communication

In-class
-Dealt with by
Teacher using
restorative approach
-Tracked informally
by Teacher

Out of Class
-Dealt with by TA
-Followed up by Teacher
-Tracked on Behaviour
Tracker

Serious Incidents

If a pattern is forming
2 + a month

Senior Leader speaks with Parents
Consults AP/P who may start a
visual behaviour plan with a weekly
review session with the pupils

In-class
-Dealt with by Senior
Leaders
-Tracked on Behaviour
Tracker
-Deputy Principal to be
involved

Out-of-Class
-Dealt with by TA
-Tracked on Behaviour
Tracker
-Class teacher informed
-Deputy Principal to follow
up

Very Serious Incidents

If a pattern is forming
2 + Incidents

Risk Management Plan
Principal speaks with parents

All Incidents
-Dealt with by Principal (DP in his absence)
-Principal tracks on tracker and with head teacher log
if needed
-P/DP arranges to meet parents

Types of Incidents	Who is responsible for dealing with this behaviour and how is it recorded

Minor Incidents	Class Teachers are responsible for such incidents and keeping a record of this if they believe a pattern is forming and a conversation may be needed with parents.
- Talking inappropriately during learning time - Damaging work books - Leaving litter - Leaving cloakroom untidy - Being inattentive and distracting others - Not sharing or taking turns - Not tidying equipment - Not standing still and being quiet after the whistle - Running in the dinner hall/corridor etc. - Aggression towards others without touching them. - Refusal to comply with instructions	TAs, MSAs and other support staff should report these behaviours to Class Teachers. Class teachers should decide whether to add these to the behaviour tracker. Much of this will be dealt with by highlighting behaviour and discussion. The class teacher should arrange a meeting with parents to discuss the situation if a pattern is forming to try to identify any cause.
Serious Incidents	For pupils who constantly (daily) display minor behaviours, Class teachers should seek the support of a Senior Leader if such behaviours are ongoing (Weekly) and decide whether a behaviour plan is necessary.
- Constant Minor Incidents - Gender based comments - Malicious lying about others - Inappropriate language and insults causing distress - Physical harm that causes distress - Throwing food or other items at someone - Answering back - Leaving room without permission - Swearing - Spitting - Damaging other people's property including the school's	TAs, MSAs and other support staff should report these behaviours to Class Teachers and complete a CPOMS referral to the phase leader. Phase Leaders may wish to involve the Deputy Principal and SENDCO before arranging an additional meeting with the pupil's parents.
Very Serious	For pupils displaying serious behaviour incidents on at least a weekly basis, the pupil should be referred to the (Deputy) Principal
- Constant Serious Incidents - Bullying in any form – racial, physical, verbal, homo/bi/trans phobic - Vandalism / Graffiti - Being verbally abusive or physically abusive to staff - Racist incidents - Damage to property-vandalism - Inappropriate sexual behaviour including sexual-based comments - Stealing - Physical harm that causes injury - Inappropriate use of school technology including malicious damage; inappropriate or malicious use of personal social media or school email accounts both at school and at home	Any serious incidents that would also potentially illustrate a safeguarding concern, should also be tagged as Safeguarding on CPOMS. The DP/P will also record the behaviour and any follow up on the appropriate forms for incidents of bullying (Bullying Log), peer on peer abuse (safeguarding), prejudiced related behaviour (Prejudiced Related Behaviour Log) and inappropriate sexual behaviour (Safeguarding File)

5. How do we support pupils with minor mistakes?

The vast majority of behaviour issues occur outside of the classroom during unstructured periods such as play and lunch. The school is proud that the learning behaviour that we see within the classroom is consistently in line with the school values. However, just with all other aspects of learning, learning how to be part of the class 'TEAM' is achieved through a deliberate and consistent set of actions:

Verbal Warning 1	Highlight undesired behaviour and explain what behaviour is required
Verbal Warning 2	Repeat initial verbal warning but with an explanation of the consequence that will follow e.g. missing an aspect of break or being asked to stand up.
In-class Time-out	Moving the to another table within the class or group if during a lesson such as PE.
Move Class	If poor behaviour continues, it may be necessary to ask a Teaching Assistant or responsible peer to take the pupil to parallel class/phase leader for the remainder of the lesson. In PE, this may involve sending the child back to the class teacher.

It is important that these strategies are used in a consistent way. As a school, we accept that our rewards and sanctions need to take into account the individual child, especially those with Special Needs and or disabilities.

Guidelines on in class consequences
Class teachers wish to keep all pupil within their classroom, as should they have to move to a parallel class, there is undoubtedly some reduction in learning. Therefore, the school uses three main consequences to address minor issues both based upon the idea of removing the pupil temporarily from the TEAM.

Moving place In most cases, moving a pupil to a different area of the room is sufficient to cause a positive change within behaviour as they are removed from their immediate group or TEAM. This would be considered before moving the pupil to another classroom as this will have a greater disruption on learning. However, at times, a full removal from their TEAM and having them continue to learn in a parallel class is needed to ensure maximum learning is achieved. Generally, this would be just for a lesson. However, on occasion, where a more serious divergence from the school values takes place, this may be for up to a day (parents would always be consulted in this case). During PE sessions, that are generally taught by external staff, this may involve the pupil being asked to return to their class teacher and complete a written session to ensure the safe running of the lesson for the remaining pupils.

Standing up In some cases, such as during an explanation or assembly, asking a pupil to momentarily stand up (or equally, sit down such as in a line) to enable the majority of the group to hear the information. This approach is used simply to remove the child from the TEAM without them actually leaving the room and allow the explanation or activity to continue with minimal disruption to others. Such an approach, should be requested calmly and politely – John, please stand up – and last for less than a minute in order to give the teacher time to complete that aspect of explanation. At this point, the child is asked to sit down (or stand up) and the learning continues.

Time out At times, pupils may be asked to take up to 5 minutes outside of the class, giving them space to calm down, reflect and prevent any reinforcing of an undesirable behaviour by giving the child extra attention etc. In such cases, a child is often able to then return to the class to reengage with their learning. Another time in which this is used is where minor but frequent disturbances are adding up to a loss of learning time; in this case, the teacher may record this as 'minutes owed' on the board. Any time owed should be limited to 5 minutes (or the child should be moved to another class), as any wasted learning time should be made up during a break time so long as the pupil has the majority of their break time and this does not impact the time needed to eat lunch. In addition, children can be asked to take a time-out on a bench during their outside play or during a PE session.

6. How do we support pupils with serious mistakes?

It is the belief that the majority of incidents can be managed within each phase setting by teaching staff who are familiar to the pupils; however, when necessary, the Deputy Principal will be involved in the management of ongoing or serious incidents. In both cases, intervention should involve the following:

● Use a restorative approach to discuss the incidents with the pupil in order to gain their perspective. This will most likely occur during a break time away from the class to avoid an audience.
● Such conversations should be recorded on the school CPOMS system and tagged as behaviour. If two serious incidents are recorded in a relatively short period of time (approximately one month) he/she will consult their Phase Leader and parents should be invited in to gain their perspective of the child's behaviour. Each phase leader is responsible for tracking their phase's behaviour on a weekly basis and be proactive in beginning a behaviour plan where needed.
● Children placed on a Behaviour Plan - see appendix 2 - which should be constructed with the pupil and their parents and reviewed half-termly.

Phase Leaders are responsible for supporting teachers within their team and if necessary meeting with parents. If after 2 further serious incidents and meetings with parents has no impact then the Phase Leader may need to refer the child to the Deputy Principal who will then liaise with parents. Should this not have any noticeable impact then the child will be referred to the Principal.

Appropriate consequences for Serious Incidents:
● Time out at break or lunchtime – this will normally be for a maximum of one day and parents will be notified of this. Pupils will be asked to complete work outside of the principal's office instead. Alternatively, they may be asked to complete a task or support pupils on a different playground where this is more appropriate.
● Parent meeting with phase leader, class teacher and if needed the principal. Normally, this will outline any behaviour plan moving forward. The school will always aim to ensure such actions are by mutual agreement in the best interest of the child.

Dealing with Physical harm/hitting that causes distress

It is our aim to ensure that all conflict is dealt with verbally and instil that violence towards each other is totally unacceptable. Therefore, any such acts will result in the child who initiated this and any child who retaliated, in missing their next breaktime completing reading outside the Principal's office as we believe that they have temporarily lost their right to be part of our playtime.

7. How do we support pupils with very serious mistakes?

Pupils should be referred directly to the Principal and record the event on CPOMS. Parents will be asked to attend a meeting that day or as soon as possible to gain their perspective and discuss strategies to be used. A visual behaviour map will be started and most likely a behaviour plan agreed to ensure that this mistake is not repeated.

Appropriate consequences for very serious incidents:
- Meeting between the principal and parents in which any follow action will be agreed and any behaviour action plan outlined.
- Removal of break and lunchtimes for a set period in which the child will be asked to read or complete some additional learning. This will be agreed with parents and should they feel this necessary an alternate outside break will be provided but not with the child's normal class.
- Removal from the classroom for a set period normally moving to another phase class for a period of time
- Time limited ban for inappropriate use of school technology – please see below.

If part of an ongoing problem, the school would normally follow a Pastoral Support Plan linked to a Risk Management Plan - see appendix 3 - to ensure a consistent and transparent process is being followed. Fixed Term exclusion and Permanent exclusions are only seen as an option in extreme cases and as a last resort, when all other options have been exhausted.

9. **Exclusions**

The school is extremely proud of its record of preventing this as much as possible as any such case would be seen as a failure of this policy and a last resort to address behaviour that falls outside of its remit.

Therefore, before an exclusion is instigated the Principal will consider the following points:
1. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
2. Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
3. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

4. The Principal and governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
5. Whilst an exclusion may still be an appropriate sanction, the Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying.
6. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.
7. The Principal should also consider what extra support might be need to identity and address the needs of pupils from these groups in order to reduce their risk of exclusion – through the risk management plan.

It is the responsibility of the Principal (or the DP in his absence) to decide whether to exclude a pupil. Before implementing an exclusion the school needs to ensure the following processes have been implemented where appropriate*:
1. Has the Behaviour Policy been adhered to?
2. Is a Behaviour Plan in place?
3. Is a Pastoral Support Plan and Risk Assessment in place?
4. Are outside agencies involved i.e. Short Stay School?
5. Have all reasonable steps been taken to prevent a significant incident occurring?
6. Has the school exhausted all other sanctions before implementing an exclusion?
7. Have the individual pupil's needs been taken into consideration (SEND/Vulnerable groups)?
8. Has the impact of an exclusion been considered in terms of safety towards others, the individual pupil, family/home situation and whether it will address any underlying behavioural issues?

*At times the Principal may deem it appropriate to exclude a pupil due to a significant and serious incident without necessarily implementing the above. However, this will be in extreme circumstances and not normal practice.

10.   Restraining Pupils

School staff are regularly trained on strategies to deal with very serious behavioural incidents and how to de-escalate them without involving physical contact. However, at times for some children staff may have to use appropriate physical contact to ensure either the safety of the individual child, other children, staff and property. Should a pupil's behaviour warrant the need for staff to use physical restraint on a planned basis the approach decided will be agreed with the child's parents and recorded on their Risk Management plan and therefore, should only involve the Principal or designated senior leaders, unless in the case immediate danger.

The use of touching within the school is outlined within the school's Intimate Care and Touching Policy. This policy highlights that the school, on very rare occasions, may need to intervene physically to stop someone putting themselves or others in danger. Examples of these could be:
• A child running towards a busy road
• An angry child about to hurt someone through contact or the throwing of objects
• A serious fight
• A child seriously damaging school property

Any such incidents must be reported to the Principal once the situation is safe and calm; the details of which are then recorded in the school's log book which parents are required to view and sign.

11. Links with other policies and Outside Agencies

At North Wootton Academy, we are committed to equal opportunities for all with no discriminatory actions etc. Primarily this policy should therefore be seen in conjunction with our Equality Statement, Safeguarding, Uniform, Anti-Bullying Policy, SEND, Intimate Care and Touching, Anti-Discrimination Policy and our Online Safety Policy.

Special Educational Needs Policy
We believe that repeated misbehaviour may be underlined by a Social, Emotional and Mental Health and that a child who is unable to conform to our reasonable expectations may then be referred to the SENDCO to determine if additional support is needed such as 'Thrive' or 'ELSA'.

In extreme cases, input may also be sought from outside agencies e.g. Medical, behaviour support, social services etc. in order to fully understand a pupil's needs and give the greatest support. As a school we recognise all children are different and aim to support them as individuals. It is recognised that for some children, especially with SEN or a Disability that our behaviour management provision will need to be modified in respect of their individual needs.

Online Behaviour
As noted, we believe our behaviour expectations should extend beyond the school gates and it is our role to ensure that the pupils learnt how to interact online following these same values. This is because any negative interactions outside of the school will inevitably cause harm and distress within the school.

All communications will take place via NSIX accounts which are monitored by the Principal. Any inappropriate comments online, via email, or any other platform will be taken very seriously and could result in a referral to the police. However, the school would encourage parents and pupils to share any concerning behaviour with the school that appears on private devices in order for us to follow this up using this policy and the aims of the Online Safety Policy, towards an appropriate resolution.

Remote Learning
Should pupils be required to return to online learning, the school will adapt a similar approach to ensure consistent expectations are achieved when learning online as well as in the school building:
- Step 1 – The class as a whole will be advised of the undesirable behaviour and instructed as to what is expected.
- Step 2 – The teacher will directly address this with the child. We would appreciate parental support before this point as we are aware that other parents will hear this.
- Step 3 – The child's name will be passed to the Principal and they will phone the parent directly.
- Should a child continue to be disruptive, they will be removed from online lessons and an alternative will be provided.

Bullying, Discrimination and Peer-on-Peer Abuse

The school does not tolerate any bullying or actions that may be considered peer-on-peer abuse whether in the school or online. Both would be seen as very serious incidents and dealt with as such. A full explanation of the steps taken can be found within the Anti-bullying and Safeguarding policy.

Linked to this may be the use of discriminatory or sexual language. There are no circumstances in which this is seen as 'banter' or acceptable and will be dealt with as a serious incident in all situations regardless of whether the child fully understands their words. It is felt that this is the best approach to ensure that pupils do not repeat this mistake.

Peer on Peer Abuse

We are aware that Peer-on-Peer abuse [including harmful sexual behaviour] could happen in any school setting, with any age of pupil and at any point in their future education. As such, it is important that the school is clear upon what may constitute this and what actions are taken reactively and proactively to mitigate the threat of this to our pupils including:

- Making sure that all adults understand what Peer-on-Peer abuse is and looks like;
- Ensuring regular training and refresher information is made available to all staff;
- Ensuring all staff are capable of picking up and challenging inappropriate behaviours;
- Ensuring that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Adapting our curriculum to ensure pupils are clear about our expectations in this area, especially around the area of consent, the privacy of parts of the body and appropriateness of how these are spoken about and directly teach the children to be positively assertive
- Have a clear understanding that there is no circumstance in which physical violence is an acceptable response;
- Have policy of dealing with online issues, that occur out of school, as if they have taken place within the school.
- Make links with appropriate external partners who can support when these issues arise;
- Have an established procedure, protocol and guidance, and risk assessment in place should the need arise.

School Uniform

In establishing a sense of belonging to the TEAM, uniform plays an understated role in school conduct and therefore, is taken seriously. Pupils must wherever possible come to every day in the correct uniform and we would ask parents to support this. Teachers have a responsibility to remind pupils to wear the correct uniform throughout the day. However, we understand that there are a number of reasons why a child may not be wearing the correct uniform:

- Loss - A pupil may have lost or misplaced an item of uniform in which case it is reasonable to give the child time to try and find it as soon a practically possible. Replacement ties can be 'loaned' out for the duration of the day. If the child repeatedly comes to school without the correct uniform, the teacher should ask the Office to contact the parent.
- Cost – Children grow fast and it is understood that uniform can become costly particularly within large families. In such situations, we would urge families to ask to discuss this with the Principal as support could be provided.
- Non-compliance - There may be times when a pupil may choose not to wear the correct uniform due to a desire not to conform, an expression of personal identity or lack of or unwillingness by the parents to support the school Uniform Policy. However, any children with additional needs must be discussed with the SENDCO as allowances may have been agreed.

12. **Recording, monitoring and communication**

The school asks staff to record all but minor incidents on CPOMS – a secure, online information management system, tagging events as behaviour and assigning this to their phase leader (for serious) (and principal, for very serious concerns.

Staff should also verbally inform class teachers and senior leaders of the event to ensure they deal with this in an appropriate time frame.

In most cases, the class teacher will be asked to communicate any concerns or events to parents; however, this is only when concerns become serious such as the accumulation of many minor issues. In part, this is because pupils are in school to learn about self-control as much as reading and writing.

This said, we understand that the success of this policy depends upon the support of parents and therefore, any serious concerns will be followed up by a text, phone call or informal meeting at the gate by a senior leader; any very serious concerns will be followed up by a letter and meeting with the principal. In addition, the school may use:

- Formal meetings (sometimes on a weekly basis for a child with a specific needs)
- Home/school communication books
- Home/school behaviour plan (specific children)
- Pastoral Support Plans and Risk Management Plans

How do we monitor the effect of this policy

Senior leaders will review all their assigned behaviours to ensure that they are able to spot patterns. SMT will also review whole school behaviour termly. This is shared with the Senior Leadership Team on a half-termly basis and the Local Governing Body on a termly basis. In addition, our policy is reviewed annually by all stakeholders including pupils who complete pupil voice surveys in relation to safety, bullying etc.

Appendix 1: Showing School Values around the School In assembly

We show respect by:
- Lining up quietly in 'Line Order' before coming into assembly
- Coming into the assembly hall silently and neatly presented
- Siting smartly on the floor, respecting other's personal space
- Listening silently unless asked to give answers

When moving around school

We show respect by:
- Walking silently within and around the school
- Holding the doors open for others
- Walking in single file

In the Dinner Hall

We show respect by:
- Giving our friends enough space and quiet to enjoy their lunch
- Eating food sensibly and eating with your mouth closed
- Checking Listening to the adult's instructions
- Using a table-only voice to speak with our friends
- Using our knife, fork and spoon properly

We show teamwork by:
- Queuing up and waiting patiently
- Moving around the dining hall slowly and carefully
- Keeping all of our packed lunch rubbish in our lunch box
- Tidying up our eating area including the floor beneath
- Checking that we have eaten or tidied enough before we leave

On the Infant Playground

We show respect by:	Keeping our hands to ourselves, sharing the playground toys and
	● Thinking before we speak
	● Battling imaginary enemies and not play-fighting with real friends
	● Waiting to be told by an adult before going on the field
	● Letting children play on the playground without bikes, football and water flying about

We show kindness by:	● Saying sorry when we make a mistake

We show teamwork
by:

- Children sorting out problems by respectfully talking to each other using a Restorative Justice approach before involving an adult. In certain situations, such as those involving physical harm, pupils know to go straight to an adult.
- Including other children in our game if there is space and they stick to the rules
- Tidying up on the first whistle and lining up on the second
- Making sure somebody is refereeing our football and watching us in the mud kitchen
- Asking an adult when we need to leave the playground
- Taking 5 minutes on the bench when our actions our upsetting others

On the Junior Playground

We show respect by:	● Using the play equipment correctly, keeping our hands to ourselves and thinking before we speak
	● Waiting to be told we can go on the field by the adult
	● Ensuring any ball games are played in safe area
	● Politely following the instructions of the adults on duty

We show kindness by:	● Saying sorry when we make a mistake
	● Children sorting out problems by respectfully talking to each other using a Restorative Justice approach before involving an adult. In certain situations, such as those involving physical harm, pupils know to go straight to an adult.
	● Including other children in our game if there is space

We show teamwork by:	● Freezing on the first whistle and lining up silently on the second
	● Returning any play equipment to the shed
	● Asking an adult when we need to re-enter the school

- Taking 5 minutes on the bench when we have forgotten how to play sensibly

Appendix 2: Behaviour Plan

My Behaviour Plan

Name:
Start Date:

Year:
Review Date:

Class:

Things I am good at:

Things I want to get better at:

My Targets:	What do I need to do?	Who and what is going to help me?	How did I get on?	Date

Pupil signature:...

Teacher Signature:...

Appendix 3: Risk Management Plan

Risk Management Plan   Name:_____ _____ Date:_____

Background - What has already been done so far?	

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption

Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Hazard/Behaviour	Opinion/ Known O/K	Deliberate Accidental Involuntary D/A/I	Seriousness Of Outcome (A) 1/2/3/4	Probability Of Hazard (B) 1/2/3/4	Severity Risk Score A x B	Home school reward chart needed	Individual Behaviour Plan needed 3+	Risk Reduction Plan Needed 6+	Pastoral Support Plan Needed
Harm to Self									
Harm to Peers									
Harm to Staff									
Damage to property									
Harm from Disruption									
Criminal Offence									
Harm from Absconding									
Other Harm 1									

Child: _____ Parents: _____ Supporting Adults

Name:	DoB	Date	Review Date

Photo	Potential Triggers

What we want to see (1)	Strategies to maintain (5)
First sign things are not going well (2)	Strategies to support (6)
Where behaviour leads next (3)	Strategies needed (7)
What we are trying to avoid (4)	Interventions necessary (8)

Reviewed:.............................. Position:...........................Parental signature...Date:..................