

All Saints' C of E First School Behaviour Policy



"God has given each of you a gift. Use it to help each other." **Peter 4:10**

Be the Best we can be.

"Whatever work you do, do your best." **Ecclesiastes 9:10**

All Saints' C of E First School is a loving family where everyone is inspired to be the best they can be in order to flourish as children of God. We aim to nurture all those who learn and work in our school, and instil Christian values that will be carried with them through life's journey and inspire them to make a positive contribution to the community.

The school's behaviour policy is therefore designed to support the way in which all members of the school can flourish and work or learn together well in school. It aims to promote a supportive environment in which everyone feels happy, safe and secure, and is encouraged to make a positive contribution to our community. Our values underpin our approach to our behaviour management within school. All members of our school community are encouraged to be:

- Respectful – towards each other, having relationships based on friendship, honesty and fairness.
- Kind – showing compassion and forgiveness, so that everyone lives well together.
- Confident – both confident in our own abilities and having trust in those around us.
- Responsible – for our own actions and our own words, developing the understanding and will to make the right choices to contribute to the school community.
- Creative – *using your special gifts to express original ideas and solve problems.*
- Love of Learning – inspiring each other to see God's world as a place of wonder.
- Perseverance – developing resilience as learners and as people, having endurance when things are not going well.
- Independent – learning to based choices, words and actions based our values.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Within the law, the key points regarding the powers and duties of school staff are as follows:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Headteachers governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Governing bodies of maintained schools have a duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Values and Beliefs

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately.

We give children choices and make it clear as to the consequences of the choices they make.

We believe that children have rights and responsibilities

Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Positive Reinforcement and Rewards

Values

We talk about our values regularly and how these are reflected in children's behaviour. We explicitly link our school values to Christian values, and highlight children who demonstrate these values as part of our positive behaviour reinforcement. We also encourage children to recognise these values in others.

Vision and Values Board

Each classroom has a vision and values board, used by adults and children on a daily basis to support the embedding of our values in daily life. Children are encouraged to identify our values in others, and use the board to recognise their achievements. This board will help to choose the Vision and Values certificates for the week.

Gold Book / Headteacher Sticker / Treasure Chest

Children who have produced exceptional work will be sent to the Headteacher to be put into the school Gold Book. Children will also be sent for a Headteacher sticker/dip in the treasure chest if their work/behaviour/attitude towards others has deserved it. In exceptional circumstances, the Headteacher will send a postcard home to parents.

Curriculum

We **strongly** believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. We believe that the learning opportunities that children have should fit their learning styles.

The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who model our school values
- Backing up verbal praise with actions e.g. sending work to show another teacher, putting a child on the Vision and Values Board etc

Class rules

Each class creates their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

J2Stars

J2Stars are given out by adults for achievement in work or behaviour. The class J2Stars are totalled each week, and a class trophy is awarded. Individual team points are collected through the year, and personal rewards are given at 50, 100 and 150 stars.

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, house captains and sports leaders as well as through the school council.

Learning Buddies

Children are encouraged to support each other in their learning. Learning buddies allow all children to participate actively in learning discussions, engage fully in learning activities, and therefore support positive behaviour within the classroom.

Class Rewards

A variety of age appropriate class rewards are used, which support positive behaviour within the classroom. Examples of class rewards might be:

- **Stickers** - given out by teachers, TA's and midday supervisors for effort with work and behaviour and achievement in work. Taken home to be shared with parents/carers
- **Table Jewels / Points** – given to children within groups in the classroom

Golden Time

We believe that children should be recognised for working hard and behaving well, demonstrating our values within school. All children who have achieved this are rewarded on a Friday afternoon, for 30 minutes golden time. During golden time, children are able to choose a special activity to take part in. Class rewards, such as presentation certificates, handwriting certificates, dinnertime certificates may be awarded in this time.

Celebration Assemblies

Each Friday, assembly monitors will collect the week's vision and value certificates. The certificates will be awarded at the end of Friday's assembly, together with the weekly J2Stars trophies.

At the end of each half term, a special whole school celebration assembly will be held. There will also be an open invitation to all members of the school community. Children's achievements and successes will be celebrated, and parents will be able to see the work that has taken place in the previous few weeks. In addition:

- The J2Stars trophy for the half term will be awarded.
- Work, photos, videos from the half term will be shown.

Inappropriate Behaviour

At All Saints' we will not accept behaviour which impacts on other peoples' learning and /or safety.

Incidents of inappropriate behaviour are dealt with **promptly** and **fairly**. In no way is it the intention of the sanctions to humiliate or embarrass the children involved. We focus on developing children's relationships with each other and use the way we deal with behaviour as a learning opportunity, to help the children understand appropriate ways to manage relationship issues.

When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours.

An example of this is:

Prevention strategies used (see early sections of Hierarchy of Consequences table) e.g. 'A simple statement of fact. 'Malcolm you are talking'. This is a calm statement of what is happening and will often end the behaviour there and then.

A reminder given on what is expected, what rule they are breaking, what choices they have and what the consequences will be if they choose to continue the behaviour.

Consequence: For example: Miss part of break and/or lunchtime to finish work, or reflect on behaviour. Miss 5 minutes golden time (Class teacher informs Parents). Removal to another class (KS leader if appropriate) for a set amount of time with work to complete. Parents need to be informed of any loss of Golden time.

Sent to Headteacher / Deputy Headteacher - miss 10 minutes golden time. Class teacher informs parents. (If an incident is severe, the Head/Deputy will ring parents immediately or ask to speak to them at the end of the day.)

If within the agreed system, the sanction is to lose break time e.g. to finish work, it is the class teacher's/ TA's responsibility to supervise children in their classroom or location they are based.

The above model may not be suitable in all occasions; for instance where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher / Deputy Headteacher immediately.

Incidents are to be recorded on MyConcern. This will help keep track on how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place. This will be reviewed by the Headteacher at least termly.

If inappropriate behaviour occurs at break times or outside the classroom, the staff on duty or staff who at present need to deal with it immediately. Children may be asked to stand by the *Outside* Wall for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of break time, they will then need to be collected by their class teacher who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Agreement may be drawn up and the following actions may occur:

- Discussion between teacher/child/parent - agreeing on targets for behaviour and personalised rewards and sanctions.
- Child excluded from lunchtimes (If lunchtime related)
- Child reduced to a part time timetable
- Fixed term exclusion
- Permanent exclusion

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician and the Pupil Referral Service throughout the above process. See guidelines on Exclusion for more information.

Children who display significant and /or persistent behavioural difficulties will be placed on the Special Needs Register and supported and monitored as appropriate.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to the RPI Policy.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Headteacher or Deputy Headteacher so they can take necessary action.

Bullying

Bullying is an anti social behaviour which significantly impacts on the well being of those involved. It is essential that any instance of bullying are dealt with effectively for children to fully benefit from the opportunities available at school.

Definition of bullying

Bullying is any behaviour by a group or individual that:

- Is meant to hurt (physically or emotionally)- the person or persons doing the bullying are aware of the impact of their actions
- Happens more than once- it is not just a one off incident
- Involves an imbalance of power- the person being bullied is unable to defend themselves

It can be:

- Physical e.g. kicking, hitting, taking and/or damaging belongings
- Verbal e.g. name calling, taunting, threats, offensive remarks
- Relational e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber e.g. texts, e-mails, picture/video bullying, instant messaging (IM)

When a person or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- Alone, unimportant and/or undervalued
- Unable to see a happy and exciting future for themselves

...bullying could be taking place and needs to be considered following school procedures.

When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner **this is bullying and the anti bullying procedures need to be implemented.**

Whenever there is a question of bullying taking place it needs to be investigated but the deliberate nature of the bullying needs to be identified.

Responding to reports about potential bullying

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported it will be dealt with immediately by the member of staff who has been made aware of it
- A clear account of the concern will be recorded using MyConcern and shared with headteacher
- The headteacher will interview everyone involved and keep a record on My Concern
- Class teachers will be kept informed
- Parents and other relevant adults will be kept informed as appropriate
- Disciplinary measures will be used as appropriate and in consultation with all parties involved.
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Instances where bullying has taken place

Pupils who have been bullied will be supported by:

- Having immediate adult response to their concern
- Reassurance the issue will be addressed
- Continued support with a named contact for follow up discussions
- Input to build self-esteem where appropriate
- The use of specialist interventions and referral to other agencies where appropriate

The following disciplinary steps may be taken at the discretion of the Headteacher:

- Official warnings to cease offending
- Loss of playtime
- Behaviour Plan
- Fixed term exclusion
- Permanent exclusion

Preventative measures

The school will:

- Raise awareness of the nature of bullying through PHSCE, circle time, assemblies etc.
- Use specific strategies e.g. peer mentoring

Monitoring and evaluation

All instances of bullying will be reported termly to both the governing body and the Local Authority. Records will be kept on file of all instances for the perpetrator and the victim.

Reviews will be carried out regularly with the children involved after the initial course of action to ensure that there are no further problems.

To support all school staff with implementing the behaviour policy some guidance notes have been drawn up.

- Appendix 1 Behaviour Policy Guidance for all staff
- Appendix 2 Guidance for Midday Supervisors
- Appendix 3 Dealing with Aggressive and / or Poor Behaviour and Pre-empting Inappropriate Behaviour
- Appendix 4 Expectations at All Saints' First School
- Appendix 5 Roles of Specific Staff

Appendix 1 Behaviours Policy Guidance for All Staff

- Deal with all incidents they see. Never 'leave it' to someone else.
- Listen. Listen to all sides of the story before making assumptions or sending children in; there are always two sides to a story.
- Always try to get the children to see the other person's point of view, and how they are feeling as a result of the behaviours.
- Reinforce the concept of 'treat others as you would want to be treated yourself'.
- Use our school values EXPLICITLY – respectful, kind, responsible in particular

Behaviour	How it <i>might</i> look	Positive strategy to use <i>prior</i> to a sanction being given
Fighting with others	Punching, hitting, kicking, biting (more than one child instigating)	None.
Causing physical harm to others	Punching, hitting, kicking, biting (One sided)	Depending on severity of incident and whether harm caused - Warning / reminder about appropriate behaviour – or consequence if serious
Swearing	Involuntary act / swearing as part of conversation / not directed at a person Swearing at a person	Warning / reminder about appropriate language. None Repeated instances or deliberately swearing at may require a consequence.
Non – compliance	Refusal to complete work, refusal to do as asked, not participating in specific lessons or activities e.g. assembly, PE	Give a choice e.g. 1) The work has to be done now or completed in break / lunch / at home etc – if child is not disturbing rest of class ignore behaviour – be sure rest of class understand this is what you are doing “ xxx has chosen not to do his/her work now but will be doing it later” 2) Choice 1 OR choice 2 e.g. they will have to work in another class? Give them time to choose – I will give you 2 minutes to make that choice.
Showing disrespect to children	Laughing at other children's abilities. Speaking rudely to children. Making derogatory comments.	Explain why that is inappropriate – give reflection time and make apologies. Repeated instances may require a consequence.
Showing disrespect to adults	Speaking rudely to adults. Refusal to speak/listen. Answering back. Walking away when being spoken to.	Explain why that is inappropriate and make apologies. <i>Judge situation (these situations could be caused by something else and overreaction by adult may inflame the situation) .</i> Give children a choice and short time to make the choice as above.

BEHAVIOUR AT LUNCHTIMES.

Guidance for Midday supervisors

- Deal with all incidents they see. Never 'leave it' to someone else.
- Listen. Listen to all sides of the story before making assumptions or sending children in; there are always two sides to a story.
- Always try to get the children to see the other person's point of view, and how they are feeling as a result of the behaviours.
- Reinforce the concept of 'treat others as you would want to be treated yourself'.
- Use our school values EXPLICITLY – respectful, kind, responsible in particular

If children display inappropriate behaviour at lunchtime, they will be spoken to by the supervisor present and dealt with **promptly** and **fairly**, who will listen to all sides of the story.

When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours, but by the facts.

Lunchtime supervisors will use the same **positive** strategies as all staff in school prior to any sanctions or consequences being used (See Appendix 1). **This is the first and key approach to help promote positive behaviour.**

Lunchtime supervisors will also use the same approach to dealing with poor/ aggressive behaviours (Appendix 3).

If it is necessary for a consequence within the RED section of the arrow on the A Hierarchy of consequences then the following guidance should be used at lunchtime...

- Send a child in to the Senior Lunchtime supervisor. Children should be able to come unaccompanied and explain why they have been sent in. If they are unable to explain, another child can be sent in with them to explain the situation. Use the 2-way radios to let the staff inside know.
- Avoid coming in yourself as you are needed elsewhere and have other children to supervise! If a child refuses to come in, either use the radio or send a responsible child in to inform the Senior Lunchtime Supervisor.
- If you are sending in children to explain what happened then please make this aware to them and that they are not necessarily in trouble themselves, as children have vivid imaginations and will automatically assume they are in trouble!
- The Senior Lunchtime Supervisor may request for other children to come in so they can establish the facts. She will decide on the punishment – this may be a warning, to stay in for a short period of time, miss the rest of the lunchtime and inform the class teacher at the end of lunch, or miss further lunchtime(s).
- If Senior Midday Supervisor feels the incident is a major one, she will call for the class teacher in the first instance, or the Headteacher/Deputy Headteacher if deemed very serious.
- Any incidents that have required children to be sent in, which result in a consequence, should be reported to the class teacher, who can record it in the class behaviour log.
- Any repeated incidents or major incidents should be brought to the attention of the Headteacher/Deputy Head.

- The wall in the hall should be used when other methods of positive discipline have been used but have been unsuccessful.

The following table may be useful to assess whether to send a child in.

Behaviour	Action 1	Action 2
Physical fighting between two or more pupils	No warning	Ensure that BOTH children were fighting. Clear explanation that fighting is unacceptable. Send in straight away.
One child physically hurting another	Warning about behaviour, reminder not to do that and explain why (how we treat others how we would like to be treated). Clear statement that further similar behaviour will have a consequence.	Outside Time-out Or Send in if it happens again despite warning.
Not listening to adult, refusal to go somewhere or do something	Reminder of the behaviour that is expected. Warning that if they persist to refuse then they will go to the hall.	Outside Time-out Or Send in if it happens again despite warning.
Swearing as part of conversation - not directed at anyone. If the swearing is directed in anger at someone then send straight in.	1. Establish whether the child understands this is unacceptable, it may be that this is a normal word to the child. 2. Explain expectations and that these words are not acceptable within school. 3. Clear statement that further similar behaviour will have a consequence.	Outside Time-out Or Send in if it happens again despite warning.
Name calling / teasing / following another child / pestering another child / disagreements between children (non-physical)	1. Talk to children involved and try to sort out problem. Listen to all the children. 2. Reminder about appropriate behaviour and how we should treat others. 3. Clear statement that further similar behaviour will have a consequence.	Outside Time-out Or Send in if it happens again despite warning.

Professional judgement needs to be used in all situations. If you feel the incident is SERIOUS – send in.

If you feel that 5 minute time-out is sufficient, then that is the first sanction.

Remember that if you jump to the top of the hierarchy straight away, then you have nowhere to go after.

Appendix 3 : Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

At all times your behaviour will have a big impact on how the children will respond to you and others.

We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry. **It's not okay to pass the buck because you're too busy.** Spending 5 minutes now shows the children you care and are supportive – it also will reduce future issues enormously.

We are always respectful of others; never belittle, humiliate or deliberately embarrass children. Think about your tone and make it clear it is their behaviour that is not acceptable and not liked, not them.

Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.

If you feel that you are losing your temper, stop or walk away; ask someone else to deal with the situation.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Don't greet a child's anger with you own, be calm and rational.

When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.

Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adults reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.



A Hierarchy of consequences	
Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simple describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amy remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.

Appendix 4 Expectations at All Saints' First School

Uniform

All children will be encouraged to wear school uniform and follow the school jewellery policy. Members of staff will expect children to wear full school uniform, and will remind them if that is not the case.

Jumpers and cardigans to be worn correctly; not off the shoulders or tied around waists.

School shoes to be worn – not Trainers.

If children do not follow the uniform and jewellery policy, class teachers will discuss this with parents.

Expectations of behaviour

Everyone at All Saints' is expected to show respectful behaviour around school. These behaviours are expected and will be praised when seen around school. Staff will remind children to follow these behaviours.

- Walking around school

Respecting property and belongings by:

- Keeping the class cloakroom tidy
- Putting books back on shelves correctly
- Not leaving items on the floor
- Keeping exercise books tidy etc.

Expecting polite responses from **everyone** by:

- Always saying please, thank you and excuse me
- Acknowledging when people are speaking to you, by responding and not shrugging, nodding etc.

ROLES AND RESPONSIBILITIES

Everyone should...

- **Deal with all incidents they see. Never 'leave it' to someone else.**
- **Listen. Listen to all sides of the story before making assumptions or sending children in; there are always two sides to a story.**
- **Always try to get the children to see the other person's point of view, and how they are feeling as a result of the behaviours.**
- **Reinforce the concept of 'treat others as you would want to be treated yourself'.**
- **Use our school values EXPLICITLY – respectful, kind, responsible in particular**

Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehavior, including bullying and racism.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and around school, and that their classes and/or children in their care behave in a responsible manner.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher must be a role model for the children and treat each child fairly, and enforce the school behaviour policy and classroom rules consistently. The teachers should treat all children in their classes with respect and understanding.
- The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader, then the Deputy Headteacher, and then necessary the Headteacher
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Inclusion Manager and the Headteacher) if there are concerns about the behaviour or welfare of a child.
- The class teacher, with the support of the SENCo and members of the SLT (including the Headteacher) to develop and implement Behaviour Agreements and personalised behaviour strategies if children need extra support.

The Role of Support Staff

- Support staff must be a role model for the children and treat each child fairly, and enforce the school behaviour policy and classroom rules consistently. Support staff should treat all children with respect and understanding.
- Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.
- Support Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

- Support staff may need to support the implementation of Behaviour Agreements and personalised behaviour strategies if children need extra support.

The Role of Parents and Carers

- Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Key Stage Leader, then to the Deputy Headteacher and Headteacher.
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.