

Desford Community Primary School



Behaviour Policy

Head Teacher
Mr Colin Wilson

Chair of Governors

Mrs Viv Evans

Desford Community Primary School Behaviour Policy

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Policy

1.Introduction

1.1At Desford Community Primary School, our aim is for all pupils to be able to learn and reach their full potential in a safe, secure and caring environment where everyone is treated with respect.

1.2We believe that a whole school Behaviour Policy can only be effective when it is applied consistently by all adults involved in the day to day running of our school. This includes teachers, support staff, mid-day supervisors, office staff, premises staff, students, parents and governors.

1.3This document provides a framework for the creation and maintenance of a safe, secure and orderly environment that will allow positive behaviours and attitudes to develop.

1.4This document is written for all members of the school community to ensure that it is understood and applied consistently and fairly.

2.Policy Scope

2.1This policy applies to all adults who are involved in working with pupils at Desford Community Primary School.

2.2This policy applies to behaviour on school site and in other off-site contexts such as residential trips and educational visits.

3. Written Statement of Behaviour Principles (Policy Aims)

This written statement of behaviour principles is reviewed and approved by the full governing body every twelve months.

- 3.1 We believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and caring environment where everyone is treated with respect. The principal aim of our Behaviour Policy is to achieve this.
- 3.2 At Desford Community Primary School, we believe that all pupils have the right to learn but no pupil has the right to disrupt the learning of others. Our behaviour policy intends to uphold these rights.
- 3.3 Understanding the pupils who attend Desford Community Primary School and their individuality is an aim of our Behaviour Policy and is key to achieving the points outlined in 3.1.
- 3.4 At Desford Community Primary School, all associated members will cooperate in order to:
 - 3.4.1 ensure a safe, caring environment where pupils feel valued.
 - 3.4.2 ensure all pupils, staff and visitors are free from any form of discrimination.
 - 3.4.3 ensure the Behaviour Policy is understood by pupils and staff, and staff and volunteers set an excellent example to pupils at all times.
 - 3.4.4 build each pupil's self-esteem by placing emphasis on positive behaviour and praise.
 - 3.4.5 define and apply acceptable standards of behaviour which are agreed by all members of the school community.
 - 3.4.6 encourage everyone to act with kindness, courtesy and consideration to others and the environment.
 - 3.4.7 develop positive behaviour for learning in all pupils.
 - 3.4.8 use rewards, sanctions and reasonable force consistently, ethically and in line with the Behaviour Policy, to encourage positive behaviours and attitudes.
 - 3.4.9 involve families in supporting the behaviour policy and actions that are taken, to foster good relationships between the school and pupil's home life.
 - 3.4.10 use a variety of strategies for pupils who need additional support to meet behaviour expectations.
 - 3.4.11 encourage independence and self-discipline in every pupil whilst helping them to take responsibility for their actions.
 - 3.4.12 encourage pupils to respect the rights and beliefs of others.
 - 3.4.13 instill the British values of Democracy, Rule of Law, Individual Liberty, mutual Respect for and Tolerance of those with different faiths and beliefs and for those without faiths.

3.4.14 teach what it is to be British as well as a good citizen in the local and wider community.

3.5 Section 13 of this policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

3.6 The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

4.Roles and Responsibilities

4.1It is the responsibility of all members of the school community to work towards the school aims by:

- 4.1.1providing a positive, rich and organised environment.
- 4.1.2respecting the rights, values and beliefs of all pupils and adults.
- 4.1.3promoting positive relationships and belonging to the school community.
- 4.1.4using positive praise to encourage good behaviour and work.
- 4.1.5offering equal opportunities for all pupils.
- 4.1.6working cooperatively and supporting each other.
- 4.1.7rejecting all bullying and harassment and following relevant procedures to eliminate them.

4.2The Governing Body will:

- 4.2.1review this policy on an annual basis and support the Head Teacher and Senior Leaders in the implementation of the policy.

4.3The Head Teacher and Senior Leaders will (in addition to 4.1):

- 4.3.1ensure the Behaviour Policy is disseminated to staff and is implemented consistently and fairly.

4.4Phase Leads will (in addition to 4.1):

- 4.4.1ensure all staff in their phase understand and follow the Behaviour Policy.
- 4.4.2monitor all forms completed on CPOMS to identify patterns in behaviour and pass them on to Senior Leaders where appropriate.

4.5Teaching Staff will (in addition to 4.1):

- 4.5.1ensure they understand the intent and implementation of the Behaviour Policy and ask for guidance from phase leads and senior leaders if they are unsure.

4.6Support Staff will (in addition to 4.1):

- 4.6.1familiarise themselves with the Behaviour Policy and ask for guidance from teaching staff or senior leaders if they are unsure.

4.7Our pupils must:

- 4.7.1have a clear understanding of behaviour expectations and the school rule.

4.8We encourage our parents and carers to support the school in implementing our Behaviour Policy.

5.Code of Conduct

This code of conduct is designed to safeguard the safety and wellbeing of everyone in the school community and to ensure that school is a place where pupils can learn effectively.

- 5.1 All members of the school community (including adults) are expected to behave respectfully towards one another.
- 5.2 Pupils are expected to be respectful of their teachers, other adults and fellow pupils and to be well-behaved, well-mannered and attentive in lessons.
- 5.3 Pupils are expected to respect their own and other people's property and to take care of school equipment.
- 5.4 Any form of bullying is unacceptable at Desford Community Primary School and will not be tolerated. A separate Anti-Bullying Policy deals with this in detail.
- 5.5 Physical violence is not acceptable at Desford Community Primary School and will always be challenged. Repeated or serious violent incidents may lead to exclusion.
- 5.6 Abusive language will not be tolerated on school premises.
- 5.7 Racial / homophobic/ discriminatory comments or harassment of any kind will not be tolerated on school premises.
- 5.8 A pupil with a grievance against another pupil should report this to a member of staff who will deal promptly and appropriately with the problem.
- 5.9 Pupils must not bring to school any item likely to endanger or upset other pupils.
- 5.10 Pupils are expected to be punctual in arriving at school. Parents are expected to be punctual in delivering and collecting their children to and from school.
- 5.11 Pupils should always wear the correct school uniform, or other appropriate clothing.

Policy

6.The School Rule

6.1Our key school rule is: “be kind to yourself, others and the environment.”

6.2Our school rule is broken down into smaller rules to aid pupils in working towards and meeting the expectations of our key school rule. These rules are explained by our Class Dojo documentation in the appendices of this policy.

6.3All pupils are involved in assemblies and lessons at the start of and throughout the school year that are directly and indirectly related to our key school rule.

6.4Our core school rule is displayed in each classroom and is displayed throughout the school environment.

7. Behaviour for Learning

7.1 In order to develop a safe, secure and caring environment and to promote positive behaviour for learning, there are a number of key procedures that will ensure that desirable behaviour is emphasised for pupils. These are:

7.1.1 creating a calm, engaging environment for pupils around school and in classrooms.

7.1.2 embedding routines that enable pupils to feel comfortable and understand expectations.

7.1.3 promotion of positivity and resilience in their learning and behaviour around school.

7.1.4 quality First Teaching that removes boredom, disengagement and related undesirable behaviours;

7.1.5 use of Class Dojo by all adults linked to the school community to embed consistency of expectations for all pupils.

8.Rewards

- 8.1 At Desford Community Primary School, rewards are an important and powerful tool for encouraging and embedding positive behaviour.
- 8.2 There is a particular emphasis on ensuring verbal and non-verbal rewards and praise are used (see 8.3.1 and 8.3.2) to ensure that pupils develop intrinsic motivation and do not become over reliant upon external rewards or points.
- 8.3 Rewards should be used consistently and appropriately dependent on individual pupils and situations across the school. Rewards should take the following form:
- 8.3.1 verbal – Encouraging remarks to acknowledge positive behaviour. Verbal praise should be used appropriately and often.
- 8.3.2 non-verbal – A smile to let another person know you are happy or proud of their behaviour and/or attitude to learning.
- 8.3.3 Dojo Points – Given to pupils for displaying school rule behaviour, good behaviour for learning and other positive actions. They are tracked and a weekly report is available to parents or accessible via their Class Dojo account
- 8.3.4 telling Parents – Class Dojo provides a weekly report facility and the ability for parents to see their pupil's live points. The messaging facility also provides a way for teachers to communicate with parents.
- 8.3.5 Dojo Champion – The Dojo Champion is given to a proportion of the class who receive the most Dojo Points for the week and/or demonstrate significant improvement in positive attitudes to their work or others.
- 8.3.6 each pupil has an equal chance of becoming a Dojo Champion, relative to their individual need, capacity or targets
- 8.3.7 Golden Dojo – One pupil a week in each class is awarded the Golden Dojo. This is often for a standout moment in the week that is to be celebrated
- 8.3.8 weekly Dojo Rewards – The Golden Dojo and Dojo Champions in each class will receive in-class privileges. These are to be decided in Year Group teams and are consistent. The rewards should be of a similar standard across the school.
- 8.3.9 sweets should not be used as an incentive at Desford Community Primary School.

9.Sanctions and Reflections

The procedures for Sanctions and Reflections are also displayed in a flowchart (insert APPENDIX). Low level, unwanted behaviours are monitored by a system called Class Dojo, whilst other behaviours are monitored using CPOMS (Child Protection Online Monitoring System).

9.1 Our positive approach towards behaviour management will always be our first response. However, solely focusing on the positives may not secure the behaviour that reflects our school aims in section 3. In this event, our procedures for sanctions and reflections are as follows:

9.1.1 the terms unwanted, inappropriate and challenging refer to behaviours that:

9.1.1.1 disrupt the learning of the class.

9.1.1.2 are harmful physically, verbally or emotionally to others.

9.1.1.3 are low level but frequent, consistent and repeated regularly.

9.1.2 verbal – a verbal reminder to a pupil outlining that their behaviour has not met the school's expectations. It must be made clear that it is the behaviour being labelled and not the pupil. Pupils should be made to feel that they have the capacity to display more positive behaviours.

9.1.3 non-verbal – moving around the room or positioning an adult to deter unwanted behaviour. This may also include moving a pupil to a different place within the classroom.

9.1.4 loss of free time – where the unwanted behavior results in a pupil not completing the appropriate amount of work within a lesson, it may be necessary for the pupil to complete that work during some of their own break/lunch time. This will be recorded as 'Loss of Free Time' on Class Dojo so that parents receive notification of this.

9.1.5 'Needs Work' Dojo Points – along with positive points, pupils can accrue 'Needs Work' dojo points. These points are also tracked on the weekly report that is available to parents, or accessible via their Class Dojo account.

9.1.5.1 'Needs Work' Dojo Points are divided into three levels of severity, with each level split into a further four categories:

9.1.5.1.1 Level 1 – Amber Choice Behaviours.

9.1.5.1.2 Level 2 – Red Choice Behaviours.

9.1.5.1.3 Level 3 – Black Choice Behaviours.

9.1.5.2 'Needs Work' Dojo Points should be added discretely by the teacher or the pupil to avoid drawing public attention to the pupil that could result in embarrassment or humiliation.

9.1.5.3 all pupils receiving a 'Needs Work' Dojo Point should be discretely made aware of the reasons for being given it. In some cases, it is appropriate to speak to the pupil privately/after the lesson.

9.1.5.4 the class teacher should make a judgement based upon the nature of the behavior and/or needs of the pupil as to whether parents are

contacted to be given more detail or context about the reasons for the 'Needs Work' Dojo point.

9.1.6if unwanted behaviour continues, pupils may be given more than one 'needs work' dojo.

9.1.7if unwanted behaviour persists, pupils may be moved (at the class teacher's discretion) to their sister class for a time of reflection and given a 'Moved Class' 'Needs Work' Dojo. The class teacher will then notify parents about this unwanted behaviour via a Class Dojo message. This incident will also be recorded on CPOMS by the class teacher and tagged under 'behaviour'.

9.1.8serious incidents of inappropriate behaviour should be reported straight to the Head Teacher or a member of the Senior Leadership Team. These Incidents should then be recorded on CPOMS and tagged under 'behaviour'.

10. Persistent Challenging Behaviour

- 10.1 Persistent challenging behaviour is behaviour outlined in 9.1.1 that occurs over an extended period of time. It is behaviour that the sanctions outlined in section 9 do not address. The following steps should be used appropriately and in agreement with the class teacher and an appropriate member of the Senior Leadership Team.
- 10.2 Before the following steps are applied, there should be evidence of persistence in challenging behaviour. This should be evident through Class Dojo and incidents that have been recorded on CPOMS.
- 10.3 Pupils deemed to be presenting persistent challenging behaviour will be placed onto Personalised Support Plan 'A'. The Personalised Support Plan will target three personalised targets that have a direct link to the positive behaviour that is not presently being displayed.
- 10.4 When a pupil is placed onto a Personalised Support Plan, this will be recorded on CPOMS by a member of the Senior Leadership Team.
- 10.5 The Personalised Support Plan 'A' will be agreed with the pupil, his/her parents and the phase lead before being monitored by the class teacher for one week. The class teacher will keep parents up to date by sending a photograph of the PSP to them at the end of each day.
- 10.6 Pupils whose persistent, challenging behaviour may be linked to a diagnosed or undiagnosed special educational need will also be supported with improving their behaviour. The school's SENCO (Special Educational Needs Coordinator) will be involved in formulating Personal Support Plan 'A' whilst taking into consideration any special educational needs the pupil may have and by slowing down the usual escalation to Personalised Support Plan 'B' or 'C'.
- 10.7 If a pupil has shown a significant improvement, then they will be removed from Personalised Support Plan A. This plan will then be scanned and added to CPOMS as a record of the support that has been provided.
- 10.8 If a pupil has not met the targets on the Personalised Support Plan A, they will be moved onto Personalised Support Plan B. At this stage, the phase lead will be involved in the setting of targets and parents will be invited in to be part of the process again.
- 10.9 Personalised Support Plan B is monitored for a week by the class teacher and phase lead. For each tick that a pupil doesn't receive, they will need to complete a 5-minute reflection with the phase lead at lunch or break time (this amount of time

can be reduced at the teacher's discretion).

- 10.10 If a pupil has shown clear improvement, then they will no longer need to be on the Personalised Support Plan. This plan will then be scanned and added to CPOMS as a record of the support that has been provided. They will move back to Personalised Support Plan 'A' (point 10.3) or to being supported by the school's approach to Rewards (section 8), Sanctions and Reflections (section 9) as detailed in the previous sections of this policy.
- 10.11 If a pupil has not met the targets on Personalised Support Plan B, they will be moved onto Personalised Support Plan C.
- 10.12 The Head Teacher, phase lead and class teacher are involved in setting targets for pupils who have reached this stage. Parents should be invited in to be part of the discussion again and understand how they can reinforce positive behaviours at home.
- 10.13 During the meeting with parents, the process for considering fixed term and permanent exclusions should be outlined clearly so that every effort is made to support the pupil in avoiding this outcome.
- 10.14 If a pupil demonstrates improvement in their behaviour, they will move back to Personalised Support Plan 'A' (point 10.3) or to being supported by the school's approach to Rewards (section 8), Sanctions and Reflections (section 9) as detailed in previous sections of this policy. This decision will be made by the Head Teacher or Assistant Head Teacher. This plan will then be scanned and added to CPOMS as a record of the support that has been provided.
- 10.15 If a pupil doesn't show sufficient improvement, they should remain on Personalised Support Plan C and the Head Teacher and Senior Leadership Team will decide the necessary next steps. This may involve considering all the relevant facts and evidence relating to whether a fixed term exclusion is required.
- 10.16 There may be exceptional circumstances where the severity of the observed behaviors require a pupil to be placed straight onto Personalised Support Plan B or C. This decision will be made by the Head Teacher.

11. Incidents of Serious Behaviour

11.1 Some incidents of behaviour that are deemed serious and inappropriate go beyond the guidelines in Sections 9 and 10.

11.2 All incidents of serious behaviour should be recorded on CPOMs and tagged under behaviour. The relevant phase lead should be assigned to the incident.

11.3 Incidents of serious behaviour should be dealt with by a member of the Senior Leadership Team.

11.4 A pupil may be withdrawn from the classroom or playground if they are likely to be disruptive or pose a risk to the safety or wellbeing of pupils or adults.

11.5 Parents should be informed of the incident and the sanctions applied.

12. Positive Handling

- 12.1 Positive physical intervention is the application of force with the intention of protecting the pupil from harming themselves or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of the appropriate methods. Physical intervention will only be used when the risks involved in doing so are outweighed by those entailed by not doing so.
- 12.2 All school staff are authorised by the Head Teacher to use reasonable physical intervention in the circumstances detailed above unless explicitly instructed to the contrary. Other adults connected with the school (e.g. parents, visitors, students, coaches, instructors) are *not authorised* to use physical intervention.
- 12.3 Positive physical intervention should avert danger by preventing or deflecting a pupil's action (or perhaps by removing a physical object which could be used to harm themselves or others). It is only likely to be needed if a pupil appears to be unable to exercise self-control of emotions and behaviour.
- 12.4 Escalating Situations: The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following:
- 12.4.1 engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities).
 - 12.4.2 self-injuring or placing himself or herself at risk.
 - 12.4.3 injuring others.
 - 12.4.4 causing damage to property, including that of the pupil himself or herself.
 - 12.4.5 committing a criminal offence (even if the pupil is below the age of criminal responsibility).
- 12.5 Types of Incidents - incidents described above fall into three broad categories:
- 12.5.1 where action is necessary in self-defence or because there is an imminent risk of injury.
 - 12.5.2 where there is a developing risk of injury, or significant damage to property.
 - 12.5.3 where a pupil is behaving in a way that is compromising good order or discipline.
- 12.6 Examples of situations which fall within one of the first two categories are:
- 12.6.1 a pupil attacks a member of staff or another pupil.
 - 12.6.2 pupils are fighting.

12.6.3a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of materials or objects.

12.6.4a pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure him or herself.

12.6.5a pupil absconds from a class or tries to leave the school.

12.7 Examples of behaviour which fall into the third category are:

12.7.1a pupil persistently refusing to do as requested.

12.7.2a pupil is behaving in a way that is seriously disrupting a lesson.

12.8 Acceptable measures of Physical Intervention. Positive handling can only be deemed reasonable if:

12.8.1 it is warranted by the particular circumstances of the incident.

12.8.2 it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent.

12.8.3 it is carried out as the minimum to achieve the desired result.

12.8.4 the age, understanding and the gender of the pupil are taken into account.

12.8.5 it is likely to achieve the desired result.

12.9 A positive handling plan will be written for pupils with challenging behaviours and where there is a foreseeable risk of needing to use physical intervention. We will involve parents appropriately in discussions around this issue.

12.9.1 When designing a positive handling plan, the plan will ensure the following:

12.9.1.1 that deescalating strategies are identified to minimise the need for physical intervention.

12.9.1.2 there is an accurate, written assessment of the risks relating to the behaviour, their consequences and the mitigating actions necessary.

12.9.1.3 that detail about how pupil's behaviour will be managed has been considered.

12.9.1.4 parents are clear about the specific actions the school might need to take and are supportive of the strategies identified as appropriate.

12.9.1.5 that staff are briefed on what action they should be taking (this may identify a need for training or guidance).

12.9.1.6 how additional support can be summoned is identified.

12.9.2 Specific training is not mandatory, however, all members of the senior leadership team and members of staff working with pupils who have challenging behaviours are Team Teach Trained. Using the Team Teach strategies effectively will minimise the need for physical intervention and restraint.

- 12.10 Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.
- 12.11 Where positive handling has been used, a record of the incident always needs to be kept. All recording needs to be completed on the day of incident and needs to include the following:
- 12.11.1 name of pupil
 - 12.11.2 date, time and place of incident
 - 12.11.3 a brief description of the incident and actions taken
 - 12.11.4 attempts made to calm the situation
 - 12.11.5 names of people who witnessed the situation
 - 12.11.6 any damage/harm to persons or property
 - 12.11.7 name of person informing parents
 - 12.11.8 after investigation a summary of action taken
- 12.12 A full account needs to be recorded on CPOMS and the physical intervention used needs to be recorded in "The Red Book."
- 12.13 All incidents must be reported to the Head Teacher immediately and parents must be given a full and factual account of the incident by the end of the same day.
- 12.14 If any member of staff is hurt by a pupil, this should be passed onto their class teacher and their phase leader as soon as is possible. A detailed account then needs to be logged on CPOMS and parents informed. A member of the senior leadership team will then decide what, if any, further action needs to be taken.

13.Exclusions

13.1 We are committed to following all statutory exclusions procedures to ensure that every pupil receives an education in a safe and caring environment.

13.2 Only the Head Teacher, or acting Head Teacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

13.3 In response to serious or persistent breaches of the school's behaviour policy, such an event may result in a fixed term exclusion, the length of which will be determined by the circumstances. This may be after all other sanctions have been applied and had no, or little, effect or a single serious event has taken place.

13.4 A decision to exclude a pupil will be taken only:

13.4.1 if allowing the pupil to remain in school would seriously harm the education or welfare of others.

13.5 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher will:

13.5.1 consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.

13.5.2 allow the pupil to give their version of events.

13.5.3 consider if the pupil has special educational needs (SEN).

13.6 In line with recommendations in the DfE's publication 'Exclusions from Mainstream Schools, Academies and Pupil Referral Units in England' (Sep 2017), a letter will be sent home to parents informing them of the details of the fixed term exclusion, including the reason for the exclusion.

13.7 Parents/carers have the right to appeal against exclusion, sending a letter explaining why to the Chair of Governors.

13.8 Should parents/carers refuse to cooperate with the removal of their pupil for lunchtime exclusion, a full half day exclusion will be applied beginning in the morning. It is expected that the pupil be returned to school at the beginning of the afternoon session.

13.9 All exclusions are reported to the Local Authority and recorded in the pupil's attendance record.

13.10 Before the pupil is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of repetition of the offending

behaviour patterns is not repeated.

13.11 Reasonable adjustments will again be made to aid the pupil in moderating their own behaviour and enabling them to avoid the re-occurrence of further incidents.

13.12 A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parents/carers.

13.13 School work will be provided for any excluded pupil and the pupil will be expected to complete such work.

14. Lunchtimes

14.1 Positive behaviour is also encouraged at lunchtimes. Lunchtime supervisors maintain good order, safe behaviour and encourage active lunchtimes. Pupils are encouraged to behave respectfully towards adults on duty at lunchtimes and to follow the steps outlined below with respect to positive and unwanted behaviour.

14.2 *Happy Lunchtimes* forms the basis of our lunchtime provision. A key part of this provision is the behaviour management system.

14.3 For positive behaviour, pupils are rewarded with verbal praise or a pompom.

14.3.1 Classes collect their pompoms in their class container. The class with the most pompoms each week is revealed in a weekly assembly and the class receives a simple reward (5 minutes of extra lunch for example).

14.3.2 Lunchtime supervisors will choose up to six pupils each week to receive a certificate for specific desirable behaviours (lining up nicely, showing good manners, being kind).

14.3.3 Once a term, there will also be a celebration table. Lunchtime supervisors will select five pairs of pupils to sit at the table.

14.4 For unwanted behaviour, there is a three-step approach:

14.4.1 a verbal reminder of behaviour expectations that is delivered clearly. It is important that the behaviour is labelled and not the pupil.

14.4.2 if a pupil continues to display unwanted behaviour, they should complete a two-minute reflection with a lunchtime supervisor. If they are defiant or uncooperative, they have to complete a five-minute reflection.

14.4.3 the final step is a referral to the class teacher or phase lead. After dealing with the incident, the pupil should be returned to the lunchtime supervisor who reported the incident to complete a reflection.

14.4.4 some behaviour at lunchtime may need to move beyond steps one and two and may need escalating immediately to a member of the Senior Leadership Team.

14.5 For pupils with recognised needs, there will be flexibility in the application of the above approaches for both positive and unwanted behavior that is matched specifically to those recognized needs.

15. Behaviour Outside of School

15.1 The school has a legal right to deal with unacceptable pupil behaviour occurring away from the school site, both in and out of school hours, particularly if this involves bullying of school pupils, but also if the behaviour brings the school into disrepute.

15.2 Any form of cyber-bullying would come under this legislation and there is further information on this in the school's Anti-Bullying policy.

15.3 Generally, any sort of unacceptable behaviour outside of school that has an effect on the pupils or staff in school can and will be dealt with under the terms of this Behaviour Policy and appropriate sanctions will be applied and the Police/Social Services involved if necessary.

16.Unacceptable Behaviour from Parents/Other Adults on Site

16.1The Code of Conduct (*section 5*) applies to everyone connected with the school community and there is an expectation that parents behave appropriately when on-site or when involved in activities connected with the school.

16.2The school has the legal right to bar from the school site, any parent whose behaviour the Head Teacher considers to be unacceptable under the terms of the Code of Conduct. Again, the Police will be involved if this is appropriate.

16.3Unacceptable behaviour from staff will be dealt with under the Local Authority approved policies adopted by the Governors.

17. Monitoring and Evaluation

- 17.1 The quality of behaviour management outlined in this policy will be monitored and evaluated by teaching staff, senior leaders and governors.
- 17.2 Regular scrutiny of CPOMS recorded incidents is carried out by phase leaders and senior leaders.
- 17.3 Informal feedback from parents, pupils, staff and visitors to school is reviewed by senior leaders.
- 17.4 Behaviour is observed as part of learning walks.
- 17.5 Feedback is provided to governors as part of the termly Head Teacher's report.
- 17.6 Follow up actions are recorded (including referrals to SENDCO, discussions and further training for adults working with pupils).
- 17.7 The Governing Body will monitor the outcomes of the Behaviour Policy.