

Behaviour policy Thomas Gray Primary

Approved by:

Full Governing
Body - Pam
Taylor

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We believe that all children at Thomas Gray Primary School have a right to education, care, safety and an opportunity to develop and enjoy good relationships. We also believe that all staff should have a right to teach and support children's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning. It will encourage independence, self-reliance and ultimately self-discipline and a sense of responsibility.

"Classroom management is not about having the right rules, it's about having the right relationships"

1. Aims

To foster high standards of behaviour through high expectations and positive role-models from Nursery to Year 6.

To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.

To actively promote good behaviour, through positive encouragement and rewards rather than negativity and punishment.

To provide a simple and fair framework of expectations, which is understood by all and applied consistently by every member of staff.

To promote self-respect and develop self-esteem, through high expectations of standards of dress and cleanliness.

To encourage pride in the school, through respect for each other, respect for belongings and respect for the building and environment.

To promote a partnership between teachers, parents and children, to develop mutual respect and understanding.

To promote a positive image of the school, and develop a reputation for high standards of behaviour within the wider community.

To outline the expectations and consequences of behaviour

To provide a consistent approach to behaviour management that is applied equally to all pupils

To define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- › Behaviour in schools: advice for headteachers and school staff 2022
- › Searching, screening and confiscation at school 2018
- › Searching, screening and confiscation: advice for schools 2022
- › The Equality Act 2010
- › Keeping Children Safe in Education
- › Exclusion from maintained schools, academies and pupil referral units in England 2017
- › Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- › Use of reasonable force in schools
- › Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- › Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour

policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- › DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking

- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Inclusion for all - We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this PHSE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PHSE is taught within the guidelines of the school's equal opportunities policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its
- › The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 4 for a behaviour log). The school behaviour logs are then uploaded onto MY Concern.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

In doing the above it is therefore expected that :

All classrooms will be well managed and organised reflecting the high standards expected.

All work provided will be relevant, appropriate and stimulating.

All areas of school will be kept appropriately tidy, both by staff and children.

All members of staff will expect high standards of behaviour from all children at all times.

In conversation, children will be expected to maintain eye contact with staff and to listen attentively, unless specific educational needs make this impossible. Developing non-verbal listening skills is a focus of our work on Oracy.

All members of the school community will be expected to observe common courtesy such as 'please,' 'thank you,' 'excuse me' etc.

In teaching situations children will be expected to raise their hand before addressing a member of staff, where appropriate.

Children will be given frequent opportunities to work cooperatively and collaboratively, learning to share and take turns. This again will be supported through the work focusing on Oracy, for example developing build and challenge discussion strategies.

Class teachers have responsibility for individual children's behaviour within their classroom but must communicate any concerns to a member of the Senior Leadership Team or pastoral officer, so that strategies can

be discussed and agreed before more formal steps are required. The SENDCO will then be informed to discuss further needs of individual children.

Structured teaching of behaviour and self-esteem comes through our PHSE scheme (Jigsaw). Each unit must be taught in full to ensure coverage of every aspect of behaviour throughout school.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

Partnerships with parents:

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of

communication is the class teacher who has the initial responsibility for building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At Thomas Gray, we value the voice of our pupils and their parents/carers. If a parent feels like a behavioural issue has not been managed by the class teacher in the first instance then the following procedures should be adhered to:

Request an appointment with the a member of Senior Leadership Team to discuss concerns via slt@thomasgrayprimary.co.uk

If a parent seeks further support from school, request an appointment with the head teacher via the school office on 01512886530 or via email head@thomasgrayprimary.co.uk

If a parent is not satisfied with the internal procedures following intervention from the member of SLT and/or the Headteacher, a request should be made for a meeting with the Chair of the Governing Body or the Safeguarding Governor. A request can be made via the clerk to governors Mrs Dacosta via the school office 01512886530 or cdacosta@thomasgrayprimary.co.uk

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school, holding their drop of silence
- › Treat the school buildings and school property with respect
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6 Mobile phones

- › Pupils are allowed to bring mobile phones on-site.
- › Pupils must place the phone in the main office on arrival. The phone will remain in a locked drawer for the schools day. Pupils will collect them at home time.

7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Our whole school responding to good behaviour is based on the principles of 'Good to be Green' and celebrated through the Dojo system and other rewards. (See appendix 1,2,3 for further information)

The use of a range of frequent rewards for children is an effective way to praise them for their hard work, effort, kindness, helpfulness and good behaviour and promotes a positive atmosphere and fosters the notion of high expectation. As a school, we use Class Dojo.

Teachers may use other rewards, incentives/initiatives in their classrooms. These may include:-

- Verbal and tangible rewards e.g. praise, written comments, stickers for children to put on sweatshirts.
- Special mentions in class - public praise in front of peers.
- Displaying children's work.
- Showing children's work to parents, other teachers and the headteacher.
- Giving children classroom responsibilities.
- Valuing children's opinions through circle time and allowing children the opportunity to praise each other.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information **on the school website**.

Responding to misbehaviour

The whole Thomas Gray Community strongly believe that the use of responding to good behaviour and being positive, strongly outweighs the use of consequences.

Staff at Thomas Gray recognise that;-

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to discuss them." The Gottman institute.

Therefore when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Therefore Consequences will involve the expression of disappointment, displeasure or surprise. Internal incentives will be used in classrooms and whole school to promote behaviour and/or remind pupils of expectations. Internal incentives include 'Good to be Green' and 'Dojo points'.

Private rather than public reprimands will be made whenever possible.

Humiliation will not be used.

Criticism will focus on the behaviour NOT the child.

Children **MUST NOT** be excluded from a lesson as a punishment, unless the other learners are distracted.

Children **MUST NOT** be left unsupervised.

Staff will not negotiate with children in matters of discipline. Individual views should be listened to but staff must not be drawn into arguments when investigating incidents.

"When little people are overwhelmed with big emotions it is our job to share calm, not join in their chaos." L.R. Knost

All children must be treated equally in matters of discipline.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force – Care and control

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort

- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see appendix 5 for a care and control log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or in her absence a member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the

school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, whistleblowing policy. for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team, and will be removed for a maximum of 3 hours.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Meetings with pastoral officer
- › Use of additional teaching assistants
- › Short term behaviour report cards
- › Long term behaviour plans
- › Pupil support units
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information on school website.

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- › Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Thomas Gray will implement strategies to anticipating and removing triggers of misbehaviour below Strategies may include

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

Use of separation spaces (sensory circuits or sunshine room) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Through making contact with the lead officer
Heather.Glennie@sefton.gov.uk

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- > Reintegration meetings
- > Daily contact with the pastoral officer
- > Support sessions with the school counsellor

11. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Training

Our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves

- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Mrs Melia, Pastoral Officer, The data will be shared with Governors on a termly basis..

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the committee/ Chair of Governors

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- › Exclusions policy
- › Child protection and safeguarding policy
- › Care and Control policy

Appendix 1:

Thomas Gray Behaviour Principles which we believe enable a safe and caring environment which will allow all members of the Thomas Gray Community to *'Grow Believe and Achieve'*

All members of the school community behave in a polite and considerate manner showing respect for themselves, each other and to the school itself.

Pupils behave in a manner which supports their own learning, and that of other pupils, and does not impact on the health and safety of any member of the school community.

It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.

Thomas Gray Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

That the school's Behaviour Policy will be applied with consistency and fairness, with regard to each individual situation.

That the emphasis will be on encouraging good behaviour through high expectations; the modelling of good behaviour; a focus on learning; and praise and rewards.

That sanctions, when necessary, will enable the pupil to reflect on, and learn from their behaviour and to make reparation wherever possible.

That each pupil receives behavioural support according to their need.

The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.

That the focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion. However, when making decisions, the Headteacher must balance the needs of the individual with those of the wider school community and where a pupil's behaviour places others at risk, the safety of the pupil body as a whole is paramount. Considering this, the Governing Body support the right of the Headteacher to exclude for a single offence, permanently if necessary, where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.

That given, the overriding need is to keep the pupils and staff safe. The Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential), when travelling to and from school and when being educated as a member of Thomas Gray Primary School.

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

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

APPENDIX 2

GOOD TO BE GREEN

How we stay green at Thomas Gray.

Everyone starts with a green card every day.

If you break a school /class rule, you will receive a verbal warning!

If you don't stop, continue to 'wobble' you will get a Yellow Card and miss 5 minutes of play time or go on the time out spot. You will get 5 dojos removed. If you improve your behaviour during the day you will have the chance to have your yellow card removed at hometime.

If the behaviour carries on, you will be issued with a RED Card. A member of staff will bring you to a senior leader with a behaviour log sheet completed to ensure the correct explanation is given clearly.

You will only be sent to a member of SLT straight away, if your behaviour is dangerous to yourself or other children or if it stops the lesson continuing.

You will go straight to the Head teacher for intentional physical violence or inappropriate verbal abuse. In this case, professional senior leaders will use their professional judgement with regards to the consequence.

If a RED Card is given: A member of the class teacher will telephone, text or speak to your parents to let them know and your name will be put in the behaviour log. You will also spend time reflecting with a member of the leadership team. Your parents will be asked to speak to you about it so that it doesn't happen. You will also lose 10 dojos.

If you get two red cards in a week you may not be allowed to represent the school at extracurricular events such as football matches.

We hope that everyone will stay green all week and enjoy a dip from the treasure chest and 10 dojo points.

Anyone who stays green all half term will receive a bonus 100 dojos.

DOJO REWARDS

Internal incentives/programmes may be used in classrooms and the whole school to promote behaviour and / or remind pupils of expectations.

The school has a DOJO REWARD SHOP that will be opened once a term - a pupil may spend their dojos or bank up the credit until the end of term or the school year.

Negative dojos will automatically be given for any being unprepared for any lessons e.g. having no PE kit. Additional dojos will be given for good attendance and punctuality and coming prepared for lessons - A Dojo a day if you are in school before 9am if you remember to bring in the kit will get a dojo.

Children will receive a verbal warning for inappropriate behaviour. If they persist with inappropriate behaviour they then will be given a yellow card and receive and loose 5 dojos .

If you have been issued with a red card, you will discuss with a member of the leadership your actions and consequences including how many Dojos should be lost.

APPENDIX 3 BEHAVIOUR IN NURSERY AGE 2 TO 4 YEARS

Young children need instant praise and encouragement for good behaviour and this will be a key factor of our early years provision. As PSED is a prime area in early years, a substantial amount of time will initially be taken up with behaviour/emotional development linked activities to encourage sharing, taking turns, self-confidence and self-esteem.

Children will spend a lot of time with their key worker and they will get to know their children well over the first weeks. This will enable them to understand individual children's needs and work on their next steps in development. These warm relationships will help to nurture the children and enable positive role-modelling for each child. Each key person will spend time every week to develop this with every child in their key group.

All members of staff will help to develop a calm and positive environment within the nursery at all times.

Comments will be positive rather than negative, for example, 'please walk' rather than 'don't run'.

All staff need to have a consistent approach when dealing with behaviour - Using the green happy and red sad faces.

Positive behaviour - green behaviour will be rewarded with a dip in the treasure chest

If a child struggles to understand the boundaries of good behaviour it may be necessary for them to have some quiet time with their key worker, discussing why we do not want to see that behaviour again. This may be followed by a small amount of time not being allowed to play with others.

If persistent unwanted behaviour is seen then parents will be involved and their support asked for help to overcome this problem.

Parents will be supported if they ask for help with behaviour issues that arise at home, where possible.

Children's feelings will be considered at all times and plans put into place to help avoid any issues e.g. transition times as they enter school or move between rooms.

If needed, staff will engage the help of the SENDCO in the first instance and then work with outside agencies such as health visitors, school nurse, educational psychologist ect, to help promote good behaviour.

Appendix 4: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

**Appendix 5: behaviour log – To be completed for Red Card or
Suspension by staff member and Headteacher/SLT PLEASE ADD IN
TG BEHAVIOUR LOG -**

Behaviour letter – following 3 Red cards

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter.
Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

