Madron Daniel C of E school
INSPIRE • BELIEVE • ACHIEVE

Behaviour for Learning Policy

An Baya
TOGETHER WE CAN MAKE A DIFFERENCE

Date agreed:

Signed: HJ Tyreman **Headteacher**

Signed **Chair of governors:**

Date for review:

Rationale

This policy was written after reviewing our current policy and in discussion and consultation with all staff.

This policy applies to all EYFS, KS1 and KS2.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

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 88-94 of the Education and Inspections Act 2006, which require 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 should publish their behaviour policy online

1. Aims

This policy aims to:

- Show how our Christian ethos underpins our approach to behaviour management and attitudes to learning
- State our shared beliefs about behaviour to provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline the roles and responsibilities of pupils, parents/carers, staff and governors in ensuring this policy is effective
- Outline our system of **rewards and sanctions**

Our approach to Behaviour for Learning is underpinned by our mission statement and aims:

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socailly, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.'

The schools aim to achieve this by:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- **Educating for Dignity and Respect** by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference

Our approach with behaviour relates specifically to the Christian ethos of our Church of England Schools. The Christian values of Friendship, Forgiveness, Justice, Peace, Respect and Reverence underpins our policy and approach to behaviour.
The development of positive social, emotional, and learning behaviours is at the heart of our school. Caring for others, truthfulness, honesty, and acceptance of those with different faiths and beliefs are encouraged. We want our pupils to show respect for others, themselves, their environment and to have a clear understanding of right and wrong.

This policy applies to all children at Madron Daniel C of E School, including pre-school which is governed by the school.

Core beliefs about Behaviour

- Behaviour management in schools works best when there are clear consistent agreed procedures.
- Mutual respect and support between and towards pupils, staff and carers is a key principle Behaviour for Learning policy
- Children flourish by having a positive behaviour approach and also by having consistent fair procedures for when things go wrong
- Children have a wide range of emotional needs, behaviour patterns and social experiences based on differences in home values, attitudes, life experiences and parenting skills
- Behaviour improves with good clear communication between the school and parent and carers so there is a clear shared understanding in approach to behaviour management
- Behaviour is communication. We are a Trauma informed School (TIS). All staff have received basic training in this approach and two members of staff are TIS practitioners
- Children learn who they are and develop the ability to recognise and develop emotional and relational skills by forming respectful relationships with people and the learning environment around them
- We value and nurture difference
- Bullying, harassment, physical and verbal aggression are not tolerated
- Every day is a fresh start
- We use believe in a 'restorative justice' approach

Our work on behaviour promotes a 'restorative justice' approach. This is an ethos closely linked to our cores and values that equips children with the skills and strategies to manage conflict and difficult situations. By promoting shared responsibility, a sense of justice, dignity and trust children will have the language and confidence to recover, repair and rebuild relationships. Utilising key questioning, listening to responses and feedback from all concerned, identifying mis-understandings, shared and differing feelings, thoughts and actions, children are able to share responsibility, make positive changes and agree a way forward for all.

Objectives of the policy:

- To ensure that pupils have a safe, secure, and orderly school environment where everyone feels valued, nurtured, respected, and included, promoting spiritual, moral and cultural awareness.
- To encourage a calm, purposeful and happy atmosphere within the school
- To ensure that all staff to have consistent high expectations of behaviour and conduct.
- To promote self-esteem, self-awareness and to help children to identify and manage their emotions.
- To promote positive behaviour, encouraging children to take responsibility for their own behaviour and deal with conflict in a fair and respectful manner.
- To explicitly teach and refer to attitudes for learning which are essential to be successful leaner.
- To have a consistent approach to behaviour and conduct across the school with parental co-operation, interaction, and engagement.
- To prepare pupils for the opportunities, responsibilities of adult life, promoting personal development, social and emotional health and well- being.
- To ensure all members of the school community know and follow the clear guidance in this policy.

3. Definitions

Definitions of misbehaviour.

Poor behaviour is identified as:

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

Serious misbehaviour include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Physical aggression towards other children or a member of staff

- Vandalism
- Verbal aggression towards other children or a member of staff
- Theft
- 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 one 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

Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Governing Body

The An Baya Governing Body is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher. Governors will also monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for monitoring and reviewing this behaviour policy in conjunction with the An Baya Board of Governors. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour in line with this policy. The head teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour in and out of class

- Modelling the agreed beliefs about behaviour in action
- Providing a personalised approach to the specific behavioural needs of particular pupils as needed with support from the SENCo/Inclusion Leader and headteacher as appropriate
- Recording behaviour incidents (see appendix for a behaviour log)

In addition, teachers are responsible for:

- Creating a positive learning environment in the classroom and developing children's positive attitudes to learning
- Ensuring that there are clear systems for reward and sanctions in the classroom that link to the ethos and procedures in this policy.

In addition, support staff (teaching assistants and lunchtime supervisors) are responsible for:

- Implementing behaviour systems as directed by the class teacher
- Implementing lunchtime behaviour systems

5.4 Parents and carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct as outlined in the home school agreement (see appendix)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings with school staff as necessary to address behaviour concerns.

6. Pupil code of conduct

Pupils are expected to follow our school **Rules for Life**:

- Show good manners at all times
- Follow instruction with thought and care
- Care for and respect everyone and everything

We also expect pupils to

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

This is also stated in our Home School Agreement (see Appendix)

Implementation of our Behaviour for Learning Policy

Establishing a supportive positive learning environment

At An Baya schools we believe in establishing a positive learning environment for all children so children can flourish

Our School Rules

We have adopted the R time **Rules for Life** which are designed to create a happy and safe environment for all at Madron Daniel.

These rules are displayed around the school, in every class and in the canteen. They are also the rules that are rewarded through the Golden Token system.

The rules are deliberately general to allow for discussion with the children in what the rule means and what behaviours exemplify the rules. Class teachers need to spend time exploring the rules with the children and creating a display in their class that shows the classes understanding of the rules in practise. This is an important step as children will need to be equipped with language to have discussions about appropriate and desirable behaviour, their roles and responsibilities.

For the first half of autumn term each year the school will spend time discussing the school rules and how we can see them in practise as part of our whole school assemblies.

Show good manners at all times – weeks 1 and 2

Follow instructions with thought and care – weeks 3 and 4

Care for and respect everyone and everything – weeks 5 and 6

Whole school level
Staff

- All staff understand and demonstrate the school's core beliefs about behaviour. Staff must read updates to polices and attend training as requested.
- Positive behaviour models are used in classrooms
- Positive behaviour in corridors, playgrounds, dining room is noted and celebrated (see below Golden tokens).
- There are clear, consistently used systems for dealing with inappropriate behaviour.

- There are regular opportunities for all staff to review, discuss and contribute to the development of systems underpinning positive behaviour.

Classroom level

- All adults model respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development (PSHE/SEAL/Skills for Life/appropriate THRIVE activities and curriculum links)
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis: We focus on the following attitudes with children making explicit reference to these in lessons to establish good attitudes to learning -

The attitudes we promote are the 6 R's:

  - ***Readiness for learning*** *– motivated and curious. We aim for our children as learners to be enquiring, resourceful, independent, creative, and happy.*
  - ***Resilience and risk taking*** *– to persevere with challenges and make their own choices. We aim for our children to develop attitudes that will equip them for a life time of learning.*
  - ***Resourcefulness****– creative, collaborative and to be able to apply their learning in different contexts.*
  - ***Responsibility*** *– to make the best of their learning opportunities. We aim for our children to take pride in and celebrate their achievements encouraging them to strive with hope to be the best they can be, achieving the highest levels of attainment.*
  - ***Respectfulness*** *- to show consideration for the ideas, attitudes, feelings and values of others by developing positive relationships and mutual respect for one another. To be respectful and accepting of those of different faiths, beliefs and practices.*
  - ***Reflectiveness*** *– of their own and each other's learning. We teach our children to make connections and know what to do to improve their learning.*

- Children are taught the language of learning, sharing and cooperation, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise, respect and value diversity within their classroom.
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.
- There are classroom rules, discussed and decided with children at the start of the school year, which promote positive social and learning behaviours.
- Classroom rules are displayed in a way which can be understood by all children (photographs, diagrams, cartoons).

- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour.

Individual child level

- All children's strengths are recognised and celebrated by staff.
- All children know the **Rules for Life**.
- Staff continuously notice and draw attention to positive or improving behaviour.
- Where a child experiences difficulty in developing or sustaining appropriate behaviour, there are systems which provide them with additional support and attention.

Assemblies:

School assemblies are used to develop children's social, emotional and behavioural skills. Certificates are awards to for Perseverance (resilience), Courage (risk taking) and Responsibility. These link to our values work, character education and to our essential attitudes for learning

Communication with Parents and carers:

Parents/carers are made aware of and contribute to the school's positive behaviour ethos; weekly newsletter celebrate Golden Token Awards, children take home their golden tickets for sharing, comments about the school's behaviour from external sources are shared with parents e.g. when children are out and about.

There is clear communication with parents and carers about sanctions and procedures by sharing of this policy and communicating this with parents and carers at welcome meetings to new parents and carers and also to at class meetings with parents and carers at the start of the school year.

We have a welcoming 'open door' policy to parents and carers and emphasise that no issue is too small. We encourage parents to tell us immediately when things go wrong or if they are concerned about their child or if their child is worried.

The Positive Learning Environment at Madron Daniel C of E School

Children and adults build positive, caring and respectful relationships. All staff promote good manners, recognition of social and emotional interactions with clear guidance and support, celebrating individual progress and success.

We promote a positive ethos and good behaviour by:

- Clear and explicit praise focusing on the observed good behaviour e.g. *Thank you for showing good manners by putting your hand up, Thank you for showing respect for staff by holding the door open etc*
- Team points in class
- Golden tokens at lunchtimes
- Post cards home to parents and carers
- Special responsibilities within the class setting
- Class teachers reward the whole class for desirable attitudes to learning
- Children nominating peers for attitude to learning awards e.g. a nomination on a post-it note with a child's name on and observed behaviour

Managing Behaviour

- All classes have clear, visible systems for dealing with negative behaviour which are accessible to all children and clearly understood by all children.
- A clear system of sanctions that the child understands and are carried out if the behaviour does not improve after the warning.
- Age appropriate e.g. sun and cloud systems for infants, name on board etc for older children.

It is made clear to the child that rewards and sanctions given *directly relate* to observable behaviours.

Talking about Behaviour

When discussing the child's behaviour with them staff should draw on the Christian values of *Forgiveness* to reconcile conflicts, *Justice* to ensure that situations are always dealt with fairly and *Hope* to establish with the child how to immediately improve the situation and also how to sustain this change over time.

These stages are adhered to by all staff when dealing with unacceptable behaviour.

1 The child is reminded that his/her behaviour will lead to consequences if continued. Emphasis is given to the fact that they can choose to make positive choices and there is support if needed to help them.

2 If the child continues to misbehave, he/she will be sent miss some playtime. They will be given time to reflect on their behaviour, how to make amends and what they will do differently next time. The child is helped to reflect on behaviour by the guidance of an adult as needed.

3 In some cases a child may need to have an immediate time out in another class. The pupils may be sent to another class as follows:

Class 1 to Class 2
Class 2 to Class 1

A behaviour log is kept in each class of the children who are sent for a time out so that the appropriate support can be put in place for them. A Behaviour log book is kept in class 1 and 2 and completed by Mrs Miles, Miss Dowling or Mrs Guy after a child is sent to them (see appendix). The head teacher will review these incidents regularly.

4 If the child continues to misbehave in this situation then they will be sent to the head teacher or in her absence, Mrs Miles or Ms Dowling. This will be logged and appropriate action taken.

- When deemed necessary the school provides a safe place for the child until he/she is in a calm alert state and ready for learning. This area will be the head teachers' office or the THRIVE room. Time when a child needs this space is logged in our internal exclusion log. This is regularly reviewed.

- Persistent poor behaviour or work will result in the child's parents/carers being informed. Bullying, verbal and physical aggression are not tolerated and parents are always informed on the same day if this has occurred and a meeting requested.

- Successful communication with parents and carers is vital to help a child's behaviour improve. Home-school communication books, charts, SMART targets and regular reviews are one strategy used to help a child improve their behaviour

- A child with persistent behaviour problems will be placed on the school's Record of Need (RON). Children on the RON with behaviour needs will have a personalised individual behaviour plan which is shared with parents/carers and regularly reviewed.
  The Inclusion Team of Head teacher, SENCo, Inclusion Leader provide strategies for supporting children with behaviour needs and advise on behaviour plans and routines for all to adhere to. Underpinning our approach is why is the child behaving in this way and what can we as a school do to improve the child's behaviour and ensure that the curriculum is accessible and fully inclusive.

- Advice is sought from outside agencies as needed e.g. Education Psychologist, WAVE Academy (Penwith Alternative Provision Unit)

- Where a child's behaviour is likely to cause injury to themselves or others then the child or rest of the class will be removed from the classroom immediately. De-escalation strategies should be used at all time to calm a child and get to a mood where the situation can be rationally discussed. Restricted Physical intervention can only take place if a child is in danger to himself or others and should only be used by

staff who are TEAM teacher trained. Any incident must be logged in the Team teach manual. If it is difficult to restrain the child and the situation is assessed as dangerous to the other children, then the class should be moved to a safe area. Please see the school policy on *The Use of Force to control or restrain children.*

- Any child who persistently behaves a way that is likely to cause injury to him/herself or other children during the lunch break will not be allowed to remain on the school premises during lunch times.

- Persistent or extreme poor behaviour may result in fixed term or eventual permanent exclusion. In these circumstances, the governing body of the school would act in accordance with guidelines laid down by the LA –see appendix 2

- Parents will be consulted promptly about behaviour problems at the Head teacher's discretion.

Behaviour at lunchtimes Madron Daniel: The Golden Token Scheme

Rationale

The Golden Token scheme is a positive behaviour strategy that focuses on rewarding good desirable behaviours.

It works well when:

- There are clear and consistent rules across the whole school that are understood by all
- Desirable behaviours/attitudes are made clear and explicit
- All staff know the system and are consistent in applying this
- Golden tokens are given a high profile in the school.

Procedure

- Staff give out golden tokens when they catch someone following the **Rules for life**. The child's name and date must be written clearly on the ticket. The child places their ticket in the class Golden Token box. The class teacher should celebrate the achievements of all pupils gaining Golden Tokens. This can be done during afternoon registration.
- In the Celebration Assembly on Friday one child per class is picked out of each Golden Token box and a certificate given. Winners are listed in the weekly newsletter and photos of the winners are displayed on our Recent Achievements board.

- Each member of staff should award at least 5 tokens a day for observable desirable behaviour.
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Managing behaviour at playtimes

1. Remind the child of appropriate behaviour. Praise the child if they make the right choices.

2. Warning – time with an adult to talk about what is going wrong – this will be sensitively managed on the playground with the adult working alongside the child

3. At times some children need to be sent inside to have time away from the playground.. This space will be the classroom, head teacher's office or THRIVE room as available and a member of staff will need to stay with the child. This could be for a child to calm down and stop their poor behaviour or to diffuse a difficult situation. In Time Out the child will be asked to reflect on their behaviour and think about what they would do differently next time. If a child is sent into the Time Out space they will stay there for the whole lunch time.

Lunchtime supervisors will accompany the child in side and explain to the adult the child's behaviour and reasons for being sent in. Forms are filled in and kept as a Behaviour log in the head teacher's office. This is regularly reviewed by the head teacher and appropriate action taken.

If it is severe behaviour e.g. violence or swearing then the child will be sent in straight away. Parents will be informed by the end of the school day or depending on severity, immediately.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to and from school. Children understand that when they are wearing school uniform they are representing our school and its values. Furthermore, our school rules are 'Rules for Life' and need to be applied beyond the school gate.

7.3 Allegations

Please refer to our safeguarding policy and whistleblowing policy for more information on responding to allegations of abuse.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them.

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Only be used as a last resort, de-escalation approaches needed to be used effectively to prevent physical intervention being needed**
- 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 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (see p 5) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to appropriate learning behaviour. 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.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

A child with a specific behaviour need will be placed on the school's record of need and have an individual behaviour plan. Involvement and advice will be sought from outside agencies as appropriate. Parents and carers will be informed at each step of this process.

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.

Equal Opportunities

Monitoring of our policy and behaviour incidents will be taken to ensure that no issues are arising due to unfair opportunities

9. Pupil transition

Although Madron is a small school, transition between class 1 and 2 needs to be strong as children have spent 3 years more in the same classroom environment. Pupils have transition sessions with their new teacher(s)on 'move up' day. Teachers have time for transition meetings with the SENCo to ensure that needs of pupils are understood and so transition can be successful for each child. We will also meet with parent and carers as appropriate to support the needs of the child moving from KS1 to KS2.

Information related to pupil behaviour issues is discussion with relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools as appropriate.

We work closely with secondary schools to ensure that children with individual needs have a smooth transition. We engage in extended transition programmes so that the child has a confident start to secondary school.

10. Training

All staff are provided with training on managing behaviour and the school's policy as part of induction, including proper use of restraint.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in the appendix.

11. Resources

THRIVE/TIS activities, R time and Circle time activities are used as part of the PSHE curriculum to help with behaviour management.

12. Monitoring arrangements.

Behaviour will be monitored by the head teacher and reports on behaviour will form part of the head teacher's reports to governors presented at each full governors' meeting.
Behaviour is also reviewed through annual questionnaires to parents, staff and children.
Pupils with individual behaviour plans will be monitored regularly.

This behaviour policy will be reviewed by the headteacher and An Baya Governing Body full governing board every two years. At each review, the policy will be approved by the headteacher.

13. Health and Safety

Risk assessments will be undertaken for a child with persistent behaviour issues. These will be shared with all staff and reviewed regularly.

Parental and carer involvement

Parental support is vital for ensuring that high standards are maintained in this area.
It is crucial that parents are informed about policy and procedures.
To ensure this:

- All parents are given a Home-School agreement leaflet at the start of the school year stating the school rules and responsibilities, the responsibilities of the parent and of the child. These are signed by the parent and child and returned to school and signed by the class teacher, head teacher and chair of governors. The completed copy is given to parents to keep and remind them of their commitment to the school's ethos. The school hopes and encourages all parents to sign the Home-School Agreement.
- This policy is available for all on our website and parents may request a copy of the policy from the school office.
- In serious incidents parents are informed on the day of the occurrence either in person, by phone or letter. Sometimes communicating the problem quickly and accurately can put a stop to the undesirable behaviour. Parents are always given the opportunity to discuss the matter with the head teacher and, depending on the severity, may need to meet to discuss a behaviour plan with the school. This can include a home-school book with specific targets for the children to achieve, a daily chart of the child's progress that will form the basis for review or a behaviour contract signed by school, the child and home.

On occasions parents may approach the school regarding behaviour issues at home. As a school we endeavour to work with parents to improve the situation. Options can include closer home-school links, referral to support services via the Early Help Hub for either the child or family or both.
The school will address each case individually with the objective of supporting the child and family to improve behaviour and ensure that the child can learn and develop to their full potential.

Governor involvement

Governors will be involved in monitoring behaviour on all visits to the school. Behaviour and attendance will form part of the Head teacher's report to governors each half term.
Reports on behaviour form part of the head teacher's report to governors at each meeting.

Link to other policies

Anti-Bullying Policy

Attendance Policy

Child Protection and Safeguarding

Equality Policy

Peer on peer abuse

Teaching and Learning Policy

Whistleblowing policy