



Abberley Parochial V.C. Primary School

Rooted and Ground in love

Pupil Behaviour Policy

Date reviewed: September 2023 (following updates from DFE KCSIE 23)

Next review: September 2024

Our school vision is based on Paul's writings to the Ephesians:

Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Based on this vision, our curriculum is founded on the following key principles:

1. People in our school will learn to love and feel loved
2. People will be taught to comprehend through a breadth of opportunity and with significant depth of understanding
3. All people are entitled to live a fulfilled, enriched and joyful life and our curriculum will seek to enable this

Intent

Our intent is taken from our vision as a school:

1. We intend that all children feel loved and have the inner security and confidence to love and show love for others and our world. This includes a significant and age related depth of understanding and appreciation of diversity, deprivation, exploitation, democracy and mental and physical health.
2. We intend to enable pupils to think deeply over a broad range of subjects and topics; applying subject specific skills, which are precisely taught and developed, and transferring them between subjects where appropriate, thus enabling them to lead successful lives. Our curriculum must be both broad and deep, whilst being achievable within our framework.
3. We intend to enable all children who work and learn here to achieve, engage in genuine and varied learning opportunities, which provide the cultural capital and skills necessary to thrive in life, make safe decisions and learn the joy of individual and shared success.

Our behaviour policy supports the school's vision in seeking to instil in pupils the values and attributes outlined by the school, while enabling all pupils to feel rooted and grounded in love and develop relationships with their peers which are healthy, happy and fulfilling. Our behaviour policy exists to enable this, by

managing circumstances where choices prevent the child, their peers or other members of the community from fulfilling the school's vision. We will provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Implementation

We seek to give our children:

- a high level of warmth and nurture
- clear and consistent boundaries
- an appropriate level of autonomy

We apply an attitude of PACE in our relationships

- **Playfulness** – The child is lovable regardless and an optimistic stance that things can be different with different choices.
- **Acceptance** – Be aware of the inner experience of the child, you cannot change the child's experience or perception. This should be taken into account.
- **Curiosity** – Discover who the child really is. Avoid rapid judgements and non-reflective action.
- **Empathy** – Imagine you have entered the experience of the child. Accept their inner experience and work with there with them.

Relationships with pupils

Behaviour management is about the relationships our staff create with pupils in our care. At all times, we are seeking to model appropriate behavioural responses to the circumstances we find ourselves in. Positivity is the key to maintaining good relationships and this comes from knowing our pupils and talking to them. We implement our strategy by modelling our values, greeting our pupils each day with a positive attitude and a smile. Welcoming them each individually goes such a long way to establishing an environment conducive to learning. We are consistent and fair, but also human, recognising that there is often a story behind any challenges in behaviour. In light of this, we will seek to fully investigate scenarios and then make decisions on a balance of probability. Where pupils need support, because of a specific special educational need, we will fully explore this avenue, whilst seeking to maintain a positive and conducive environment for all learners.

Teaching

During a child's journey through Abberley Parochial Primary School, we recognise that education is the key to securing a positive approach to behaviour. Children are young and are learning. All people make mistakes and these are absolutely part of the learning journey. Through our school culture, our academic curriculum, our collective worship program, our PSHE lessons and our broader and enrichment curriculum, we seek to teach and develop within pupils the values of the school, our spiritual capacities and the attributes of learning, to enable them to flourish and approach all of their daily activities positively and to equip them with the resources and skills to make positive decisions which bring greater fulfilment throughout their lives. Failing and managing emotions are part of that learning journey and our curriculum teaches strategies to support pupils in managing these experiences. We recognise that poor behaviour can be

the result of unrealistic expectations on pupils and it is therefore essential that lessons are accessible for learners to progress and are sequenced and structured to promote positivity and engagement.

Roles and Responsibilities

The **governors** will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- The Wellbeing and Safety Values group will lead on how we as a school ensure we prioritise well-being, keeping healthy, safe and being happy. They help to educate how to stay safe online and ensure that our technology and curriculum is up-to-date. They also consider any other safety concerns around school.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Mental Health Strategy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Rewards

We expect all pupils to work towards developing an understanding and appreciation of the values and positive culture of the school. Demonstrating and living these values brings its own intrinsic reward developing fulfilment and it is our goal over the course of a child's primary years to help them to feel and identify the positivity they experience when living and expressing these values, attributes and capacities. We celebrate this together with praise and encouragement continuously. Children come to school to learn, grow and socialise and it is important that this remains our focus in all aspects of our procedures and systems. Rewards should be managed carefully as whilst they can encourage, they can also send a subtle message that the activity in and of itself is not valuable or rewarding. Some children also do not like being evaluated, whether positively or negatively. It is important that we know the child before praising, correcting or imposing. Having a genuinely positive attitude towards a child, an attitude of encouragement, value, understanding and support is often the best form of reward. Genuinely care about how well they do and value their effort and hard work. Avoid praising mediocrity or substandard effort as this does more harm than good.

Individual rewards – Children should be given one of the values or attributes stickers when they demonstrate this particularly well. They keep these stickers in their chart. If a child achieves all fourteen stickers, this is celebrated in assembly and they may choose one of the following:

- Wear non-uniform the following Friday
- Plan a lesson for the other children in their class with their teacher
- Plan an assembly with Mrs Shelley
- Be a helper in a younger class for the afternoon
- Attend a tea party in the headteacher's office with three selected friends

Class rewards – Teachers may create their own class reward systems which are age appropriate. Where possible this does not include a physical prize, but if so the prize is a small token of praise.

Whole school rewards – Each fortnight we hold a celebration assembly. Each teacher picks two children from their class, who have positively demonstrated the values or attributes of the school. They are rewarded with a sticker for their chart and certificate to take home. We also celebrate good behaviour at lunchtimes with a certificate awarded from the lunchtime supervisors for individual children. Once every half term, children who have demonstrated our lunchtime goals (see Happy Lunchtimes on website) will be selected to a lunchtime treat on the 'Table of Awesomeness'. Headteacher Awards are given to pupils who have excelled in demonstrating our school values or attributes and are awarded with a certificate and termly are invited for a hot chocolate and cakes to enjoy.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.

- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Category of negative behaviour, explanation, response level (behaviours are not necessarily listed in order of seriousness)

Negative behaviour is behaviour which prevents the school community from implementing its vision. Behaviour which does not make people feel rooted and grounded in love, developing deep comprehension in lessons and feeling enriched through their school experience. Negative behaviour should be documented on CPOMS as a case in isolation may be small, but repeated cases mount up to more serious issues which must be dealt with.

The school follows the DoE guidance on the use of reasonable force:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Accordingly, staff have the power to physically intervene to ensure the safety of a child or children and maintain an ordered learning environment should they deem it necessary, for example teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room or area when instructed to do so, they will be physically removed. In such instances parents will be notified by the class teacher or the headteacher and a detailed record must be recorded on CPOMS.

As we approach pupil's behaviour we want to maintain the connection the relationship. However, in order to have consistent boundaries, there must be some imposition when those boundaries are not adhered to.

Lack of endeavour – Everyone has an off day or may find something a challenge. Different children have varying degrees of perseverance and diligence. If children have failed to apply themselves due to a lack of focus or ill-discipline, it is important that they learn to manage this and that it is ok to have an off day, but to maintain a mindset of high expectations for our own work.

Imposition - Pupils are required to complete the activity in their own time. This could be at home, lunch or break time. It is important that it is noted that this is not a punishment, but is a result of the pupil's own choices.

Disruptiveness – Shouting out and distracting peers prevents developing a deep understanding. Children cannot be allowed to repeatedly disrupt the learning of others. In this way, they prevent their peers from developing deeper comprehension and achieving their potential. Other children in the group should also be expected to develop some capacity to manage these distractions and avoid becoming involved. Children should be warned and their conduct explained. If the behaviour is undermining the positive development of a lesson a pupil will need to be removed from that lesson to allow others to learn effectively

Imposition (low level disruption) – Pupils will return to the classroom in their own time to practise not distracting their peers. It is then the class teacher's responsibility to discuss their choices in the child's break, lunch or after school time.

Removal from lesson (repeated disruptive behaviour) – The pupil will be required to meet with the headteacher or deputy headteacher and continue the learning in isolation from their peers. In such circumstances the head or deputy head will inform parents. If a child is repeatedly being asked to leave a lesson, it will be deemed disruptive defiance and treated in line with this type of behaviour. In this circumstance we will always seek to understand the experience of the child. Repeated offences or continuous disruption will (more than twice in a half-term period) will mean a meeting is convened with parents, where an action plan is created to minimise the negative impact these choices have on the learning of others. A whole classes' learning cannot be hindered because of the negative choices of one child. Solutions to disruptive behaviour patterns will be sought and documented for example allowing some time out with a TA where deemed appropriate and additional support or modifying of the curriculum for an individual, but persistent disruption will result in internal exclusion, fixed term external exclusion and following a behaviour plan, a permanent exclusion from the school.

Silliness – The member of staff explains to the children why their behaviour is causing a problem and which of our values it is contrary to. They are asked to stop and told that what they are choosing to do goes against the principles and values of the school. If pupils show that they do not understand or continue to a small degree with the negativity an imposition should be implemented

Imposition – The pupil has to explain back to an adult why their behaviour was silly and what they can do to correct this behaviour to ensure that the school is able to implement the associated vision, values and attributes.

Inappropriate conduct

Swearing – Swearing is not acceptable in school. All incidents of swearing should be recorded on CPOMs

Imposition – The children must report to the teacher or headteacher at break or lunchtime to suggest several alternative ways they could have expressed themselves or their emotions.

Repeated – Children who repeat the use of the word, will be sent to the headteacher and a meeting or telephone call arranged with parents.

Innuendo – Children sometimes behave in a way that relates to sexuality or the private regions. In such circumstances the children should be told to stop it and this should be explained. These incidents must be recorded on CPOMS and the head alerted via this platform as patterns of this behaviour could become a safeguarding concern.

Sexual assault – Touching areas on another person which would be covered by a swimming costume is not tolerated. All such circumstances must be reported to the headteacher as soon as possible. The headteacher will arrange a meeting or telephone call with the parents of both the victim and perpetrator to discuss the course of action depending on the severity.

Losing control of emotions (there is no foresight)

Non-violent – The child should be nurtured and supported. A space to calm down with peer audience is useful and this should be led by an adult in the school if required. Repeated challenges with this should be referred to the SENCO and well-being lead. Appropriate interventions will be put in place to support each child as necessary.

Violent – The safety of our pupils is the number one priority. Physical assault cannot be tolerated and alternative measures will need to be considered to enable all to feel secure. This could include, remaining indoors at lunch and break times, having one to one support/supervision with an adult, fixed term exclusion or

permanent exclusion (for repeated offences). In all such circumstances a risk assessment will be conducted to determine the risk and how to minimise that risk to an acceptable level. Severity must always be considered when determining the course of action to take in such circumstances.

Recklessness (there is or should be foresight of the outcome)

Non-violent/low risk – This is dangerous conduct which is against the school rules. For example, leaving the school site, going in an area that is not suitable for children, rough play that gets out of hand etc.

Imposition – Pupil to report to the class teacher or headteacher in their own time to discuss potential outcomes of their actions and to create an action plan together to ensure that such recklessness is not repeated.

Violent, resulting in injury or high risk – This might include more serious versions of rough play

Imposition – If pupils cannot be trusted to maintain their own and the safety of others, they will need to remain inside during break times and lunch times, where they can be supervised by an adult. In the first instance, the pupil will discuss alongside an adult an action plan to outline the issues and actions that will avoid the same scenarios being repeated. A repeat incident of recklessness will mean that this action plan is written down. In such circumstances the results will be communicated with parents. This will be done in the child's lunch and break times, but may also cover lesson periods from which they will need to be removed. The safety of our community must come first. Repeated incidents or recklessness will have to be risk-assessed and communicated with parents. If the risk cannot be mitigated satisfactorily, following a third offence, the headteacher will begin to consider fixed-term exclusion (depending of the severity of the injuries and reckless behaviour).

Disruptive Defiance

If a child is being defiant and it is undermining the positive classroom culture, they must be asked to leave the room and accompanied by an adult to the headteacher or deputy headteacher. If they refuse and an alternative solution cannot be found, they may be removed by reasonable force following the statutory guidance and processes on such actions as outlined above. In such cases two employed adults should be present, unless there is a reasonable risk of harm if action is not taken immediately.

If a child's defiant behaviour is repeatedly undermining the vision of the school, a risk assessment will be produced with the view to managing and correcting this. If these risks cannot be reasonably managed and incidents continue to occur a fixed term exclusion will be enforced to provide time for the school to create a behaviour plan. This will be put in place for a period of one term. Failure to follow the behaviour plan will result in a second fixed term exclusion with a behaviour plan then being in place for two terms. A breach of this behaviour plan will result in permanent exclusion from the school.

Aggression (intention to harm)

If a child demonstrates aggression, an action plan will be created alongside the child to action the steps to prevent repeated scenarios from occurring. If the intentional aggression continues, a risk assessment will be conducted and management steps will be put in place to minimise the risks of this aggression to others. The risk assessment will be reviewed as well as the child's action or behaviour plan. Parents will be required to attend this meeting virtually or in person. If the intentional aggression continues after a meeting has taken place and management steps have been implemented, a fixed term exclusion will be enforced. The children will return on a behaviour plan and failure to meet the behaviour plan may lead to permanent exclusion from the school.

Physical – Physical assault is not tolerated in our school. We will use reasonable force to prevent any harm to ourselves or our pupils. In the first instance a full investigation will be conducted to determine whether there are any mitigating factors in the assault for example provocation or special need. Following the investigation the steps outlined above will be followed.

Bullying – Bullying is repeated and targeted negativity towards another individual or group of individuals. This could include racism, sexism, homophobia or any other behaviour targeted at a protected characteristic. Two noteworthy incidents within a half-term will be investigated as if it is bullying or three incidents within a year. The investigation will be conducted by the headteacher or deputy headteacher and seek to establish if it is substantiated with evidence. The investigation report will be completed and added to CPOMs. Bullying can take many forms, such as:

- Isolating
- Antagonising
- Public humiliation
- Name calling
- Repeated aggression
- Cyber bullying
- Racism or prejudice
- Physically hurting

Bullying must be called out for what it is and stopped. A behavioural action plan will be conducted following a substantiated incident of bullying. This will be communicated at all stages with parents. If further incidents occur within the time frame of the action plan (normally half a term or six weeks), a risk assessment will be conducted to determine strategies to mitigate the risks to other children of bullying behaviour. If those risks cannot be mitigated, in that despite the school's efforts, bullying still occurs a permanent exclusion will be implemented. Allegations of prejudicial behaviour will be reported to the governing body and an investigation will be conducted to determine whether the claim is substantiated.

Risk assessments will be conducted for pupils at risk of harming another person or at risk of undermining the orderly running of the school over a period extending beyond one term, both of which prevent the school from achieving its strategic vision. Only when a child's behaviour, having pursued viable avenues and a fixed term exclusion, means that those risks cannot be reasonably mitigated, a permanent exclusion will be actioned in line with [government guidance](#).

Lunchtimes

Lunchtime supervisors are responsible for the behaviour of pupils at lunch times under the direction of the headteacher. Lunchtime supervisors should use the same positive approach as outlined above but also follow the 'Happy Lunchtime' reward and sanctions to deal with low level disturbance behaviour.

There are four elements of success for the lunchtime team to follow... quiet, listen, clear instruction and smile.

Step 1. Unintentional and unwanted behaviour – used when somebody 'gets carried away'. This involves speaking quietly to pupils. Reminding them that their behaviour is unwanted and making it explicit what is not acceptable/ acceptable without 'telling them off'. The pupil apologises for their behaviour and then continues happily with their lunchtime. Lunchtime team will: Speak **quietly**. **Listen** if a child wants to explain. Be crystal clear about expectations. Leave pupil with a **smile** to carry on with their lovely lunchtime.

Step 2. Intentional behaviour

This is used when expectations / or school rules have been made clear but the pupil decides not to follow them. It is deliberate misbehaviour. The pupil will have 2 minutes reflection/ thinking time to accept that they were wrong, show respect and take responsibility for their chosen behaviour. If the pupil refuses to co-operate, they will be given 1 minute to change their mind to show the lunchtime adult respect, and then they can take their 2-minute reflection time. If they do not change their mind or become argumentative then the time will be extended to 5 minutes. Lunchtime team will: Speak **quietly** and explain what was unacceptable and the pupil will have a 2-minute time-out (or extended to 5 minutes) accompanied by the lunchtime adult to quietly reflect on their behaviour. After they have reflected and taken responsibility for their inappropriate behaviour then the pupil will be greeted by a smile and they can continue with their positive, happy lunchtime.

Step 3. Red Line Behaviour

Bullying, racism, violence, swearing or outright defiance (e.g. refusing 5 minutes reflection and not taking responsibility for their actions). A member of the SLT will be informed and they will come and speak with the pupil. Once the incident has been resolved, the pupil will be taken back to the lunchtime adult to apologise for their behaviour and will then carry out their 2-minute reflection time alongside the lunchtime adult. Afterwards, a big smile will show that all is resolved and the pupil can continue with their happy lunchtime.

REWARDS

Pom Poms. Lunchtime team can award pom poms freely for positive behaviour during lunchtime. Pom poms will be collected in five sweet jars (one per class). Class teachers will look at the pom pom jars with their pupils to reinforce the positive play that has just taken place during that lunchtime. The winning class will be announced during a Friday collective worship and will be awarded 'The Golden Lunchbox'. Inside their will be a reward for all of the class to share and celebrate.

Certificate – each lunchtime adult will nominate a pupil for a special mention in the celebration assembly. Certificates will include pupil name, staff name and reason for the award.

The Table of AWESOMENESS - Once every half term the lunchtime team will nominate pupils to eat their lunch on 'The Table of Awesomeness' alongside one of the lunchtime adults. The table will be decorated and will contain special food treats.

Any behaviour which requires a 5-minute reflection time will be recorded on CPOMS.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Impact

Success criteria

- Pupils are given a high level of warmth and nurture, clear and consistent boundaries, an appropriate level of autonomy
- Pupils demonstrate an age appropriate understanding of the school values and how living by them is beneficial.
- Staff know the pupils well and talk to them individually.
- Pupils feel safe in school and there is a shared trust between pupils and staff
- Pupils have an age appropriate understanding of how their actions and decisions impact others.
- Adults take a proactive role in managing the classroom environment, ensuring lessons are prepared for pupils beforehand and that expectations are clear and realistic.
- Children who behave negatively have their behaviour clearly defined by an adult and are given reasonable and calm expectations to stop.
- Adults have positive relationships with all pupils in the school and know them individually.
- The values and attributes are understood and celebrated throughout the school.
- The behaviour management system is just, fair and transparent. All children are treated equally.
- Behaviour in lessons is conducive to positive learning experiences.
- All pupils are dealt with consistently and justly.
- Investigations are conducted to gain the full facts before decisions are made.
- Incidents of negative behaviour are routinely and objectively recorded to understand and identify pupil's needs and ensure all pupils are kept safe.
- A robust system is kept for pupil behaviour and routinely monitored by the headteacher to identify repeated incidents.
- Teachers remain objective when dealing with negative behaviour, making reference to the values and vision of the school rather than themselves.
- Abusive behaviour is not tolerated and is dealt with appropriately.

Monitoring the impact

Key Criteria taken from the EIF for self-evaluation (see SEF)	RAG and comment
Behaviour and Attitudes	
The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct	
Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements	
learners have high attendance and are punctual	
Relationships among learners and staff reflect a positive and respectful culture.	
Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread	

Annex 1 – Behaviour action plan

Pupil		Date		Planner	
Context					
Actions by the pupil		Success criteria		Who and when?	
Actions by the school					
Actions by the parents					
Review date					
Evaluation					

Annex 2 – Behaviour risk assessment

Pupil			Date		Assessor	
Context						
Risk	Specific locality or time period	Potential outcome	Measures to mitigate		Comment – is the risk sufficiently mitigated?	
Review date		Evaluation				

Annex 3 – Incident investigation form

Pupil		Date		Investigator	
Context					
Staff account					
Pupil account					
Witness account					
Any other notable evidence					
Outcome and decision (on a balance of probabilities)					