

Behaviour Policy

Policy Reviewed: September 2026

Review Due: September 2027

‘Growing lifelong learners.’

Our vision is to provide an inspiring education that sets all children up with the knowledge, skills and motivation needed to become learners for life – in the classroom and beyond. We recognise that children join our diverse school community with unique and varied life experiences, interests and skills creating an opportunity for a vibrant and exciting learning journey for all. Through ensuring children feel included, respected, safe and secure; with their achievements and contributions recognised, all children will become caring, responsible future citizens that the community are proud of.

Article 2: The right to be treated fairly.
Article 12: The right to share your opinion on issues that affect you.
Article 28: The right to an education.

1. Aims

This policy sets out the aims of the school in relation to achieving good standards of behaviour and includes the strategies to be followed. It details the systems and procedures within the organisation and management of the school to ensure that these aims and strategies are implemented effectively, monitored and reviewed. Our policy can only succeed if everyone within the school community works together to put it into practice.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- 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 in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Responsibilities

It is the responsibility of all individual staff members to implement this policy consistently.

The Governing Body is responsible for reviewing and approving the behaviour policy with the headteacher and jointly monitoring the policy's effectiveness.

The Senior Leadership Team (SLT) work together to ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The SLT monitor that the policy is implemented by staff consistently with all groups of pupils, ensuring that all staff understand the behavioural expectations in school and the importance of maintaining them. They ensure that this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

All staff are responsible for creating a calm and safe environment for pupils. They must establish and maintain clear boundaries of acceptable pupil behaviour. They will communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.

All staff are expected to record behaviour incidents promptly via CPOMS and, where required, with a member of SLT. The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child/children 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 e.g. attending reviews of specific behaviour interventions

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

School staff will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's / children's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of:

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

Pupils will be supported to develop and understanding of the school's behaviour policy and wider culture. They will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

4. Our Whole School Rules

At Moston Fields Primary School, we believe that our three whole school rules are essential, meaningful and understood by all children and adults. They are an integral part of our school culture and ensure that all children have their rights to an education and to feel safe met.

At Moston Fields Primary School, all children are expected to be:

- **Ready**
- **Respectful**
- **Safe**

5. Our Behaviour Curriculum

Good standards of behaviour are promoted through simple rules, positive strategies and rewards. We strive for an inclusive curriculum focussed on learning about and celebrating difference. Our behaviour curriculum is appropriate and relevant to the needs of each child.

All pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Contribute to the positive culture of learning in class
- Move quietly and safely throughout the school
- Treat the school building, property and wider site environment with respect
- 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 of school or online

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

6. Responding to Behaviour

There are behaviours that we will be encouraging and developing (pro-social) as well as those that we will be discouraging and changing (anti-social).

Pro-social behaviours are those that we will promote, notice, celebrate and expect.

Anti-social behaviours are those that we will, with parents/carer support, seek to reduce and prevent.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within our school. Examples of pro-social behaviours and actions in relation to our three school rules include, but are not limited to, the following:

Ready	✓ Good sitting, looking and listening ✓ Following routines and expectations ✓ Being learning focussed ✓ Getting help when it is needed ✓ Regulating emotions ✓ Being organised ✓ Showing pride in learning ✓ Being smart and wearing the correct uniform ✓ Showing independent ownership of belongings ✓ Being responsible and reflective

Respectful	✓ Taking turns ✓ Helping others ✓ Listening to others ✓ Using good manners ✓ Looking after school equipment and resources ✓ Being honest ✓ Learning what respect is and then showing it to others ✓ Being a team player ✓ Showing care and respect to children and adults ✓ Accepting support when it is needed ✓ Showing empathy, tolerance and understanding
Safe	✓ Use kind hands and feet ✓ Use equipment and resources correctly and safely ✓ Moving safely around the classroom, school and playground ✓ Respecting personal space ✓ Speaking with respect ✓ Thinking before acting ✓ Being responsible and reflective about own behaviours ✓ Regulating emotions ✓ Ask for help and support when it is needed

Rewards

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.

Positive behaviour will be acknowledged and rewarded with:

Individual Praise and Reward	✓ Positive praise and reinforcement for 'doing the right thing' ✓ Written feedback in books to acknowledge achievement and effort ✓ Positive messages home to parents/carers ✓ Visits to another member of staff ✓ Being chosen for the Class Recognition Board ✓ Child of the Week achievement awards ✓ Dojo points in recognition of academic or social achievements, efforts and/or success

Class Praise and Reward	✓ Positive praise and reinforcement for 'doing the right thing' ✓ Class Dojo points and posts in recognition of academic or social achievements, efforts and/or success ✓ Class Compliments ✓ Visits from another member of staff ✓ Newsletter celebration

Sanctions

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.

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

	Behaviour	Sanction	Possible consequence
1	Disruptive	Verbal warning	• Eye contact/signal • Quiet word/verbal reminder, • In-class reset e.g. alternative task or 'job'
2	Difficult and/or unsafe	Continuation of unacceptable behaviour Recorded on CPOMS	• Miss some, or all, of playtime • Standing with a member of staff on duty at break/lunch • Out of class reset e.g. time in parallel year group class • Parents/carers informed

3	Serious, difficult or dangerous. Bullying.	Sent to a member of SLT Parents/carers informed	• Loss of break/lunchtime • Out of class reset in another phase/with a member of SLT • Parents/carers informed by member of SLT • Behaviour support plan to be put in place
4	Significant incident and/or dangerous behaviour Continuation of bullying behaviour	Internal or external exclusion Parents/carers informed Meeting with parents/carers	• Time away from peers and usual teaching team • Behaviour support plan to be put in place

7. Reasonable Force

The school does not operate a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and other restrictive interventions.

At times restrictive interventions, including the use of reasonable force may be used.

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/carers

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.

The term ‘reasonable force’ covers the broad range of actions used by most teachers and teaching assistants at some point in their career that involve a degree of physical contact with pupils. Reasonable force can be used to prevent children and young people from harming themselves or others, from damaging property, or from causing disorder. Reasonable force will be used when there is no realistic alternative.

‘Reasonable in the circumstances’ means using no more force than is needed. Schools should regularly review the effectiveness of strategies being used. Failing strategies should not be continued and alternative strategies or interventions should be considered and implemented to increase the likelihood of positive impact. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. School staff are expected to make risk assessments in the moment when considering a physical intervention and to reflect post incident to consider safer alternatives should the situation happen again.

Definitions of positive handling that may be required in a situation where ‘reasonable force’ may be required:

Physical contact	Physical contact can occur in some situations between staff and pupils to support their access their education. Pupils may sometimes require opportunities for close contact for comfort or reassurance e.g. hand holding or a hug and, as long as this is within view, sensitively carried out and age/person-appropriate, this would be reasonable and acceptable.
Physical intervention	This may be used to keep a pupil or staff member safe and is done so with the purpose of influencing, modifying or preventing the actions of a child. Physical intervention involves, but is not limited to physical contact having been made.
Physical restraint	This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. Physical restraint is the application of force with the intention of overpowering a child using any technique that restricts a child’s mobility.

7. 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
Prejudice-based and discriminatory, including: • 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school's PSHE curriculum and approach to teaching pro-social behaviours are designed to prevent all forms of bullying. Moston Fields Primary School does not tolerate bullying and any form of this is unacceptable. Allegations of bullying are managed by a member of the school's Senior Leadership Team.

7.1 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

8. Searching, screening and confiscation

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

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit and offence, or
    - to cause personal injury to, or damage to the property of; any person (including the pupil).
- an article specified in regulations:
    - tobacco and cigarette papers
    - fireworks
    - pornographic images
- mobile phones, tablets or similar devices (unless they have been handed in to a member of school staff as part of the school's mobile phone policy and procedures, and as agreed between school and parents/carers)

9. 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).

10. Online Misbehaviour

Pupils are taught about their online digital safety and conduct as part of our PSHE curriculum and whole-school safeguarding culture. Whilst much of this work is intended to equip our children with the knowledge and skills they need to behave appropriately online, we acknowledge that sometimes pupils may make mistakes.

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.

Appropriate guidance and support will be provided to the pupil and/or their parents/carers depending on the nature of the incident.

10.1 Mobile Phones

As per the DfE's mobile phone guidance, the school is a mobile phone free environment during the school day. Children should not have their mobile phone with them, unless there is an exceptional circumstance agreed by the Headteacher. Further information can be found in the school's Mobile Phone Policy.

11. 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 / designated member of SLT 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.

12. 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

Please refer to our child protection and safeguarding policy for more information.

13. 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 for more information on responding to allegations of abuse against staff or other pupils.

14. 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. This education will be 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 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 it is 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/carers 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 learning mentor/coach
- Use of 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 in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and Permanent Exclusion

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.

15. 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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. Examples may include, but are not limited to:

- 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 zones or nurture rooms) 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 consider whether:

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

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

The school will then assess whether 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/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

16. Supporting pupils following a sanction

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

This could include measures such as, but not limited to:

- Reintegration meetings
- Daily contact with a dedicated member of staff
- A behaviour support plan with personalised behaviour goals

17. 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

18. Training

As part of their induction process, 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 can impact behaviour

Behaviour management will also form part of continuing professional development and staff also have access to the on-going support and training provided by the school's specialist SEMH teaching assistant.

19. Monitoring Arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board 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 headteacher and full governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1. Written statement of behaviour principles

Children come to school to grow and learn academically and in their personal development. These principles guide our approach:

- Our behaviour approach is underpinned by our commitment to promoting and teaching children about their rights. We will promote respect for these rights at all times
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Our behaviour approach seeks to increase children's self-awareness, self-regulation and self-management skills, age appropriately. This is framed within the context of being 'Ready, Respectful and Safe.'
- All behaviour has consequences – positive and negative. We talk about describing behaviour in pro-social and anti-social choices
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- We believe in a fresh start approach after any consequences. Children are given the chance to 'get it right' by adults who believe they can do this.

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 board annually.