



Behaviour Policy

Date Policy Last Reviewed: October 2022

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Statement of intent

Brookvale Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviours that are considered socially acceptable.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to 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, for example; through our well-planned and sequenced Personal Development and Wellbeing curriculum, Votes for Schools initiative, House Systems etc.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- The Arthur Terry Learning Partnership Complaints Procedures Policy
- The Arthur Terry Learning Partnership Special Educational Needs and Disabilities (SEND) Policy
- The Arthur Terry Learning Partnership Exclusion Policy
- Physical Intervention Policy
- The Arthur Terry Learning Partnership Safeguarding and Child Protection Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The Trust governing board has 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.

The Head Teacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Trust governing board/Director of Education on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Pastoral/mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the Trust governing board, Head Teacher and the Pastoral/mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Pastoral Lead, 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.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

- Keeping the Head Teacher, Deputy Head Teacher, Pastoral Lead and SENCO informed of any changes in behaviour. The relevant figures of authority include:
- As authorised by the Head Teacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school.

Pupils are responsible for:

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

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the school in the full implementation of this policy, including the use of sanctions.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure or refusal to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

All staff in school, will record instances of poor 'low-level unacceptable behaviour' / 'serious unacceptable behaviour' on a pupil's individual MyConcern chronology. Senior Leaders, including the Pastoral Lead and SENCO, will regularly review all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems or those who require additional support. This will also allow for identification of developing whole school trends/needs.

After an initial incident of poor behaviour, the following consequences/sanctions are implemented:

Staff will, in the moment, remind pupils of expectations and verbalise the desired behaviour or correction. This is to maintain clear boundaries and reinforce expectations. Staff will use their professional judgement with regard to the delivery of this step. For example, using knowledge of a pupil to inform tone of voice used, body language, use of visuals etc. This should take the form of:

Stage 1: The "Look"

Eye contact is an extremely important part of communication. Keeping eye contact with the child when their negative behaviour is beginning to be noticed is an effective, yet non-shaming way to help the child address their own behaviour and get back on task. Positive reinforcement of desired behaviours from other children could also be used to re-set expectations.



Stage 2: The First Warning

This should be as discrete as possible with clear articulation of the undesirable behaviour and what you would like to see as an improvement, e.g. *"You are calling out, which is disruptive. I'd like you to put your hand up when sharing an answer. That is your first warning."* Staff may also explain that repeated instances of behaviour will lead to a second warning and therefore partial removal of breaktime/lunchtime.



Stage 3: The Second Warning

This should be as discrete as possible but with a clear recognition that they have ignored the previous warning and have repeated certain behaviours. Staff should explain that the pupil will need to meet with them during break or lunchtime as a sanction, during which, there will be a restorative discussion. In this meeting, staff should use restorative language such as: *"How has this impacted on others?"*, *"What do you need so that you can put this right and move on?"* – to support the child's understanding of the impact of their behaviour. If necessary, staff may discuss behaviour with the pupil's parent/carer.



Stage 4: Behaviour Review

This should be used when the above procedures have been followed and there are no improvements to a pupil's behaviour. Staff should explain clearly, and in simple language that, despite reminders/support, there have been continued examples of poor behaviour and the following will happen:

- A log made on their MyConcern behaviour chronology.
- SLT will be informed.
- Parents telephone discussion or meeting where appropriate.
- Full removal of breaktime and lunchtime on that day or subsequent day(s).
- The pupil and parents should be made aware that repeated Stage 4 reviews can result in a behaviour plan being implemented.

- In the event, that a pupil's behaviour is deemed unsafe or constitutes 'serious unacceptable behaviour', a staff member should contact the Pastoral Lead, SENCO or SLT for support.
- The senior member of staff will then investigate the incident and decide whether it constitutes 'serious unacceptable behaviour' before proceeding with any consequences/sanctions.
- The senior member of staff will also review the pupil's MyConcern chronology to identify whether the behaviour is a one-off incident or developing into a pattern/need.
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- Where deemed necessary, the pupil will be removed from the classroom – the senior member of staff will determine the length of the period the pupil will remain out of class. This may be used so that an adult can support co-regulation.
- Where deemed necessary, the senior member of staff will inform the pupil's parents and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- Where a pupil is identified as having SEMH-related difficulties, SEND or additional support will be put in place, for example; counselling, Early Help/family support, therapeutic services, signposting to external service (including GP).
- An Individual Behaviour Plan will be created to outline the necessary provisions in place, targets and desired behaviours.
- The Head Teacher will consider whether the pupil should receive a 'suspension' for a fixed term, in line with The Arthur Terry Learning Partnership's Exclusion Policy, and will determine the length of the 'suspension'.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

- All professionals/parents/carers involved with the child, may meet to discuss further support that could be implemented to address unacceptable behaviour.
- A managed move to another local setting will be considered/discussed with all stakeholders.
- The Head Teacher, in consultation with the Director of Education, will consider whether the pupil should be excluded, in line with the school's The Arthur Terry Learning Partnership's Exclusion Policy.

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Head Teacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Loss of Break/Lunchtime

The school will make it clear to parents and pupils that they are able to remove a pupils' break/lunchtime as a sanction during the school day.

All teachers at the school can impose this on a pupil.

Parental consent is not required when pupils miss their break/lunchtime, therefore, the school is able to use this as a sanction without first notifying the parents of the pupil.

When pupils lose their break/lunchtime, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. A

teacher can decide on the length of time a pupil must miss in their breaktime, typically between 5-15 minutes at breaktime and between 20-60 mins at lunchtime. During this time restorative conversations should take place. Where a pupil's lunchtime is removed, time will be allocated to allow the pupil time to eat, drink and use the toilet.

6. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in The Arthur Terry Learning Partnerships Safeguarding and Child Protection 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. Discipline 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. The Brook Sexual Behaviour Traffic Light Tool will be used to support identification of risk.

7. Prohibited items, searching pupils and confiscation

Head Teachers and staff authorised by them 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. The prohibited items are (taken from DfE's 'Searching, Screening and Confiscation Guidance, 2018):

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search, without consent, for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The Head Teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if

they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. These should be logged on MyConcern.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

8. Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if they:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, school will do all it can to ensure that the pupil receives appropriate support. School are conscious of our legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their special educational need or disability. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their SEND identification than would be imposed for a pupil exhibiting the same behaviour who does not have an identification of SEND.

An individual plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's Special Educational Needs Policy for more information.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing, checking for understanding.

The Head Teacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the Classroom Rules Agreement with their child and sign it on their behalf.

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 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.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

10. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
- Could negatively affect the reputation of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with The Arthur Terry Learning Partnership's Complaints Procedures Policy.

11. Monitoring and review

This policy will be reviewed by the Head Teacher, Deputy Head Teacher, Pastoral Lead and SENDCo on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is March 2023.

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: **date**

Pupil signature: _____

Teacher signature: _____

Behaviour Management Observations Review Form

| | | | |
|-------------------|--|-------------|--|
| Name of pupil: | | Year group: | |
| Name of observer: | | Date: | |

Do there appear to be any patterns triggering the pupil's behaviour?

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Are our existing management systems effective?

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What achievable targets could we implement for the pupil to work towards?

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What are the pupil's strengths?

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What strategies could we implement to help the pupil achieve their targets?

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Additional comments

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School Expectations

Classroom Expectations

Be Ready

Enter and leave your classroom quietly.
Stay in your own space unless asked to move.
Walk sensibly and carefully around the classroom.
Listen carefully.

Be Respectful

Raise your hand to share your ideas and ask questions.
Listen while others are talking.
Work quietly and do not disturb others.
Share resources and work together.

Be Responsible

Complete all your work to the very best standard possible.
Care for equipment and tidy up after each lesson.
Take ownership of your learning; ask an adult if you need help.
Own your behaviour choices.



Corridor Expectations

We line up in single file.

We walk and never run.

We walk on the left hand side of
corridors and stairs.

We are quiet and respectful as we walk
through school.

We are quiet and patient when we collect
our things from lockers.

We hold doors open for each other and
we use our manners.



We greet people with a 'good
morning' or 'good afternoon'.



Assembly Expectations

We line up in single file.

We walk into the hall silently and wait for instructions to sit.

We sit cross-legged, facing forward with our coats off.

We listen carefully to the person leading the assembly.

We share our thoughts and ideas when asked by putting our hands up.

We are respectful of others views.

We walk out of the hall quietly and sensibly.



Lunchtime Expectations

We line up in single file.

We ask for food items politely and say
'thank you.'

We walk quietly and carefully with our
trays to a table space.

We keep our chairs tucked in.

We eat our dinner using the correct
cutlery.

We clear away our trays and put food
waste in the rubbish.



We walk quietly and sensibly
outside.

