

Trent CE Primary School Governing Body

Positive Behaviour Policy

Inspired by Christ



Kindness Thankfulness Perseverance

“A new command I give you: love one another. As I have loved you, so you must love one another” Inspired by Jesus’ example, the Trent school community aims to serve one another in love.

We show **kindness** to others because God has shown us great kindness.

We live **thankful** lives, because every good thing comes from God.

We **persevere**, not giving up, because God is our helper.

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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
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) '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'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Complaints Procedures Policy
- Staff Code of Conduct (handbook)

- Parent/child Code of Conduct
- Acceptable Use Agreements

Vision and Values - Introduction

This policy and the practice contained within it are an important part of how we put into action our vision statement for Trent CE Primary School. Our vision is brought to life through our three Christian values of kindness, thankfulness and perseverance. Inspired by Jesus' example, the Trent school community aims to serve one another in love.

- We show kindness to others because God has shown us great kindness.
- We live thankful lives because every good thing comes from God.
- And we persevere, not giving up, because God is our helper

By living our school values every day, we aim to ensure that Trent CE School is a place where children of every cultural and social background, race, ability or disability can thrive, be happy and successful in their learning and feel that they are a valuable part of the whole school community. We aim for all children to develop autonomy and independence in relation to both learning and behaviour, and the importance of respect for one another. For this, we need a calm, organised and supportive ethos in school, where children know how to behave well and understand what will happen if things go wrong.

This policy is written with reference throughout to The Church of England Education Office document 'Valuing All God's Children' (VAGC) (2nd Edition, 2017). Our positive behaviour policy is based on the underlying principle that *'Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life...schools should ensure that their Christian ethos statements offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.'* (Valuing All God's Children – Executive Summary, p5)

Sharing our approach with parents and the wider community indicates the 'Trent way' of supporting children in the development of their own moral code.

Aims and principles

It is important that our Positive Behaviour Policy is clear and understood by staff, parents and pupils, and that it is consistently and fairly applied. The principles of this policy are set out in the home-school agreement each year. At Trent School, we believe achieving good behaviour is a matter of showing children the difference between right and wrong, through our example and through our teaching including:

- modelling good behaviour in the way that all adults (staff, volunteers and parents) interact with children and with each other;
- raising children's awareness of how their actions and words affect others;
- ensuring that the curriculum helps develop their understanding of others' needs and interests;
- helping children to sort out their difficulties with one-another in a non-aggressive way;
- working closely with parents; and
- being clear with children and their parents about the sanctions that will be used if things are not working well
- Seeking to promote and facilitate forgiveness in how we deal with all behaviour incidents in school.
- Having equally high expectations for all children in our school, whatever their gender, race, class, religion or cultural background, ability or disability. This policy runs alongside our existing equalities policies such as Anti-Bullying and Child Protection and Safeguarding and we will deal with racist or sexist incidents and any other instances of discrimination, harassment or victimisation to do with equalities issues in line with this policy.
- Recognising that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities and that some children experience considerable difficulty with their behaviour.
- Recognising that some children may need individual support, special programmes or an individualised graduated response to help them, for their own sake and for the sake of others. Each child will be considered individually but their care, guidance and support will follow the same positive behaviour guidelines.
- Acknowledging that not everyone will agree all the time, instead we seek to encourage reconciliation and to find ways for people to 'disagree well'. This means '*finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist*'. (Archbishop Justin Welby, quoted in *Valuing All God's Children*, p11)

Dealing with inappropriate behaviour summary

Whole school agreed response to inappropriate behaviour

(Including repeat low-level disruption):

- Step 1- **Warning** from class teacher to improve behaviour. "I want to see you doing..."
- Step 2- Name goes on the AMBER board and child given **5 mins time out in class**.
"Think about ..."
- Step 3-Child moves onto the RED board and has to spend the **rest of that lesson in another class**.
- Parents are notified if their child receives two ambers or one red in a week and it is logged on CPOMS.

Child also has to **attend R&S (reflection and supervision) at break time** if they are put onto red.

- **Lunchtime:** staff keep the names of pupils who have misbehaved. Names will be reported to the class teacher before the lessons starts. Consequences of poor behaviour include: standing against a wall outside until a child is dismissed by the adult in charge. Incidences must be logged on CPOMS.

Encouraging positive behaviour and promoting wellbeing

Children respond and behave best when they are acknowledged and praised for what they do well. At Trent School, we believe that encouraging, praising and rewarding positive behaviour helps to reduce inappropriate behaviour and decrease the number of misdemeanours. When encouraging and recognising positive behaviour, staff should use the language of 'making the right choice' wherever possible. Staff should consistently model positive behaviour in their interactions with each other, with parents and carers and with pupils.

The following are ways in which positive behaviour is encouraged at Trent School:

Our Christian ethos and values

Our school is inclusive, open and treats everyone with respect. We value all our children, staff and families, Our Christian vision and values promote the development of strong, positive and loving relationships and respect and compassion for all. This vision, and the way it is lived out within our school community day-to-day, plays a key role in promoting and encouraging positive behaviour from all.

Mental Health and Wellbeing

Trent school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues. We are part of the Barnet Resilient Schools Programme. We aim to promote resilience as part of a whole-school approach including:

- **Culture, ethos and environment** the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment, teaching in Relationships and Health Education an PSHE (RHE), positive classroom management,
- **Community engagement** the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- **Peer support, developing social skills, counselling** – preventative PSHE education delivered as part of our RHE curriculum helps children to learn how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it. Children are encouraged and supported if needed to resolve issues as they come up in class or wider group. We make use of CAMHS counsellors where needed.

Relationships and Health Education, circle times, assemblies and worship

Issues surrounding behaviour, positive relationships, rights & responsibilities, feelings, health and wellbeing are discussed and taught directly in RHE lessons. Circle times provide opportunities to discuss class specific behaviour issues and how behaviours may affect others, Assemblies and worship times provide opportunities to encourage positive behaviour throughout the school, and will often include examples from Biblical stories or texts.

Praise

All members of staff are encouraged to praise children behaving well before reprimanding children who are not; praise for other children will often remind children of the expectations for their own behaviour. Strategies such as drawing attention to and praising good behaviour in class and then linking this with the success children will achieve in their learning and social relationships if they maintain it is often effective.

Positive relationships between adults and children

Positive adult-pupil relationships are key to combatting challenging behaviour. At Trent School, we focus heavily on building positive, respectful relationships with all children.

These relationships help all staff working with children to understand them better and create a strong foundation from which behavioural change can take place. Examples of strategies used include: welcoming children as they enter the school or classroom, ensuring children understand what is expected of them, acknowledging and giving praise when a child demonstrates good manners and encouraging children to treat others with respect by modelling the desired behaviour. Staff should use appropriate language at all times even when cross with children e.g. always asking children to do something preceded by a polite 'please' and using 'thank you' when they do. Certain words such as 'idiot', 'stupid' and 'shut up' are completely unacceptable.

Pupil voice

We regularly conduct pupil and parent surveys, both in school and as part of Borough wide surveys such as the Barnet Resilient Schools Programme. We have an extensive range of monitors with duties throughout the school. The pupils help to model taking personal responsibility for one's own actions and words and our school value of 'service' for the benefit of others. Our playtime 'buddies' act as role models for positive behaviour and kindness to others. Pupils from across the school are listened to and their views sought through regular 'family circles' meetings and activities, many of which reinforce and encourage positive behaviour. Children know who they can go to if they are worried about themselves or other and understand the ways they can do this, for example our 'What I want my teacher to know' box in their classrooms. Children are encouraged to contribute their ideas in lessons and assemblies, during pupil conferencing time with their teacher or via our pupil suggestion boxes around the school. The views of children with SEN are actively sought as part of their termly IEP review.

Classroom and school rules and routines

Effective classroom and school organisation and routines play an important part in promoting positive behaviour at Trent school. At the beginning of each year, classroom organisation and expectations about behaviour in the classroom, playgrounds and around the school are discussed with the children and they are reminded of this throughout the year as when necessary. Teachers establish class rules in conjunction with children and these are phrased in the language of positive behaviour e.g. I listen when an adult is talking. The rationale behind the rules are carefully explained, in order to help the children understand what will happen if they breach the rules so that they are aware of the sanctions that may be imposed. All members of Trent School should take time to move around the school in a calm, quiet and orderly fashion.

Differentiation and enriched curriculum

Our broad and balanced curriculum aims to engage all children and our exciting enquiry led and skills based educational programme motivates and challenges all children at their own ability levels (including those with Special Educational Needs or those who are more able). Our curriculum will ensure that all children are learning and

on task. Carefully planned differentiation in activities and tasks will avoid children becoming bored, distracted or frustrated. Children's own interests are taken into account in planning activities, where this is appropriate. Positive role models are used to help children understand, appreciate and celebrate difference and diversity.

Supervision

Supervision of children is carefully thought out and planned to ensure that positive behaviour can be encouraged as much as possible. This includes the positioning of adults to supervise in the playground and around the school. Our supervision arrangements are reviewed regularly in meetings with staff and during INSET.

Online behaviour and safety

Courteous online behaviour, safety and how to report concerns, is taught throughout the curriculum and specifically computing lessons and during online safety events such as Safer Internet Day and Anti-bullying Week. Child friendly Information is predominately displayed throughout the school and in classrooms. Information about online safety is regularly communicated to parents. Parents, staff and children sign Acceptable Use Policy Agreements at the start of each year.

Recognising and rewarding positive behaviour

There are many reward systems in place to recognise and celebrate positive behaviour at Trent School, these include:

Praise

All staff are encouraged to praise children for positive behaviour, especially when they 'catch them being good' - when a child thinks nobody is looking. When giving praise staff 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.
- That praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.

Staff encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Reward systems

Rewards are matched to the individual classes (marbles in a jar, star charts etc.) but the principles are consistently applied. We ensure that rewards are achievable to maintain attention and motivation. Additionally:

- Classes can earn '**Golden Time**' on a Friday when pupils can choose their activity.
- '**Star of the day**' or 'week'
- **Use of stickers and stamps** when children behave well or show signs of improving their behaviour
- Weekly **Celebration Assembly** recognises the learning, effort, social, musical or sporting achievements of pupils where certificates are awarded
- **Good News letters, certificates & postcards** which children can take home and share with their families
- The '**Headteacher's Award**' recognises outstanding examples of behaviour exemplifying the 'Trent Way' our school values or exceptional achievement.
- **Newsletters** home recognise children's achievements both in and out of school
- **Visits to other classes and members of staff** for praise outside of their own classroom

Raising self-esteem and developing understanding and respect for others

There are a number of strategies and systems in place to help raise children's self-esteem and to help them to develop an understanding of and respect for others at Trent School. These include:

- Teaching children in religious education and in other subjects and assemblies about respect and care for others
- Ensuring that the curriculum and resources used reflect and value the diversity in our community and help children understand about prejudice
- Visitors from other faiths and visits to different places of worship
- We are committed to delivering our Relationships and Health Education, PSHE and wellbeing curriculum (RHE) with lessons taking place every week
- We are part of the Barnet Resilient Schools Programme and take part in regular Borough wide surveys to gauge the mood of our community and inform services and provision required. Surveys include staff, children and parents.
- Regular class 'circle times' to solve problems together and learn to see things from others' points of view
- Encouraging responsibility through promoting roles for children to support the smooth running of the school, in class and in the playground e.g. peer mentors and monitors
- Regular family circles meetings in which pupils from all year groups across the school can air their views and listen to the points of view of others. In these meetings children are listened to and given responsibility for making suggestions and decisions.
- For children with very low self-esteem there are tailored intervention programmes in place to meet their needs. These children are given lots opportunities to boost

their self-esteem and to 'shine'

- Our school dog Fin provides a welcome comforting presence and children love to visit him

Behaviour that is unacceptable at school

At Trent School, we have high expectations of behaviour for all members of the school community and aim to ensure that any inappropriate behaviour, including bullying and peer-on-peer abuse, is dealt with quickly, fairly and firmly. To ensure that teaching, learning and playtimes for all children can be an enjoyable and productive experience we have identified behaviour, which is unacceptable in school and have clarified the sanctions we use when things go wrong. The following kinds of intentional behaviour are unacceptable in school:

- All forms of discrimination targeted at a particular group (including the use of inappropriate, prejudice-based or homophobic language, racist or sexist behaviour or language)
- Swearing and name calling
- A lack of respect (including answering back)
- Physical aggression or violence towards children or adults, actual or threatened
- Persistent refusal to work or to follow staff instructions
- Persistent refusal to follow class or school rules
- Disruptive and disrespectful behaviour and negative responses when staff remind children of what is expected
- **Bullying and cyberbullying (see anti bullying policy)**
- **Peer-on-peer/child on child abuse (see Child Protection and Safeguarding Policy)**
- Persistent lack of co-operation or task avoidance
- Deliberately annoying others/vexatious or any behaviour which disrupts the working atmosphere in the class
- Dishonesty
- An uncaring attitude towards the school's environment or personal property, including vandalism or stealing
- Making threats
- Deliberate and/or malicious acts of unkindness - laughing at a hurt person, hurtful remarks or comments, spreading rumours
- Bringing into school dangerous or disallowed items
- Inappropriate use of technology

Dealing with inappropriate behaviour

Trent School does not tolerate bullying of any kind.

At Trent School, we recognise that bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, wither online or face-to-face, either physically or emotionally' (Department for Education in the guidance 'Preventing and Tackling Bullying' July 2017)

We define bullying as *'hurting someone with unkind words or actions, again and again.'*

We recognise that bullying can take many forms and be short term, but repeated, or continue over a longer period of time.

The difference between bullying and other hurtful behaviour

Our definition of bullying does not include conflict and/or friendship problems between children or one off incidents. These problems will still be dealt with seriously in line with this policy on Positive Behaviour to prevent them developing into bullying.

Trent School has a zero tolerance policy for all kinds of peer-on-peer/child on child abuse

Bullying and peer-on-peer abuse is a serious form of inappropriate behaviour and will usually involve the earlier involvement of more senior member of staff and the parents of those involved and a more serious response or action.

There are a number of **responses** or **sanctions** available to deal with inappropriate behaviour. The response or sanction will depend upon the nature of the inappropriate behaviour and will also take into account a range of factors which *may* include:

- A child's previous behaviour record
- Any particular background circumstances related to the incident or child involved
- The honesty of the child in explaining and apologising for the incident
- The effect the incident has had on other children, adults or property

In taking into account this range of factors, there may be circumstances when different approaches may be taken in dealing with the same case of inappropriate behaviour. Where appropriate, sanctions will be a related consequence of the inappropriate behaviour. It should be noted that some sanctions or responses may not be appropriate to be shared with the rest of the school community, for example where there are issues of confidentiality or the involvement of external agencies. However, where necessary, a class may be reassured that measures are in place to deal with inappropriate behaviour shown by other children (particularly in the case of a child repeatedly displaying this type of behaviour) and that action was taken by the teacher and/or school.

In investigating any incidence of inappropriate behaviour, staff members will always attempt to discover the true nature of the incident by talking and listening to children and any adults involved. It should be noted that, even with the high levels of supervision in place in the school, it may not always be possible to deal with the incident as far as it can be established. Written records will be kept of any discussions or responses to more serious incidents of inappropriate behaviour and logged on CPOMS.

De-escalation strategies

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

- 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
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour the consequence will be lessened
- Rephrasing the requests made up of negative words with positive words, 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."

Possible sanctions

The following are a list of possible responses or sanctions which may be used at Trent School. They may be used in conjunction with each other:

- **Reprimand** all members of staff should be prepared to speak to children about their inappropriate behaviour at the time that it occurs. Staff members should always show respect for children when reprimanding them about their behaviour. It may be appropriate to ask a child to apologise for their behaviour in person or in writing. Staff should be mindful in their discussions with children about their behaviour that we are seeking to develop in children the ability to 'disagree well' and to respect the differing views of others and that we should be facilitating and promoting forgiveness.
- **Loss of break time** children who behave inappropriately in assembly or at other times may be asked to stay in at break time.
- **Confiscation of items** to be returned the child (or parent if a dangerous item) at the end of the day. The school is not liable for any damage to, or loss of, any confiscated item.

- **Time out** in a different part of the classroom or sitting outside the classroom door. Children should be allowed to re-join the activity after a stated length of time if they have sat out calmly and sensibly.
- **Class behaviour management/sanctions** these vary from class to class depending on the age of the children and may include reduced privilege or golden time. Class teachers take responsibility for organising these systems. All classes follow the traffic light system detailed in the whole school agreed response to inappropriate behaviour – see table at the start of this policy.
- **Peer mediation** children are supported in developing the skills to mediate between children to resolve minor playground disagreements. They will also be offered the opportunity to pray if they wish.
- **Involvement of a Senior Leader or the Head Teacher** it may be appropriate to involve a member of the senior leadership team (SLT) or the headteacher when dealing with inappropriate behaviour depending on the seriousness of the incident. Members of staff should ensure that information about children's behaviour is shared between relevant members of staff. Formal methods include Key Stage meetings, SLT meetings and morning staff briefings if appropriate.
- **Involvement of parents** - parents will be informed by the staff member who has dealt with it the occurrence of inappropriate behaviour, with the class teacher in the first instance.

A consistent approach at home and school and an ongoing, positive dialogue about a child's behaviour with parents is vital to improving behaviour and school staff will work hard to achieve this.

- **Pastoral support from the team at Christ Church** – who may be able to provide one-to-one support for the child, staff or family.
- **Access to LA Behaviour Support Outreach team** - who may be able to provide one-to-one support for the child, staff or family.
- **'Exclusion' from certain activities in school** in some circumstances it may be appropriate to exclude children from certain activities in school, for example class trips. P.E. after school clubs in school, school events, representing the school in competitions or other events, lunchtimes, playtimes or playing with their class **'internal exclusion'** This 'exclusion' may be a 'one-off' or over a period of time. It may form part of a sanction for a previous incident or be a way of managing inappropriate behaviour inappropriate behaviour that occurs at this particular time.

The decision to 'exclude' a child from any activity will not be lightly and will be carried out for the minimum amount of time and will always be taken in the best interest of all the children in the class or school.

Rare occasions of extreme concern

Pastoral support for individual children

Children under extreme stress or at risk of exclusion for unacceptable behaviour have an Individual Education Plan or a Pastoral Support Programme (PSP) with targets to help them improve. Their behaviour is closely monitored. They and their parents receive regular feedback about progress, in the form of regular meetings and/ or home school- books.

Additional resources available to support such children include the following:

- Additional attention from a classroom assistant to keep them on track in class;
- Monitoring and support from the Inclusion manager;
- Advice to parents on sources of support outside school (counselling etc.).

In cases of repeated unacceptable behaviour parents or carers are invited to meet the Head Teacher to discuss the situation and possible solutions. Children are given a final warning that they could be excluded from school, and will be given a PSP to help change the misbehaviour. After the exclusion, the child and parent/carer will be offered an appointment to meet with the headteacher before returning to class. Children must show everyone that they are improving and will use the support provided to help. Children can be excluded again if misbehaviour is repeated.

Exclusion

The Head Teacher has the power to exclude children from the school, either on a temporary or permanent basis, for the most serious incidents of inappropriate behaviour or for continuing inappropriate behaviour of a less serious nature; the Head Teacher will follow current DFE Guidelines in all matters relating to exclusions; currently this is Statutory Guidance on School Exclusions, September 2017. The Head Teacher will always inform the Chair of Governors when taking this action; any 12 exclusions are also reported to the Curriculum, Safeguarding and Welfare Committee and full Governing Body and the Local Authority. For the duration of any exclusion from school, a child will also be excluded from any after school activities held in school and from any child-only Friends events held in school, e.g. discos. Attendance at any event held on school premises for the duration of the exclusion will only be allowed with the permission of the head teacher and whilst accompanied by a parent.

Police involvement in the most serious circumstances it may be appropriate to involve the police.

Physical restraint

All staff will attempt to use de-escalation strategies before the use of physical intervention. We avoid physical restraint of pupils wherever possible. However, if an individual's behaviour is dangerous to others or to themselves; or seriously disrupting others' learning and they are unable to respond to staff requests to stop, there may be occasions when we have to physically restrain or move the child. This will always be done in a way consistent with Barnet LEA's guidelines and the minimum force will be applied. We aim not to hurt children. We will always keep a record of restraint and let parents know when this has been necessary. 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 headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Working with parents and carers

To help establish good behaviour in school we need to work in partnership with parents and carers. When we contact parents about their child/ren's behaviour, we are seeking to solve a problem together not to blame or give parents a "telling off". We know that shared trust between home and school can make a significant difference to a child's behaviour. We are also happy to help and advise parents about difficulties with behaviour they may be experiencing at home.

- We believe that parental involvement in school is essential and we will endeavour to encourage this;
- All members of staff are available by appointment should an issue require an in depth discussion
- Parents sign a 'Code of conduct' to support in positive relationships across our school community.

In line with the Department for Education and Skills:

- We welcome visitors to our school;
- We will act to ensure it remains a safe place for pupils, staff and other members of our community;
- If, however, they threaten or assault anyone in the school, or persist in abusive behaviour, they will be removed from the premises and may be prosecuted.

We work with parents and carers in the following ways:

- Listening to concerns and suggestions about behaviour management in the school;
- Giving all the parents and carers a copy of this policy; and
- Keeping parents and carers informed about their children's behaviour.

We expect that parents and carers will:

- Share concerns and suggestions with us in line with the school's procedures. Don't always wait for us to contact you;
- Make sure your child/ren understand that you agree with the views about acceptable and unacceptable behaviour in school;
- Always talk to the school about any problems between children. Please do not become involved in disputes with other parents or approach their children. This is important to all families and the only way for difficulties to be addressed fairly from the children's point of view; and
- Join us in modelling good behaviour for all children on school premises especially in the way you approach the staff about concerns you may have. If you are upset or angry, we ask you to seek a senior member of staff to discuss your concerns rather than be upset with someone in front of other children or parents.

12. Allegations made about members of staff

Any allegations of inappropriate conduct made by a child or a family member against a member of staff will be treated very seriously. As such, any allegation will be thoroughly investigated by the school and governing body, and if necessary by external agencies. Please see our Allegations Policy for further information.

Bullying involving adults

All adults should feel safe to discuss bullying that they are experiencing from other adults. There are both informal and formal (meetings, annual reviews, appraisals) systems in place to allow for this. The staff hand book also gives contact details of LDBS and LA advisors whom staff can contact independently with any concerns. Members of staff can also contact their Trade Unions or Professional Associations to discuss any concerns. In all instances of bullying between adults (staff, parents, outside professionals) the School (in the person of the Head teacher, Governors representative, LDBS or LA representative as appropriate) will attempt to mediate between those involved in order to reconcile them and resolve the issue. Complaints concerning bullying behaviour from a member of staff will be dealt with following the School's agreed Staff Grievance and Discipline procedures.

13. 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.

14. Roles and responsibilities

Staff consistency plays an important role in both encouraging positive behaviour and dealing with inappropriate behaviour. All staff are reminded of this Positive Behaviour and Anti-Bullying Policy at least once per year in the September INSET and should also refer to the more detailed guidance in the Staff Handbook. An introduction to our Positive Behaviour and Anti-Bullying Policy forms an important part of induction for any new staff.

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.

All members of staff take responsibility for promoting our school vision, upholding the school's high expectations for behaviour, praising children demonstrating positive behaviour, paying attention to any infringements or disturbances, explaining why behaviour is inappropriate using rights respecting language and supporting colleagues when they are dealing with inappropriate behaviour.

Class teachers (or another member of teaching staff or a supply teacher who is in temporary charge) are responsible for encouraging positive behaviour and dealing with inappropriate behaviour in their classrooms. They should make the decision to consult a member of the SLT or the Head Teacher for advice and support with particular incident.

Teaching Assistants working with a group of children have responsibility for encouraging positive behaviour in the group; they should deal with any inappropriate behaviour in the first instance and also report it to the class teacher.

The teaching staff member on duty in the playgrounds have responsibility for encouraging positive behaviour and dealing with inappropriate behaviour in the playground. They should be supported by other members of staff on duty and should make the decision to refer any serious incidents to the Key Stage Leader or Head Teacher.

Lunchtime Supervision staff have responsibility for encouraging positive behaviour and dealing with inappropriate behaviour at lunchtimes. They should be support each other in the playground and hall and should make the decision to refer any serious incidents to a member of SLT or Head Teacher.

Volunteers should be able to encourage positive behaviour with the children with whom they are working. They should refer any incidents of inappropriate behaviour or concerns about our behaviour policy to class teachers.

The SENCO and Mental Health Lead have responsibility 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, Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health service to receive additional support where required.

The Head Teacher has overall responsibility for encouraging positive behaviour and dealing with inappropriate behaviour in the school and has the ultimate discretion to decide upon sanctions and responses to inappropriate behaviour.

The Curriculum Safeguarding, Standards and Wellbeing Committee has responsibility for monitoring the implementation of this Policy, which includes monitoring the nature and number of incidents of inappropriate behaviour in the school. This information is reported termly to the CSW Committee by the head teacher and at least annually to the full Governing Body.

Parents are responsible for the behaviour of their child(ren) inside and outside of school. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.