



**Respect**

**Creation**

**Fellowship**

**Wisdom**

**Hope**

# ARCHBISHOP BENSON C of E SCHOOL

## Behaviour for Learning Policy



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# BEHAVIOUR FOR LEARNING POLICY

## 1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils. Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

### Vision:

With **fun and learning**, **hand in hand**, **all things are possible**.

"I can do **all things** through **Him** who strengthens me. (Philippians 4:13)

### Values:

**RESPECT**

**CREATION**

**FELLOWSHIP**

**WISDOM**

**HOPE**

### School Aims:

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

## 2.0 Policy Rationale

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as facilitate effective teaching and learning. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning. We are committed to developing & nurturing the necessary **behaviour for learning** attitudes & skills to achieve this.

It is responsibility of **every member of the school community** to model, encourage and reward positive behaviour throughout the school day. By positive behaviour we mean that we shall:

- Show respect for ourselves, for others and for our environment;
- Treat everyone with consideration and courtesy;
- Be fully committed, both as adults and children to the importance of teaching & learning
- Take a pride in all aspects our school life;
- Contribute positively and to the best of our abilities;
- Be honest, open and fair in dealings with one another;
- Follow the Golden Rules.

To achieve this, we recognise the need to provide the positive framework of a whole school Behaviour for Learning Policy which is developed, reviewed, evaluated, supported and followed by the whole school community. This includes school-based staff, parents, pupils, governors and other friends, professionals and associates of the school.

### **3.0 Policy Values and Aims**

We believe that all pupils have the right to effective teaching within a stimulating, exciting, and safe environment. In providing such an environment, great emphasis is placed on the valuing of individuals and the development of trust and respect between all who work together within the school community.

#### **3.1 Our aims are:**

- To create and nurture a positive school environment based on our unique & distinctive ethos and values as a Christian school.
- To ensure that all members of our learning community feel safe, valued, respected and secure within the environment we collectively create and maintain on a day-to-day basis.
- To establish and maintain approaches to behaviour management that are consistent throughout the school, with a commitment to the explicit teaching & modelling of appropriate behaviours, values, skills & attitudes.
- To set clear high expectations of behaviour for all members of the school community and to actively share and embed these with all stakeholders
- To ensure that every member of our learning community behaves with consideration, respect and concern for others.
- To ensure that there is a clear understanding that we all have the right to learn to the best of our ability, and a responsibility to ensure that all others have an equal opportunity to do so.
- To ensure that behaviour throughout the school, in both structured and unstructured times, supports the school's aim to become an outstanding learning community.
- To ensure a whole-school commitment to a system of behaviour management which encourages and supports self-discipline and behaviour modification in our pupils;
- To celebrate positive behaviour amongst all members of the learning community through formal and informal rewards and praise, encouraging and supporting high self-image and self-esteem in all pupils.
- To ensure that our hierarchy of consequences is clear, fair and, where necessary, is consistently applied by all teaching and non-teaching staff as directed in this policy.
- To manage problems, when they occur, in a caring and responsible manner within a planned and shared structure, in order to reduce the impact of the problem on the smooth running of the school and to support improved behaviour of the individuals concerned.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

### **4.0 Equal Opportunities**

We recognise equal opportunities as the absence of discrimination against anyone, staff, pupil or parents, on the grounds of their sex, race, colour, religion, nationality, ethnicity, national origins, disability, sexuality or marital status.

We believe that the education of all children, regardless of race, gender, social class, sexuality, home background, academic ability or behaviour is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment.

We are committed to promoting the principles of fairness and justice for all through the education that we provide in our school and we constantly strive to remove any forms of direct or indirect discrimination that may form barriers to positive behaviour, learning and development. We have secure processes in place for identifying and supporting pupils

with additional needs which may impact on their social and emotional behaviour – refer to our SEND Policy

## 5.0 Social Inclusion

As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to learn to their full potential and to support their development as good citizens within the community. Through our faith values and British values, we explicitly encourage our pupils to accept responsibility for their behaviour, to show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

We are committed to ensuring that all our pupils, including those who are difficult to engage as a result of challenging behaviour and/ or poor attendance, have equal access to the full range of educational opportunities provided by the school and receive the necessary support and intervention to reduce the risk of disengagement and disaffection and to secure good learning outcomes for all our pupils.

## 6.0 Behaviour for Learning Management

As a Church of England school, we promote a high -profile, proactive, whole-school approach to the importance of fellowship and our school family. We seek to be pre-emptive and preventative in our approach to all forms of poor behaviour and related attitudes.

We proactively harness our school ethos and values to teach fellowship skills and to nurture empathy on a daily basis. We regularly remind the children how to use our Fellowship Code (see Appendix 1). We create and celebrate together opportunities for our pupils to “do good”. We also seek to encourage our pupils to “will good” i.e. speaking up and doing what is right even when the burden is heavy. Our programme of school worship provides a vehicle to reinforce our high expectations for behaviour by inspiring the children, through stories and prayers, to take a risk and stick up for their peers when they encounter any form of unkindness or unfairness.

We believe that positive expectations, routines & procedures are crucial to facilitating effective behaviour management. A range of processes are in place to support our pupils in managing their own behaviour on a daily basis.

### 6.1 School vision & values:

**Respect** is one of our chosen core values. All members of our school community are expected to engage with our definition of respect – “*At Archbishop Benson School, respect means that we care enough about all of creation {people, creatures and property} to **think carefully & kindly** before we speak or act.*”

All members of the school community, which includes pupils, staff, parents, governors and other friends, professionals and associates of the school are expected to:

- show respect towards each other;
- show respect for their own, other people’s and the school’s property;
- behave in a manner which supports the process of teaching and learning at all times;
- refrain from any form of bullying or harassment;
- remember that neither physical violence nor retaliation is acceptable;
- refrain from using inappropriate or offensive language.

If any member of the school community has a complaint or grievance against another member of the community, it must be reported to a member of staff, who will refer it to the Head Teacher, Deputy Head Teacher or Assistant Head teacher where appropriate.

## **6.2 The Standards Expected in Our School**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards throughout a child's life both in and out of school. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to respect each other, the adults in the school, the wider community and their family. We expect the children to be ready to learn and enthusiastic to do so, we also know that they need to show respect to staff and each other in and around school and before learning can begin. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Archbishop Benson School we work towards standards of behaviour based on the Christian principles of respect, creation, wisdom, hope & creation. We use the principles of reflection, forgiveness and reconciliation to reinforce these values (see point 9.0).

## **6.3 Classroom Management:**

The class teacher or adult in charge of the class must have high expectations of the children's behaviour at all times. In order to promote this the following need to be considered:

1. *Shared expectations* e.g. the teacher/member of staff has to model the standards of courtesy & behaviour expected from the children;
2. *Classroom organisation* e.g. established routines and expectations of behavior, seating arrangements, access to materials, visibility, ease of movement
3. *Arrangement of lessons or activities* e.g. when and how children enter and/or use areas or rooms
4. *Work demands* e.g. does it cater for the range of abilities within the class?
5. *Rewards* i.e. a consistent & age-appropriate use of positive reinforcement and praise.
6. *Consequences* i.e. making sparing but effective use of consequences.

## **6.4 Class Rules**

Each class at Archbishop Benson School follows the whole-school Golden Rules system and also develops their own class- based rules at the start of each academic year. The class rules are linked but not necessarily the same as dining hall, corridor, playground rules and routines. These are based on our school values as well as a shared understanding of the pupils' rights and responsibilities and how important these are to ensure effective teaching and learning within their class. These are written positively, prominently displayed within the classroom, i.e. class reflective area, and referred to regularly in order that they maintain a high profile.

## **6.5 Whole-School Golden Rules**

The 5 Golden Rules are: Be Kind; Try Your Best; Be Respectful; Listen Carefully and Follow Instructions. These rules are displayed in each classroom and around the wider school. They are re-visited in detail with the children at the beginning of each academic year and form the basis of the behaviour management language used by adults in the school. Children and adults are expected to follow them at all times. See section 5 below regarding how The Golden Rules link to Golden Time for incentives and consequences.

## 6.6 Whole School Routines & Procedures

We support positive pupil behaviour by outlining & modelling clear expectations of good behaviour throughout the school during the day, as outlined in our Code of Conduct booklet. Routines support pupils and need to be explicitly taught for:

- the start/end of the day
- settling in class & answering the register
- moving from carpet time to small group/individual work
- collecting equipment
- entering/leaving the classroom
- moving from the classroom to elsewhere e.g. dining hall,
- using the playground
- leaving the Hall after Assembly/PE lunch etc
- worship times
- after-school clubs

Activities (e.g. Circle Time), strategies (e.g. mood pebbles) and documents, e.g. 'The Fellowship Code', are used within the school as part of our common approach and shared language when dealing with behavioural issues.

## 7.0 Effective Relationships

*"It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest you show in their lives that matters most – what can be called "botheredness".*

*Humans have a deep desire to be appreciated. Using positive recognition (or being bothered) means that you know how to make a child feel appreciated and important. It is not what you give that is important, but the way that you give it that counts.*

### **The Drip Effect**

*Botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship-building done properly – gentle, kind & caring. The expectation of immediacy is wrong. It is the daily drip, drip, drip that is highly effective."*

*(When The Adults Changes, Everything Changes –Paul Dix)*

Every member of the school community has the responsibility for promoting and encouraging positive interaction at all times. This should include the positive modelling of male-female, adult- adult, adult- pupil and pupil-pupil relationships. We recognise that how we behave and talk to each other is crucial to the development of respect and the maintenance of wellbeing. Younger and more vulnerable children will be supported by older children modelling good behaviour at playtimes e.g. House Captains, Sports Leaders etc.

**7.1** We use specific **descriptive praise** when we see pupils making a good choice – we can never do too much of this.

Descriptive Praise involves telling people what it is exactly that we like about what they are doing, By doing this, we are reinforcing the behaviours we want to promote e.g.

'I liked the way you lined up quietly';

'I noticed how kindly you supported S\_\_\_\_.

Thank you'

'Thank you for returning to class so promptly' etc.

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.

**7.2** When building relationships with pupils and modelling positive behaviour, all adults are expected to use the **language of choice**. This is part of helping our pupils to take responsibility for their behaviour. We want to actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We link **consequences to the choices** they make, to help them make the best choice. This language:

- increases pupils' sense of responsibility & ownership of their behaviour;
- regards mistakes as part of learning;
- is positive and seeks to remove the struggle for power;
- overtly links responsibility, choice and consequence.

The use of sarcasm and/or negative language towards any member of the school community is strongly disapproved of and is viewed as detrimental to the development of respect and the maintenance of wellbeing. The pupils' use of language is closely monitored, and the use of racist language, name-calling and language intended to belittle, hurt or threaten other children is taken seriously.

## **8.0 Rewards and Consequences**

A major aim of this policy is to encourage pupils to practise good behaviour by operating a system of praise and reward that supports the pupils in managing their own behaviour. We believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification and implement a scaled approach to the use of both rewards and consequences.

### **8.1 Rewards:**

We underpin our approach to behaviour management with a range of rewards, which are given regularly and publicly, to actively encourage and reward both academic and non-academic achievements.

There can never be too many of these. They are part of the 'language' in this school. They include:

- Smiles
- Descriptive praise (including the use of the Class Behaviour Board or Dojos system)
- Stickers - to reinforce good work and effort made in a range of areas.
- Team points
- Certificates presented in assemblies
- Postcards/notes/phone calls to parents
- Special responsibilities/privileges including House Captains, Sports Leaders.
- Individual class-based reward schemes
- Sharing achievements with Head Teacher and other adults
- Recognition of public success in the school or wider community

Unless they have a bespoke behaviour plan in place, each child begins each week with 30 minutes of Golden Time. This is then provided on a Friday afternoon, where the children choose from a range of fun activities to participate in.

### **8.2 Consequences:**

We do not believe in sanctions or punishment. We operate a scaled response to universal behavioural issues/needs. It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence which makes sense to a child. Consequences are used where necessary and as appropriate to the child and the misbehaviour that has taken place.

## 8.2.1 Informal consequences could include:

### Loss of Golden Time

Golden Time is our primary approach to disseminating rewards and consequences. Each child begins the week with 30 minutes Golden Time on a Friday afternoon. Should their behaviour not meet the Golden Rules, pupils will, after a suitable rule reminder and warning, lose Golden Time in 5 minute increments. In certain instances, teachers may use their discretion to deduct larger amounts of Golden Time if the behaviour and its context is considered serious enough to deem it appropriate. Loss of Golden Time is recorded cumulatively over the week. Children who have lost 15 minutes or more of Golden Time by a Friday afternoon will spend that amount of time with a school leader discussing restorative work around their behaviours. Once that has been completed for the relevant amount of time, they then join their class for the remainder of Golden Time and will begin the next week with a new allocation of 30 minutes. Each class tracks pupils' loss of Golden Time as it is important that if a child is regularly losing Golden Time, parents should be informed and a bespoke behaviour plan may need to be put in place.

#### Loss Of Golden Time

Low Level Disruption and Contravention of The Golden Rules	<b>1<sup>st</sup> Instance</b>	<b>Reminder</b>
	<b>2<sup>nd</sup> instance</b>	<b>Warning using language of the Golden Rules</b>
	<b>3<sup>rd</sup> Instance</b>	<b>Lose 5 minutes Golden Time</b>
	<b>4<sup>th</sup> Instance</b>	<b>Lose 10 minutes Golden Time</b>
	<b>5<sup>th</sup> Instance</b>	<b>Lose 15 minutes Golden Time and work in a partner class.</b>
	<b>Ongoing Instances</b>	<b>Golden Time is lost in 5 minute increments.</b>

Where low-level but recurring poor behaviour is occurring, the class teacher may choose for the name of the child and the incident to be recorded on CPOMs, our behaviour tracking system. These overviews can allow teachers & the headteacher to track and see if a pattern of behaviour is developing.

More notable behavioural incidents will be recorded on CPOMs. There may not be a need to escalate the matter any further but the detail is recorded lest it may need to be referred to in the future

### 8.2.2 More formal consequences

In the vast majority of cases, Golden Time and informal consequences are effective in supporting a change in a child's behaviour. However if these strategies are proving ineffective, or an individual incident is considered to be of a sufficiently serious nature e.g. persistent bullying, acts of aggression, then more formal consequences/sanctions should be used.

This more formal approach is an escalating scale of response and is designed to make all behaviour manageable whilst providing opportunities for the individual child to make the

necessary improvements to their behaviour. It is also designed to set a hierarchy of intervention where children are given clear and consistent messages about the consequences involved in making future choices about their behaviour.

More formal consequences could include:

- Use of informal Pupil Behaviour Chart or RAG Timetable
- Pupil may be taken to discuss behaviour with a member of the SLT.
- Parents may be invited in to formally discuss the behaviour
- Initiation of formal Pupil Behaviour Logs/Plans/Records

**8.2.3** In cases of more significant misdemeanours the teacher may wish to 'fast-track' the process. The definition of a serious breach of discipline depends upon the context, the level and the complexity of the behaviour in question but could include:

- sustained refusal to work
- sustained refusal to comply with adult instructions or directions
- severe disruptive behaviour
- extreme rudeness
- verbal abuse
- physical abuse or assault
- deliberate damage to property
- leaving (or repeatedly attempting to leave) the school premises without permission

In the event of escalating or continued incidents of inappropriate behaviour, the pupil should be referred to a member of the School Leadership Team (SLT). In more significant cases, or if the problem continues following referral to a member of the SLT, the pupil will be referred to the Assistant/Deputy Head teacher. Similarly, if the behaviour is more serious or persists, the pupil will be referred to the Head Teacher. Normally at this stage, the parents will be contacted and invited to the school to discuss the situation and seek a mutually agreed way forward e.g. Behaviour Support Plan.

**8.2.4.** At this stage, and depending upon the wider context, it may be appropriate for the school and parents to consider the pupil accessing Rainbow Cove, Archbishop Benson's bespoke mainstream nurture group provision for pupils with additional/complex needs – see section 10. At this stage, individualised behaviour care plans, risk assessments and access to alternative personalised SEMH provision will be put in place.

Incidents of significant inappropriate behaviour are recorded and dated on CPOMs. These records serve not only as an accurate record of what has happened, but also help provide a longer- term picture, enabling any possible patterns to be seen.

**8.2.5** Persistent anti-social behaviour or that representing direct and extreme challenge to the school will be fully supported as outlined in Section 10.

## **9.0 Restoration**

**9.1** It is part of being human for children and adults to experience distance in their relationships and separation in their friendships. If a person is treated badly a barrier can be built up of hurt and resentment. This barrier can affect a child or adults' ability to thrive and flourish. The wrong that caused the barrier has to be dealt with. It cannot just be ignored. If the child's behaviour has resulted in disrespect to another pupil or adult then they must face up to this, seeking forgiveness and asking the person what should happen next. This relates directly to our school value of fellowship.

Our definition of fellowship is: *We recognise and celebrate that we are all fellow brothers and sisters connected within a big global family and that we are stronger together*

**9.2** We promote a restoration approach to barriers and breakdowns in friendships & relationships. Our restoration approach is based on reconciliation and forgiveness: Reconciliation is about mending the hurts or wounds caused by unkindness and separation. It involves several stages:

- A recognition of wrong and the hurt/pain that it has caused;
- Genuine sorrow for it;
- A desire to remove the barrier, to bridge the gap and to put right the friendship or relationship;
- A willing to offer and to accept forgiveness so there can be healing past the hurt.

Forgiveness is central to reconciliation, without it the friendship or relationship cannot be repaired. Forgiveness is the means by which damaged relationships are restored. Where a child or does something an act of dis-respect, they are expected and asked to say or show sorry to the person they have offended. The person is given the opportunity to forgive. By accepting an apology, we learn first-hand about the power of forgiveness to heal hurts, to strengthen relationships and to allow fresh starts.

Reconciliation and forgiveness are closely linked with the concept of peace. People are at peace only when their friendships and relationships are mended and whole.

**9.3** All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with in the proper way. The following method can be used when dealing with all serious conflicts

- Decide upon a suitable time to deal with the issue
- Listen to all the parties concerned individually or collectively and record important details in a brief report. Use open questions and deal with the primary behaviour
- Assure the children that the situation will be dealt with until it is resolved
- Make children aware of the consequences of their actions and the values & rules they have disregarded
- Offer appropriate pastoral support or mediation to pupils
- Take the necessary action in line with this policy including informing other relevant adults in and out of school as appropriate (e.g. class teacher, senior manager, lunchtime supervisor etc.)

It may be that where an act of dis-respect occurs, the child needs a period of reflection at break or lunchtime and may agree that a letter asking for forgiveness and explaining what they will do differently in the future in a similar situation is needed.

Pupils and families may benefit from Protective Behaviours – a practical approach to personal safety. It is a process which encourages self-empowerment, using the language of safety and consent, and brings with it the skills to avoid feeling and being victimised.

Theme1: "We all have the right to feel safe all the time"

Theme 2: "I have the right to feel safe and the responsibility to respect everyone else has the right to feel safe too.

## **10.0 Support for pupils with SEND and additional needs**

The vast majority of pupils at Archbishop Benson respond positively when staff implement these policy guidelines. A small percentage of our pupils may need personalised provision to support & regulate their behaviour.

We have pupils with **social, emotional and mental health needs as well as communication difficulties** which manifest in challenging behaviour such as

- being withdrawn and isolated, disruptive and disturbing;

- being hyperactive and lacking concentration;
- having immature social skills;
- or presenting challenging behaviours arising from other complex special needs

#### 10.1 Some SEMH needs & communication difficulties may have a possible **biological causation**

There need not be a medical diagnosis for a child or young person to have a social or emotional difficulty that manifests in challenging behaviour. Children and young people with a medical diagnosis could include emotional disorders such as depression and eating disorders; conduct disorders such as autism and oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's

10.2 There is also a relationship between **disability** and SEMH needs & communication development. Many children and young people with challenging or disruptive behaviour are also covered by the Disability Discrimination Act 1995 (DDA). The DDA says: 'someone has a disability if they have "a mental or physical impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".'

10.3 Early childhood experiences can have a major impact on later development, with the lack of a positive attachment to an adult being seen as particularly detrimental to some children. Parents are the biggest influence on a child's development. **Social circumstances** can also impact on childhood development. Children who experience family difficulties, including parental conflict, separation, neglect, indifference or erratic discipline are more likely to develop SEMH needs and/or communication difficulties with related behavioural issues'

10.4 For those pupils who need additional personalised provision to support and regulate their behaviour, we do this by working in line with this policy and by putting in more scaffolding, tailored to the specific needs of each pupil. This scaled response could include

- varying classroom management
- changing adult input
- making routines more detailed & structured e.g. Now & Next
- introducing personalised behaviour strategies
- using weekly RAG timetables
- maintaining a daily report
- drawing up an Individual Behaviour Plan (and possibly a behaviour contract too), detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- Accessing bespoke provision within our Rainbow Cove nurture group with graduated personalised provision

#### **11.0 Pupils at risk of exclusion** - Refer to School Exclusions Policy

11.1 Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The school will seek to make all reasonable adjustments within the parameters of a main-stream setting to ensure that each child remain included within our school community and mainstream education:

- Multi-agency involvement
- Reduced timetable arrangements
- Additional provision
- Fresh start

- Managed Move
- Access to specialist provision

Where certain behaviours continue and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, this could lead to pupil exclusion being implemented to enable the school to seek external professional support, review current provision and make reasonable adaptations.

11.2 The headteacher can use fixed-term exclusion as a planned response where it is warranted. The aim of a fixed-term external exclusion is not to act as a sanction. This arrangement primarily seeks to create the required time and space for the school to re-assess the child's needs and to secure the support and resources which will be needed to successfully re-integrate and include that child.

11.3 The school recognises that permanent exclusion should only be used as a last resort in response to a serious breach or persistent breaches of this behaviour policy; and where allowing the pupil to remain in school would significantly harm

- the efficient education of the pupil and other pupils in the school
- the safety and welfare of the pupil and others in the school
- the organisational efficiency of the school as a learning environment and a place of work.

## **12.0 Roles and Responsibilities of Staff**

**12.1** The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond. At Archbishop Benson School **we all have a responsibility to:**

- read this policy
- understand it
- ensure that our practice is always in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

We encourage pupils to tell an adult, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it is a good thing to do. Any child/adult who witnesses inappropriate behaviour, and says or does nothing is an accessory to that behaviour; is colluding with the wrongdoing and giving permission to the perpetrator to do it. We do not tolerate the concept of “grassing is a bad thing”- instead, we encourage and applaud it.

## **12.2 Class teachers**

- ensure that routines, rules & rewards are a primary focus in the classroom and in the language used.
- ensure consistent day-to-day management of behaviour and discipline within the school;
- ensure quality first teaching and learning in the classroom with appropriate differentiation
- create a supportive classroom climate where pupils feel emotionally and physically safe
- make effective use of teaching assistants and other resources to support learning and behaviour

- advise and support other staff (e.g. TAs & LSAs) on effective behaviour strategies including the implementation of IBP's ( Individual Behaviour Plans) for particular pupils
- routinely record incidences of poor behaviour on CPOMs
- monitor pupil behaviour and consider patterns/trends in individual and/or class behaviour
- escalate behavioural issues/incidences at the appropriate time
- develop positive relationships with parents to support pupil behaviour
- support the early identification of pupils with potential or actual social, emotional & mental health (SEMH) needs.

### **12.3 Teaching Assistants/HLTAs**

- support the teacher with teaching and behaviour management at all times
- ensure that routines, rules & rewards are a primary focus in the classroom and in the language used.
- support the development and maintenance of a positive classroom climate
- help pupils to manage their behaviour positively in the classroom and the playground at all times
- routinely report incidences of poor behaviour to the class teacher and to senior leaders if necessary
- routinely record incidences of poor behaviour on CPOMs
- escalate behavioural issues/incidences at the appropriate time

### **12.4 Lunchtime Supervisors and Kitchen Staff**

- be familiar and remain updated with the school rules.
- be positive role models to the children at a crucial time in their daily routine.
- support positive behaviour using the strategies agreed as a school
- have a clear understanding of each child's behavioural needs, if they have any, and the surrounding context.
- routinely report incidences of poor behaviour to the class teacher and to senior leaders if necessary
- routinely record incidences of poor behaviour on CPOMs
- escalate behavioural issues/incidences at the appropriate time

### **12.5 SENCO**

- provide advice/support/training for staff on strategies to promote positive behaviour and deal with inappropriate behaviour
- support staff in supporting pupils with persistent poor behaviour and identifying the underlying causes
- support the early identification of pupils with additional needs which are impacting on their behaviour for learning
- use the Pupil Welfare Group forum to explore behavioural issues within the school at an individual/cohort/key stage/whole-school level.
- working proactively and supportively with parents/carers
- write, implement and review behaviour support plans, liaising with and referring to the relevant professionals for additional advice or guidance
- co-ordinate meetings and reviews of pupils identified with additional needs

### **12.6 Senior Staff**

- ensure that routines, rules & rewards, and the language used, are a continuous focus across the school

- support teachers and teaching assistants to manage behaviour consistently and effectively through continuing professional development – not by doing it for staff
- support pupils with understanding the school's approach to behaviour management
- support parents with understanding the school's approach to behaviour management, and with behaviour management techniques
- organise or coordinate training and/or external agency involvement, where required, to reinforce or strengthen our whole-school approach to Behaviour for Learning.
- monitor and evaluate summary CPOMs reports to identify and address any inconsistency or potential discrimination within our Behaviour for Learning processes

### **12.7 Pupils**

- understand the school's approach to behaviour management
- improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour
- support their peers to improve their behaviour, in line with our policy
- take responsibility for their actions and the way in which they interact in their school and local community.

### **12.8 Parents**

- support the school's approach to behaviour management, in line with this policy
- know and uphold the school rules and our Code of Conduct
- discuss the school rules with their child, emphasising their support of them and assisting when appropriate with their implementation
- attend parents' evenings and school functions and by developing positive informal contacts with the school.

### **12.9 Governors**

- approve the school's policy
- support the school with its implementation
- maintain a strategic overview of behaviour management within the school and be aware of underlying causes
- seek assurances that behaviour management systems are being monitored and evaluated and that identified patterns & trends are being responded to appropriately.
- hear the case for fixed term/permanent exclusions, and to decide on the appropriate course of action.

### **12.10 External agencies**

- support and inform the school's approach to behaviour management and the implementation of behaviour plans & timetables.
- offer the school professional advice & guidance
- support the ongoing CPD of staff
- work supportively with pupils & families

### **13.0 Safeguarding (Please refer to our Safeguarding Policy for further details)**

The health, safety and well-being of every member of the school community is our paramount concern. Our vision states that our children should enjoy their time & their learning as pupils at this school. Our safeguarding provision is committed to underpinning this policy by:

- establishing and maintaining an environment where children feel safe and secure
- ensuring that children know that there are adults in the school whom they can approach if they are worried about anything inside or outside school.

- including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from peer pressure, bullying, harm or abuse.

Staff must immediately report any worrying/unusual behaviour to the Designated Safeguarding Lead. Such behaviour may warrant the involvement of parents, Social Services, medical services or an assessment by the Educational Psychologist. The Pupil Welfare Group will support the headteacher in making that decision.

#### **14.0 Vulnerability to radicalisation or extreme view points** (Please refer to our Prevent Policy)

We recognise our duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard our pupils through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Our core mission of equality and diversity permeates all we do. We place a strong emphasis, in keeping with our Christian ethos, on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

#### **15.0 Bullying** (Please refer to our Anti-Bullying Policy for further details)

Pupil definition: Bullying is "when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings making you feel sad or scared."

At Archbishop Benson School, staff, governors, parents and pupils work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect, is never tolerated or ignored. All forms of bullying, including racist, sexist, homophobic or disability prejudice or abuse – are unacceptable. Any such incidences will be challenged and dealt with in line with this policy.

It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

- Every instance needs to be addressed, in line with our Anti-Bullying policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop the behaviour causing concern
- This agreement needs to be monitored by the class teacher, supported by senior leaders, to ensure that the bullying has ceased.
- Support needs to be offered to both the victim & the perpetrator.
- Parents should be informed and engaged by the class teacher or a senior leader.
- All instances of bullying must be recorded in Bullying Behaviour Log and reported to governors termly

An overview of our anti-Bullying strategies and support are outlined in our Fellowship Code summary.

#### **16.0 Physical Intervention**

We pride ourselves on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated. At such times we use communication

skills, distraction techniques and the removal triggers where possible, to help pupils to calm down. However, there may be rare occasions when children need more help to calm down – this may require staff physical intervention to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. Physical restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.

All staff can use force to restrain a child where there is a perceived risk of injury, damage to property or a persistent threat to order in the classroom

This use of force should be reasonable, proportionate & necessary. It should match the perceived level of risk or challenge. It should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised Team Teach training, and this is up to date. Restraint should only be used if the pupil is putting him/herself or others in danger and where failure to intervene would constitute neglect. Staff involved in any incident where physical restraint is used must ensure the completion of a Physical Restraint Incident Report for each incident. The DSL and/or DDSL are responsible for ensuring that all incidences involving physical restraint are recorded on the Physical Restraint summary record & monitored. Children who are likely to need help in this way will normally have an Individual Behaviour Management Plan and/or Individual Physical Restraint Plan which is based on an Individual Risk Assessment.

### **17.0 Attendance and Truancy** (Please refer to our Pupil Attendance Policy)

At Archbishop Benson School, we recognise the correlation between good attendance, secure learning and positive behaviour. All staff are concerned about each pupil's safety, welfare and the continuity of their learning. In order to secure pupil engagement and to respond to potential disaffection, we take a pro-active approach to encouraging good punctuality and attendance and challenging persistent absence or truancy. As part of this approach the school has adopted the policy of contacting parents of pupils on the first day of their absence as well as additional strategies like weekly tracking, late gates, attendance clinics and the involvement of the Education Welfare Officer

### **18.0 Parents and School Working Together**

As a school, we recognise the importance of pro-active home school links. This partnership is vital in the development and maintenance of positive behaviour.

- The co-operation of parents is actively sought in encouraging pupils to work within the school and class rules, and their support is appreciated greatly within this partnership. Parents have the opportunity to discuss all aspects of their child's progress in school (including behaviour) at the termly parent evenings.
- If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to see the class teacher, the SENCOs or headteacher as soon as possible to discuss the concerns and the way forward.
- In the same way, if a teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss with them collaboratively and seek to identify causal factors as well as determine solutions.
- We are committed to a strong partnership between the home and school. Part of that partnership involves a shared commitment between both staff and parents, as well as between parents themselves, to maintaining good working relationships so that we ensure a safe and positive school environment for all our children and their families.
- Where parents or carers may have an issue or concern relating to their child, we ask them to always work directly with the school. It is never appropriate for a parent/carer/adult to approach someone else's child, at any time, in order to discuss

an issue or to chastise them in any way because of the actions of this child towards their own child. Such an approach to a child has the potential to be seen by other parents as a form of bullying or assault on their child and can result in the incident escalating far beyond the original intention.

- On a similar note, we also ask parent to refrain from informing other parents of events they believe have happened in school relating to their children, particularly where it is reported that those children may have been in trouble of some kind. There is a real likelihood that the information being shared will not reflect the context of the incident nor include the full facts. Other parents may feel they are being helpful but actually it frequently has the opposite effect
- Any form of aggressive or anti-social behaviour towards a member of the school community will be challenged by the school and appropriate action, based on LA guidance, will be taken which could ultimately lead to the issuing of a banning notice.

### **19.0 External Working Links**

At Archbishop Benson School we value the positive relationships that have been built between the school, the local community, the Local Authority, other education settings and a range of external agencies. We recognise the positive benefits that multi-agency working partnerships bring to the school and work closely with a range of services and professionals to nurture the highest possible standards of behaviour for all the pupils attending Archbishop Benson School. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we actively work in partnership with:

- Educational Psychologists
- Speech/Occupational therapists
- Education Welfare Officers
- Child and Adult Mental Health Service
- Penhaligon's Friends
- Alternative Provision providers
- Early Help Hub
- Social Services
- Local Safeguarding Children's Board

### **20.0 Training & Continuing Professional Development**

In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour, and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are available. These include:

- in-service training led by school based staff
- in-service training led by outside agencies or consultants;
- centre based training led by the LA for staff and governors;
- local or national conferences featuring specialist speakers on the subject.

In order to further improve practice, staff can

- apply to go on individual courses out of school, as part of their individual Continuing Professional Development identified in their Performance Management meetings
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend training sessions on behaviour management specific to a key stage/cohort/pupil group

Positive behaviour management is incorporated into all our Tier 1 and Tier 2 Safeguarding training for support staff and teachers respectively. Designated members of staff have also undertaken Tier 3 safeguarding training, including Team Teaching, to ensure effective focused behaviour management for some of our most vulnerable pupils.

**21.0 Monitoring and Evaluation.**

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil.

The effectiveness of our day-to-day behaviour management is monitored and evaluated through:

- observing and feeding back to staff on observed good practice and areas for development
- facilitating ongoing dialogue between members/groups of staff and additional agencies, if involved.
- Ensuring that the appropriate individual or group ( i.e. class teacher, key stage coordinator, Pupil Welfare Group, SLT) is involved in assessing & responding to general or special behavioural issues

The headteacher monitors, evaluates and revises where necessary, the effective implementation and impact of this policy using a range of sources:

- Pupil, parental & staff feedback
- Governor monitoring
- CPOMS summary reports
- External consultancy monitoring

The above records are also monitored and evaluated by the Safeguarding Governor.

<b>Policy monitored &amp; reviewed by</b>	Personal Development, Behaviour & Attitudes governor focus group
<b>Date of adoption/ last re-adoption</b>	February 2020
<b>Date of review</b>	February 2021

**1.0 Introduction**

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our

pupils. Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

**Vision:**

With **fun and learning**, **hand in hand**, **all things are possible**.

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

**Values:**

**RESPECT**

**CREATION**

**FELLOWSHIP**

**WISDOM**

**HOPE**

**School Aims:**

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

**2.0 Policy Rationale**

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as facilitate effective teaching and learning. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning. We are committed to developing & nurturing the necessary **behaviour for learning** attitudes & skills to achieve this.

It is responsibility of **every member of the school community** to model, encourage and reward positive behaviour throughout the school day. By positive behaviour we mean that we shall:

- Show respect for ourselves, for others and for our environment;
- Treat everyone with consideration and courtesy;
- Be fully committed, both as adults and children to the importance of teaching & learning
- Take a pride in all aspects our school life;
- Contribute positively and to the best of our abilities;
- Be honest, open and fair in dealings with one another;
- Follow the Golden Rules.

To achieve this, we recognise the need to provide the positive framework of a whole school Behaviour for Learning Policy which is developed, reviewed, evaluated, supported and followed by the whole school community. This includes school-based staff, parents, pupils, governors and other friends, professionals and associates of the school.

**3.0 Policy Values and Aims**

We believe that all pupils have the right to effective teaching within a stimulating, exciting, and safe environment. In providing such an environment, great emphasis is placed on the valuing of individuals and the development of trust and respect between all who work together within the school community.

### 3.1 Our aims are:

- To create and nurture a positive school environment based on our unique & distinctive ethos and values as a Christian school.
- To ensure that all members of our learning community feel safe, valued, respected and secure within the environment we collectively create and maintain on a day-to-day basis.
- To establish and maintain approaches to behaviour management that are consistent throughout the school, with a commitment to the explicit teaching & modelling of appropriate behaviours, values, skills & attitudes.
- To set clear high expectations of behaviour for all members of the school community and to actively share and embed these with all stakeholders
- To ensure that every member of our learning community behaves with consideration, respect and concern for others.
- To ensure that there is a clear understanding that we all have the right to learn to the best of our ability, and a responsibility to ensure that all others have an equal opportunity to do so.
- To ensure that behaviour throughout the school, in both structured and unstructured times, supports the school's aim to become an outstanding learning community.
- To ensure a whole-school commitment to a system of behaviour management which encourages and supports self-discipline and behaviour modification in our pupils;
- To celebrate positive behaviour amongst all members of the learning community through formal and informal rewards and praise, encouraging and supporting high self-image and self-esteem in all pupils.
- To ensure that our hierarchy of consequences is clear, fair and, where necessary, is consistently applied by all teaching and non-teaching staff as directed in this policy.
- To manage problems, when they occur, in a caring and responsible manner within a planned and shared structure, in order to reduce the impact of the problem on the smooth running of the school and to support improved behaviour of the individuals concerned.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

### **4.0 Equal Opportunities**

We recognise equal opportunities as the absence of discrimination against anyone, staff, pupil or parents, on the grounds of their sex, race, colour, religion, nationality, ethnicity, national origins, disability, sexuality or marital status.

We believe that the education of all children, regardless of race, gender, social class, sexuality, home background, academic ability or behaviour is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment.

We are committed to promoting the principles of fairness and justice for all through the education that we provide in our school and we constantly strive to remove any forms of direct or indirect discrimination that may form barriers to positive behaviour, learning and development. We have secure processes in place for identifying and supporting pupils with additional needs which may impact on their social and emotional behaviour – refer to our SEND Policy

### **5.0 Social Inclusion**

As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to learn to their full potential and to support their development as good citizens within the community. Through our faith values and British values, we explicitly encourage our pupils to accept responsibility for their behaviour, to show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

We are committed to ensuring that all our pupils, including those who are difficult to engage as a result of challenging behaviour and/ or poor attendance, have equal access to the full range of educational opportunities provided by the school and receive the necessary support and intervention to reduce the risk of disengagement and disaffection and to secure good learning outcomes for all our pupils.

## **6.0 Behaviour for Learning Management**

As a Church of England school, we promote a high -profile, proactive, whole-school approach to the importance of fellowship and our school family. We seek to be pre-emptive and preventative in our approach to all forms of poor behaviour and related attitudes.

We proactively harness our school ethos and values to teach fellowship skills and to nurture empathy on a daily basis. We regularly remind the children how to use our Fellowship Code (see Appendix 1). We create and celebrate together opportunities for our pupils to “do good”. We also seek to encourage our pupils to “will good” i.e. speaking up and doing what is right even when the burden is heavy. Our programme of school worship provides a vehicle to reinforce our high expectations for behaviour by inspiring the children, through stories and prayers, to take a risk and stick up for their peers when they encounter any form of unkindness or unfairness.

We believe that positive expectations, routines & procedures are crucial to facilitating effective behaviour management. A range of processes are in place to support our pupils in managing their own behaviour on a daily basis.

### **6.1 School vision & values:**

**Respect** is one of our chosen core values. All members of our school community are expected to engage with our definition of respect – *“At Archbishop Benson School, respect means that we care enough about all of creation {people, creatures and property} to **think carefully & kindly** before we speak or act.”*

All members of the school community, which includes pupils, staff, parents, governors and other friends, professionals and associates of the school are expected to:

- show respect towards each other;
- show respect for their own, other people’s and the school’s property;
- behave in a manner which supports the process of teaching and learning at all times;
- refrain from any form of bullying or harassment;
- remember that neither physical violence nor retaliation is acceptable;
- refrain from using inappropriate or offensive language.

If any member of the school community has a complaint or grievance against another member of the community, it must be reported to a member of staff, who will refer it to the Head Teacher, Deputy Head Teacher or Assistant Head teacher where appropriate.

### **6.2 Classroom Management:**

The class teacher or adult in charge of the class must have high expectations of the children's behaviour at all times. In order to promote this the following need to be considered:

7. *Shared expectations* e.g. the teacher/member of staff has to model the standards of courtesy & behaviour expected from the children;
8. *Classroom organisation* e.g. established routines and expectations of behavior, seating arrangements, access to materials, visibility, ease of movement
9. *Arrangement of lessons or activities* e.g. when and how children enter and/or use areas or rooms
10. *Work demands* e.g. does it cater for the range of abilities within the class?
11. *Rewards* i.e. a consistent & age-appropriate use of positive reinforcement and praise.
7. *Consequences* i.e. making sparing but effective use of consequences.

### **6.3 Class Rules**

Each class at Archbishop Benson School follows the whole-school Golden Rules system and also develops their own class- based rules at the start of each academic year. The class rules are linked but not necessarily the same as dining hall, corridor, playground rules and routines. These are based on our school values as well as a shared understanding of the pupils' rights and responsibilities and how important these are to ensure effective teaching and learning within their class. These are written positively, prominently displayed within the classroom, i.e. class reflective area, and referred to regularly in order that they maintain a high profile.

### **6.4 Whole-School Golden Rules**

The 5 Golden Rules are: Be Kind; Try Your Best; Be Respectful; Listen Carefully and Follow Instructions. These rules are displayed in each classroom and around the wider school. They are re-visited in detail with the children at the beginning of each academic year and form the basis of the behaviour management language used by adults in the school. Children and adults are expected to follow them at all times. See section 5 below regarding how The Golden Rules link to Golden Time for incentives and consequences.

### **6.5 Whole School Routines & Procedures**

We support positive pupil behaviour by outlining & modelling clear expectations of good behaviour throughout the school during the day, as outlined in our Code of Conduct booklet. Routines support pupils and need to be explicitly taught for:

- the start/end of the day
- settling in class & answering the register
- moving from carpet time to small group/individual work
- collecting equipment
- entering/leaving the classroom
- moving from the classroom to elsewhere e.g. dining hall,
- using the playground
- leaving the Hall after Assembly/PE lunch etc
- worship times
- after-school clubs

Activities (e.g. Circle Time), strategies (e.g. mood pebbles) and documents, e.g. 'The Fellowship Code', are used within the school as part of our common approach and shared language when dealing with behavioural issues.

## **7.0 Effective Relationships**

*"It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest you show in their lives that matters most – what can be called "botheredness". Humans have a deep desire to be appreciated. Using positive recognition (or being bothered) means that you know how to make a child feel appreciated and important. It is not what you give that is important, but the way that you give it that counts.*

### **The Drip Effect**

*Botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship-building done properly – gentle, kind & caring. The expectation of immediacy is wrong. It is the daily drip, drip, drip that is highly effective."*  
(When The Adults Changes, Everything Changes –Paul Dix)

Every member of the school community has the responsibility for promoting and encouraging positive interaction at all times. This should include the positive modelling of male-female, adult- adult, adult- pupil and pupil-pupil relationships. We recognise that how we behave and talk to each other is crucial to the development of respect and the maintenance of wellbeing. Younger and more vulnerable children will be supported by older children modelling good behaviour at playtimes e.g. House Captains, Sports Leaders etc.

**7.1** We use specific **descriptive praise** when we see pupils making a good choice – we can never do too much of this.

Descriptive Praise involves telling people what it is exactly that we like about what they are doing, By doing this, we are reinforcing the behaviours we want to promote e.g.

'I liked the way you lined up quietly';

'I noticed how kindly you supported S\_\_\_\_\_.

Thank you'

'Thank you for returning to class so promptly' etc.

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.

**7.2** When building relationships with pupils and modelling positive behaviour, all adults are expected to use the **language of choice**. This is part of helping our pupils to take responsibility for their behaviour. We want to actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We link **consequences to the choices** they make, to help them make the best choice. This language:

- increases pupils' sense of responsibility & ownership of their behaviour;
- regards mistakes as part of learning;
- is positive and seeks to remove the struggle for power;
- overtly links responsibility, choice and consequence.

The use of sarcasm and/or negative language towards any member of the school community is strongly disapproved of and is viewed as detrimental to the development of respect and the maintenance of wellbeing. The pupils' use of language is closely monitored, and the use of racist language, name-calling and language intended to belittle, hurt or threaten other children is taken seriously.

## **8.0 Rewards and Consequences**

A major aim of this policy is to encourage pupils to practise good behaviour by operating a system of praise and reward that supports the pupils in managing their own behaviour.

We believe that the encouragement of desirable behaviour is the most effective and

positive means of behaviour modification and implement a scaled approach to the use of both rewards and consequences.

### 8.1 Rewards:

We underpin our approach to behaviour management with a range of rewards, which are given regularly and publicly, to actively encourage and reward both academic and non-academic achievements.

There can never be too many of these. They are part of the 'language' in this school. They include:

- Smiles
- Descriptive praise (including the use of the Class Behaviour Board or Dojos system)
- Stickers - to reinforce good work and effort made in a range of areas.
- Team points
- Certificates presented in assemblies
- Postcards/notes/phone calls to parents
- Special responsibilities/privileges including House Captains, Sports Leaders.
- Individual class-based reward schemes
- Sharing achievements with Head Teacher and other adults
- Recognition of public success in the school or wider community

Unless they have a bespoke behaviour plan in place, each child begins each week with 30 minutes of Golden Time. This is then provided on a Friday afternoon, where the children choose from a range of fun activities to participate in.

### 8.2 Consequences:

We do not believe in sanctions or punishment. We operate a scaled response to universal behavioural issues/needs. It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence which makes sense to a child. Consequences are used where necessary and as appropriate to the child and the misbehaviour that has taken place.

#### **8.2.1 Informal consequences could include:**

##### **Loss of Golden Time**

Golden Time is our primary approach to disseminating rewards and consequences. Each child begins the week with 30 minutes Golden Time on a Friday afternoon. Should their behaviour not meet the Golden Rules, pupils will, after a suitable rule reminder and warning, lose Golden Time in 5 minute increments. In certain instances, teachers may use their discretion to deduct larger amounts of Golden Time if the behaviour and its context is considered serious enough to deem it appropriate. Loss of Golden Time is recorded cumulatively over the week. Children who have lost 15 minutes or more of Golden Time by a Friday afternoon will spend that amount of time with a school leader discussing restorative work around their behaviours. Once that has been completed for the relevant amount of time, they then join their class for the remainder of Golden Time and will begin the next week with a new allocation of 30 minutes. Each class tracks pupils' loss of Golden Time as it is important that if a child is regularly losing Golden Time, parents should be informed and a bespoke behaviour plan may need to be put in place.

### Loss Of Golden Time

Low Level Disruption and Contravention of The Golden Rules	<b>1<sup>st</sup> Instance</b>	<b>Reminder</b>
	<b>2<sup>nd</sup> instance</b>	<b>Warning using language of the Golden Rules</b>
	<b>3<sup>rd</sup> Instance</b>	<b>Lose 5 minutes Golden Time</b>
	<b>4<sup>th</sup> Instance</b>	<b>Lose 10 minutes Golden Time</b>
	<b>5<sup>th</sup> Instance</b>	<b>Lose 15 minutes Golden Time and work in a partner class.</b>
	<b>Ongoing Instances</b>	<b>Golden Time is lost in 5 minute increments.</b>

Where low-level but recurring poor behaviour is occurring, the class teacher may choose for the name of the child and the incident to be recorded on CPOMs, our behaviour tracking system. These overviews can allow teachers & the headteacher to track and see if a pattern of behaviour is developing.

More notable behavioural incidents will be recorded on CPOMs. There may not be a need to escalate the matter any further but the detail is recorded lest it may need to be referred to in the future

#### **8.2.2 More formal consequences**

In the vast majority of cases, Golden Time and informal consequences are effective in supporting a change in a child's behaviour. However if these strategies are proving ineffective, or an individual incident is considered to be of a sufficiently serious nature e.g. persistent bullying, acts of aggression, then more formal consequences/sanctions should be used.

This more formal approach is an escalating scale of response and is designed to make all behaviour manageable whilst providing opportunities for the individual child to make the necessary improvements to their behaviour. It is also designed to set a hierarchy of intervention where children are given clear and consistent messages about the consequences involved in making future choices about their behaviour.

More formal consequences could include:

- Use of informal Pupil Behaviour Chart or RAG Timetable
- Pupil may be taken to discuss behaviour with a member of the SLT.
- Parents may be invited in to formally discuss the behaviour
- Initiation of formal Pupil Behaviour Logs/Plans/Records

**8.2.3** In cases of more significant misdemeanours the teacher may wish to 'fast-track' the process. The definition of a serious breach of discipline depends upon the context, the level and the complexity of the behaviour in question but could include:

- sustained refusal to work
- sustained refusal to comply with adult instructions or directions
- severe disruptive behaviour
- extreme rudeness
- verbal abuse
- physical abuse or assault
- deliberate damage to property

- leaving (or repeatedly attempting to leave) the school premises without permission

In the event of escalating or continued incidents of inappropriate behaviour, the pupil should be referred to a member of the School Leadership Team (SLT). In more significant cases, or if the problem continues following referral to a member of the SLT, the pupil will be referred to the Assistant/Deputy Head teacher. Similarly, if the behaviour is more serious or persists, the pupil will be referred to the Head Teacher. Normally at this stage, the parents will be contacted and invited to the school to discuss the situation and seek a mutually agreed way forward e.g. Behaviour Support Plan.

**8.2.4.** At this stage, and depending upon the wider context, it may be appropriate for the school and parents to consider the pupil accessing Rainbow Cove, Archbishop Benson's bespoke mainstream nurture group provision for pupils with additional/complex needs – see section 10. At this stage, individualised behaviour care plans, risk assessments and access to alternative personalised SEMH provision will be put in place. Incidents of significant inappropriate behaviour are recorded and dated on CPOMs. These records serve not only as an accurate record of what has happened, but also help provide a longer- term picture, enabling any possible patterns to be seen.

**8.2.5** Persistent anti-social behaviour or that representing direct and extreme challenge to the school will be fully supported as outlined in Section 10.

## **9.0 Restorative Justice**

All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with in the proper way. The following method should be used when dealing with all serious conflicts

- Decide upon a suitable time to deal with the issue
- Listen to all the parties concerned individually or collectively and record important details in a brief report. Use open questions and deal with the primary behaviour
- Assure the children that the situation will be dealt with until it is resolved
- Make children aware of the consequences of their actions and the rules they have disregarded
- Offer appropriate pastoral support or mediation to pupils
- Take the necessary action in line with this policy including informing other relevant adults in and out of school as appropriate (e.g. class teacher, senior manager, lunchtime supervisor etc.)

Pupils and families may benefit from Protective Behaviours – a practical approach to personal safety. It is a process which encourages self-empowerment, using the language of safety and consent, and brings with it the skills to avoid feeling and being victimised.

Theme1: "We all have the right to feel safe all the time"

Theme 2: "I have the right to feel safe and the responsibility to respect everyone else has the right to feel safe too.

## **10.0 Support for pupils with additional needs**

The vast majority of pupils at Archbishop Benson respond positively when staff implement these policy guidelines. A small percentage of our pupils may need personalised provision to support & regulate their behaviour.

We have pupils with **social, emotional and mental health needs as well as communication difficulties** which manifest in challenging behaviour such as

- being withdrawn and isolated, disruptive and disturbing;

- being hyperactive and lacking concentration;
- having immature social skills;
- or presenting challenging behaviours arising from other complex special needs

#### 10.1 Some SEMH needs & communication difficulties may have a possible **biological causation**

There need not be a medical diagnosis for a child or young person to have a social or emotional difficulty that manifests in challenging behaviour. Children and young people with a medical diagnosis could include emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's

10.2 There is also a relationship between **disability** and SEMH needs & communication development. Many children and young people with challenging or disruptive behaviour are also covered by the Disability Discrimination Act 1995 (DDA). The DDA says: 'someone has a disability if they have "a mental or physical impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".'

10.3 Early childhood experiences can have a major impact on later development, with the lack of a positive attachment to an adult being seen as particularly detrimental to some children. Parents are the biggest influence on a child's development. **Social circumstances** can also impact on childhood development. Children who experience family difficulties, including parental conflict, separation, neglect, indifference or erratic discipline are more likely to develop SEMH needs and/or communication difficulties with related behavioural issues'

10.4 For those pupils who need additional personalised provision to support and regulate their behaviour, we do this by working in line with this policy and by putting in more scaffolding, tailored to the specific needs of each pupil. This scaled response could include

- varying classroom management
- changing adult input
- making routines more detailed & structured e.g. Now & Next
- introducing personalised behaviour strategies
- using weekly RAG timetables
- maintaining a daily report
- drawing up an Individual Behaviour Plan (and possibly a behaviour contract too), detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- Accessing bespoke provision within our Rainbow Cove nurture group with graduated personalised provision

#### **11.0 Pupils at risk of exclusion** - Refer to School Exclusions Policy

11.1 Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The school will seek to make all reasonable adjustments within the parameters of a main-stream setting to ensure that each child remain included within our school community and mainstream education:

- Multi-agency involvement
- Reduced timetable arrangements
- Additional provision
- Fresh start

- Managed Move
- Access to specialist provision

Where certain behaviours continue and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, this could lead to pupil exclusion being implemented to enable the school to seek external professional support, review current provision and make reasonable adaptations.

11.2 The headteacher can use fixed-term exclusion as a planned response where it is warranted. The aim of a fixed-term external exclusion is not to act as a sanction. This arrangement primarily seeks to create the required time and space for the school to re-assess the child's needs and to secure the support and resources which will be needed to successfully re-integrate and include that child.

11.3 The school recognises that permanent exclusion should only be used as a last resort in response to a serious breach or persistent breaches of this behaviour policy; and where allowing the pupil to remain in school would significantly harm

- the efficient education of the pupil and other pupils in the school
- the safety and welfare of the pupil and others in the school
- the organisational efficiency of the school as a learning environment and a place of work.

## **12.0 Roles and Responsibilities of Staff**

**12.1** The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond. At Archbishop Benson School **we all have a responsibility to:**

- read this policy
- understand it
- ensure that our practice is always in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

We encourage pupils to tell an adult, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it is a good thing to do. Any child/adult who witnesses inappropriate behaviour, and says or does nothing is an accessory to that behaviour; is colluding with the wrongdoing and giving permission to the perpetrator to do it. We do not tolerate the concept of “grassing is a bad thing”- instead, we encourage and applaud it.

## **12.2 Class teachers**

- ensure that routines, rules & rewards are a primary focus in the classroom and in the language used.
- ensure consistent day-to-day management of behaviour and discipline within the school;
- ensure quality first teaching and learning in the classroom with appropriate differentiation
- create a supportive classroom climate where pupils feel emotionally and physically safe
- make effective use of teaching assistants and other resources to support learning and behaviour

- advise and support other staff (e.g. TAs & LSAs) on effective behaviour strategies including the implementation of IBP's ( Individual Behaviour Plans) for particular pupils
- routinely record incidences of poor behaviour on CPOMs
- monitor pupil behaviour and consider patterns/trends in individual and/or class behaviour
- escalate behavioural issues/incidences at the appropriate time
- develop positive relationships with parents to support pupil behaviour
- support the early identification of pupils with potential or actual social, emotional & mental health (SEMH) needs.

### **12.3 Teaching Assistants/HLTAs**

- support the teacher with teaching and behaviour management at all times
- ensure that routines, rules & rewards are a primary focus in the classroom and in the language used.
- support the development and maintenance of a positive classroom climate
- help pupils to manage their behaviour positively in the classroom and the playground at all times
- routinely report incidences of poor behaviour to the class teacher and to senior leaders if necessary
- routinely record incidences of poor behaviour on CPOMs
- escalate behavioural issues/incidences at the appropriate time

### **12.4 Lunchtime Supervisors and Kitchen Staff**

- be familiar and remain updated with the school rules.
- be positive role models to the children at a crucial time in their daily routine.
- support positive behaviour using the strategies agreed as a school
- have a clear understanding of each child's behavioural needs, if they have any, and the surrounding context.
- routinely report incidences of poor behaviour to the class teacher and to senior leaders if necessary
- routinely record incidences of poor behaviour on CPOMs
- escalate behavioural issues/incidences at the appropriate time

### **12.5 SENCO**

- provide advice/support/training for staff on strategies to promote positive behaviour and deal with inappropriate behaviour
- support staff in supporting pupils with persistent poor behaviour and identifying the underlying causes
- support the early identification of pupils with additional needs which are impacting on their behaviour for learning
- use the Pupil Welfare Group forum to explore behavioural issues within the school at an individual/cohort/key stage/whole-school level.
- working proactively and supportively with parents/carers
- write, implement and review behaviour support plans, liaising with and referring to the relevant professionals for additional advice or guidance
- co-ordinate meetings and reviews of pupils identified with additional needs

### **12.6 Senior Staff**

- ensure that routines, rules & rewards, and the language used, are a continuous focus across the school

- support teachers and teaching assistants to manage behaviour consistently and effectively through continuing professional development – not by doing it for staff
- support pupils with understanding the school's approach to behaviour management
- support parents with understanding the school's approach to behaviour management, and with behaviour management techniques
- organise or coordinate training and/or external agency involvement, where required, to reinforce or strengthen our whole-school approach to Behaviour for Learning.
- monitor and evaluate summary CPOMs reports to identify and address any inconsistency or potential discrimination within our Behaviour for Learning processes

### **12.7 Pupils**

- understand the school's approach to behaviour management
- improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour
- support their peers to improve their behaviour, in line with our policy
- take responsibility for their actions and the way in which they interact in their school and local community.

### **12.8 Parents**

- support the school's approach to behaviour management, in line with this policy
- know and uphold the school rules and our Code of Conduct
- discuss the school rules with their child, emphasising their support of them and assisting when appropriate with their implementation
- attend parents' evenings and school functions and by developing positive informal contacts with the school.

### **12.9 Governors**

- approve the school's policy
- support the school with its implementation
- maintain a strategic overview of behaviour management within the school and be aware of underlying causes
- seek assurances that behaviour management systems are being monitored and evaluated and that identified patterns & trends are being responded to appropriately.
- hear the case for fixed term/permanent exclusions, and to decide on the appropriate course of action.

### **12.10 External agencies**

- support and inform the school's approach to behaviour management and the implementation of behaviour plans & timetables.
- offer the school professional advice & guidance
- support the ongoing CPD of staff
- work supportively with pupils & families

### **13.0 Safeguarding (Please refer to our Safeguarding Policy for further details)**

The health, safety and well-being of every member of the school community is our paramount concern. Our vision states that our children should enjoy their time & their learning as pupils at this school. Our safeguarding provision is committed to underpinning this policy by:

- establishing and maintaining an environment where children feel safe and secure
- ensuring that children know that there are adults in the school whom they can approach if they are worried about anything inside or outside school.

- including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from peer pressure, bullying, harm or abuse.

Staff must immediately report any worrying/unusual behaviour to the Designated Safeguarding Lead. Such behaviour may warrant the involvement of parents, Social Services, medical services or an assessment by the Educational Psychologist. The Pupil Welfare Group will support the headteacher in making that decision.

**14.0 Vulnerability to radicalisation or extreme view points** (Please refer to our Prevent Policy)

We recognise our duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard our pupils through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Our core mission of equality and diversity permeates all we do. We place a strong emphasis, in keeping with our Christian ethos, on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

**15.0 Bullying** (Please refer to our Anti-Bullying Policy for further details)

Pupil definition: Bullying is "when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings making you feel sad or scared."

At Archbishop Benson School, staff, governors, parents and pupils work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect, is never tolerated or ignored. All forms of bullying, including racist, sexist, homophobic or disability prejudice or abuse – are unacceptable. Any such incidences will be challenged and dealt with in line with this policy.

It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

- Every instance needs to be addressed, in line with our Anti-Bullying policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop the behaviour causing concern
- This agreement needs to be monitored by the class teacher, supported by senior leaders, to ensure that the bullying has ceased.
- Support needs to be offered to both the victim & the perpetrator.
- Parents should be informed and engaged by the class teacher or a senior leader.
- All instances of bullying must be recorded in Bullying Behaviour Log and reported to governors termly

An overview of our anti-Bullying strategies and support are outlined in our Fellowship Code summary.

**16.0 Physical Intervention** (Please refer to our Physical Restraint Policy for further details)

We pride ourselves on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated. At such times we use communication skills, distraction techniques and the removal triggers where possible, to help pupils to calm down. However, there may be rare occasions when children need more help to calm down – this may require staff physical intervention to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. Physical restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.

All staff can use force to restrain a child where there is a perceived risk of injury, damage to property or a persistent threat to order in the classroom

This use of force should be reasonable, proportionate & necessary. It should match the perceived level of risk or challenge. It should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised Team Teach training, and this is up to date. Restraint should only be used if the pupil is putting him/herself or others in danger and where failure to intervene would constitute neglect. Staff involved in any incident where physical restraint is used must ensure the completion of a Physical Restraint Incident Report for each incident. The DSL and/or DDSL are responsible for ensuring that all incidences involving physical restraint are recorded on the Physical Restraint summary record & monitored. Children who are likely to need help in this way will normally have an Individual Behaviour Management Plan and/or Individual Physical Restraint Plan which is based on an Individual Risk Assessment.

### **17.0 Attendance and Truancy** (Please refer to our Pupil Attendance Policy)

At Archbishop Benson School, we recognise the correlation between good attendance, secure learning and positive behaviour. All staff are concerned about each pupil's safety, welfare and the continuity of their learning. In order to secure pupil engagement and to respond to potential disaffection, we take a pro-active approach to encouraging good punctuality and attendance and challenging persistent absence or truancy. As part of this approach the school has adopted the policy of contacting parents of pupils on the first day of their absence as well as additional strategies like weekly tracking, late gates, attendance clinics and the involvement of the Education Welfare Officer

### **18.0 Parents and School Working Together**

As a school, we recognise the importance of pro-active home school links. This partnership is vital in the development and maintenance of positive behaviour.

- The co-operation of parents is actively sought in encouraging pupils to work within the school and class rules, and their support is appreciated greatly within this partnership. Parents have the opportunity to discuss all aspects of their child's progress in school (including behaviour) at the termly parent evenings.
- If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to see the class teacher, the SENCOs or headteacher as soon as possible to discuss the concerns and the way forward.
- In the same way, if a teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss with them collaboratively and seek to identify causal factors as well as determine solutions.
- We are committed to a strong partnership between the home and school. Part of that partnership involves a shared commitment between both staff and parents, as well as between parents themselves, to maintaining good working relationships so that we ensure a safe and positive school environment for all our children and their families.

- Where parents or carers may have an issue or concern relating to their child, we ask them to always work directly with the school. It is never appropriate for a parent/carer/adult to approach someone else's child, at any time, in order to discuss an issue or to chastise them in any way because of the actions of this child towards their own child. Such an approach to a child has the potential to be seen by other parents as a form of bullying or assault on their child and can result in the incident escalating far beyond the original intention.
- On a similar note, we also ask parent to refrain from informing other parents of events they believe have happened in school relating to their children, particularly where it is reported that those children may have been in trouble of some kind. There is a real likelihood that the information being shared will not reflect the context of the incident nor include the full facts. Other parents may feel they are being helpful but actually it frequently has the opposite effect
- Any form of aggressive or anti-social behaviour towards a member of the school community will be challenged by the school and appropriate action, based on LA guidance, will be taken which could ultimately lead to the issuing of a banning notice.

### **19.0 External Working Links**

At Archbishop Benson School we value the positive relationships that have been built between the school, the local community, the Local Authority, other education settings and a range of external agencies. We recognise the positive benefits that multi-agency working partnerships bring to the school and work closely with a range of services and professionals to nurture the highest possible standards of behaviour for all the pupils attending Archbishop Benson School. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we actively work in partnership with:

- Educational Psychologists
- Speech/Occupational therapists
- Education Welfare Officers
- Child and Adult Mental Health Service
- Penhaligon's Friends
- Alternative Provision providers
- Early Help Hub
- Social Services
- Local Safeguarding Children's Board

### **20.0 Training & Continuing Professional Development**

In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour, and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are available. These include:

- in-service training led by school based staff
- in-service training led by outside agencies or consultants;
- centre based training led by the LA for staff and governors;
- local or national conferences featuring specialist speakers on the subject.

In order to further improve practice, staff can

- apply to go on individual courses out of school, as part of their individual Continuing Professional Development identified in their Performance Management meetings
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice

- attend training sessions on behaviour management specific to a key stage/cohort/pupil group

Positive behaviour management is incorporated into all our Tier 1 and Tier 2 Safeguarding training for support staff and teachers respectively. Designated members of staff have also undertaken Tier 3 safeguarding training, including Team Teaching, to ensure effective focused behaviour management for some of our most vulnerable pupils.

**21.0 Monitoring and Evaluation.**

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil.

The effectiveness of our day-to-day behaviour management is monitored and evaluated through:

- observing and feeding back to staff on observed good practice and areas for development
- facilitating ongoing dialogue between members/groups of staff and additional agencies, if involved.
- Ensuring that the appropriate individual or group ( i.e. class teacher, key stage coordinator, Pupil Welfare Group, SLT) is involved in assessing & responding to general or special behavioural issues

The headteacher monitors, evaluates and revises where necessary, the effective implementation and impact of this policy using a range of sources:

- Pupil, parental & staff feedback
- Governor monitoring
- CPOMS summary reports
- External consultancy monitoring

The above records are also monitored and evaluated by the Safeguarding Governor.

<b>Policy monitored &amp; reviewed by</b>	Personal Development, Behaviour & Attitudes governor focus group
<b>Date of adoption/ last re-adoption</b>	February 2020
<b>Date of review</b>	February 2021