

# Egerton Church of England Primary School

*Together, we inspire, nurture and thrive*



**Perseverance** **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

## Behaviour Management Policy

### Key Contact Personnel in School

**Mrs Julia Head**  
Headteacher

**Mrs Lauren Gilbert**  
Lower School Phase Leader

**Mr Dan Langford**  
Upper School Phase Leader

Date written: **September 2024**

Date agreed and ratified by Governing Body: **October 2024**

Date of next review: **September 2025**

This policy will be reviewed at least annually.

## **School Vision**

*Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.*

## **Rationale**

In order for us to live and breathe our vision, Egerton CEP School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that inspirational teaching, which engages and excites children, creates a school where learning behaviour is excellent and children develop good inter-personal skills which enable them to regulate their own behaviour in and around the school.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We expect all adults who work with children to model positive behaviour between themselves and with children. We work in partnership with parents and carers to promote positive behaviour and problem solve when necessary. As members of our community, we live and learn by our six Christian Values of Perseverance, Compassion, Respect, Honesty, Forgiveness and Hope.

The high expectations of behaviour at Egerton CEP School allow children to contribute to their learning experience and flourish in a proactive way whether in school, on educational visits or visiting places whilst representing the school.

## **At Egerton CEP School we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.

## **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

**All staff must:**

- Implement the behaviour policy consistently and effectively
- To provide clear boundaries for acceptable behaviour.
- To encourage our children to be law abiding and to tolerate all.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Take time to welcome children at the start of the day, either at the village car park or during registration.
- Always pick up on children who are failing to meet expectations.
- Model positive behavior.
- To provide both a system of rewards to encourage good behaviour and also a system of sanctions which are consistently used.
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record serious or ongoing behaviour incidents on CPOMS, alerting SLT
- Always redirect children by referring to our school's Christian Values (Perseverance, Compassion, Respect, Honesty, Forgiveness, Hope).

**The Headteacher and The Senior Leadership Team must:**

- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and values awards/certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour incident forms on CPOMS to monitor individuals.
- Use Boxall profiling to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviour.

**Parents/Carers must:**

- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support the school where necessary with the implementation of consequences and behaviour plans.
- Endeavour to work collaboratively with the school so that pupils receive consistent messages.
- Discuss any behavioural concerns with the class teacher promptly.
- Contact either the Phase Leaders or the Headteacher if they continue to feel concerned.

- Refer to the School Complaints Policy (available on the school website or from the school office) if they continue to feel dissatisfied.

### **Governors must:**

- Set down the general guidelines on standards of behavior
- Ensure that Egerton CEP School always provides a safe and fair environment in which all pupils can flourish.

### **Responsibilities**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The authority also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers can confiscate pupils' property.

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them

### **Pupils' conduct outside the school premises**

#### **What the law allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

At Egerton CEP School we will respond to all criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and which is witnessed by a staff member or reported to the school. We will involve parents and if necessary the police or other outside agencies.

Consequences will be imposed for:

- Any misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity or
  - Travelling to or from school or
  - Wearing school uniform or
  - In some other way identifiable as a pupil at the school.

- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another pupil or member of the public or
  - Could adversely affect the reputation of the school.

### **Using Praise and Recognising Good Behaviour**

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. It is important that children who make good choices are recognised and praised. (For examples of positive language see Appendix 1)

At Egerton CEP School, children are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults and by older children, for example Year 6 monitors.

All members of staff are committed to using positive behaviour reinforcement by doing all we can to avoid humiliating a child, overreacting or giving blanket punishment. Instead, we work on building positive relationships, strive to use humour, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations.

Children's achievements are acknowledged in a variety of ways, which include awarding House Points, an invitation to the Headteacher's Tea Party, a Class Marble Jar treat and through being given Values Award during Celebration Worship.

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Teaching children about good behaviour and about respecting the rights of others**

Spiritual, Moral, Social and Cultural Development is promoted not only through our curriculum but also through the Christian ethos of the school and through the development of positive attitudes and values and planned time for reflection.

As part of our curriculum children are involved in stories, worship, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. Teachers use lessons (often PSHE) when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.

Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions.

Children are encouraged to recognise that we are all different and to respect this.

### **Helping children feel safe**

At Egerton CEP School, we recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults, it is important we:

- Treat children fairly (and are explicit in this)
- Build positive relationships with all children we have contact with
- Apologise if we make mistakes
- Avoid shouting or using derogatory or humiliating language when speaking to children or to one another
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc.
- Recognise that when children demonstrate behaviour that distracts themselves or others, there is usually a reason behind this.
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times

#### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be consistent and fair
- Have a sense of humour

#### **Behaviour for Learning**

We recognise that a clear structure of predictable outcomes, have the best impact on behaviour. At Egerton CEP School we model the desired behaviours, use relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

Egerton CEP School has six Christian Values '**Perseverance, Compassion, Respect, Honesty, Forgiveness, Hope**' that can be applied to a variety of situations. These are

taught and modelled explicitly every day in and out of the classroom, collectively during worship, as well as individually during nurture provision and other interventions.

### **Persistent Poor Behaviour**

We understand that for some children following our behaviour expectations are beyond their developmental level. Where there are on-going concerns about a child's behaviour, parents will be informed. It is important that home and school, work together to identify the cause of the behaviour and ways to address it.

Persistent poor behaviour concerns are discussed at DSL meetings twice a term. Relevant members of leadership and pastoral staff will be made aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

To improve the behaviour, interventions will be considered, e.g.

- Frequent and open engagement with parents, including home visits if deemed necessary
- Providing mentoring and coaching
- Referral for assessment of underlying need which might be affecting behaviour, for example:
  - Hearing
  - Eyesight
  - speech and language
- Referral to the school SENCO
- Drawing up of a short-term personalised behaviour support plan or longer-term behaviour plans with objectives agreed by parents, school and child
- Team around the child, to include any professionals working with the child
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

The headteacher will provide governors with a behaviour report three times a year that will include the number of children presenting with persistently poor behaviour, the number and type of interventions, parental engagement and impact of interventions.

### **Outside Agencies**

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and the Headteacher, or as the result of a pupil review meeting. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully as detailed above, so that it can be collated when required.

### **Training**

Members of staff will be encouraged to attend courses and to share 'good practice' throughout the school. In-school training will also take place. Parenting courses are also available for parents and the school can sign post them to these.

## **Search Powers and Confiscation ([DfE advice July 2022](#))**

### **Searching with consent**

School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy. (A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty)

### **Searching without consent**

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

(Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Egerton CEP School the Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult.

(The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.)

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

## **Confiscation**

### **Confiscation after a search with consent**

School staff can seize any prohibited item found as a result of a search. They can also seize any



item, they consider harmful or detrimental to school discipline.

### **Confiscation after a search without consent**

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Please read the DfE guidelines relating to the disposal of any items. ([Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies July 2022](#))

### **Power to use Reasonable Force** ([Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013](#))

All members of staff have a legal right to use reasonable force to control pupils or restrain them, as set out in the above guidance. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”- *see above*

### **What is reasonable force?**

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but **in extreme cases** it may not always be possible to avoid injuring the pupil.

### ***The Use of Force to Restrain or Control Pupils: What the law says:***

*The law recognises that there are situations where some restrictive physical intervention is necessary as an act of care. Restrictive Physical Intervention refers to a situation where a member of staff uses force intentionally to restrict a child's movements against his or her will.*

*Section 93 of the Education and Inspections Act 2006 gives all schools the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:*

- ***Committing an offence.***
- ***Causing injury, or damage, to a person or the property of any person (including the person themselves).***
- ***Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.***

### **Reduced Timetables ([Working together to improve school attendance DfE guidance May 2022](#))**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Exceptional circumstances include:

- There's a specific need for a pupil- eg medical condition
- It's in the pupils best interests
- It's on a temporary basis
- A family bereavement
- A pupil joining the school has significant needs and it is being used for transition

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

### **Suspensions and Exclusions**

Fixed term suspensions and permanent exclusions are the final consequences of bad behaviour. These are rare, but it may be necessary to exclude a child as a result of their behaviour. This can be:

- Internal suspension where a child is excluded from their classroom and the playground for a fixed period of time. This will be supervised by a member of SLT
- Suspension from school, which can be:
  - For a lunchtime only
  - For a fixed period (e.g. 3 days)
  - For an indefinite period
  - Permanent

If children are at risk of suspension/exclusion, a Pastoral Support Plan (PSP) will be set up to address a pupil's extreme behavioural needs to try to prevent further incidents.

Should a suspension/exclusion still be required, DfE guidelines will be followed and the Local Authority Inclusion Officer will be informed at the earliest opportunity. Parents will be notified of the reason for the exclusion.

Before the child is readmitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of repeating offending behaviour patterns. Permanent exclusion would normally follow the failure of a Pastoral or Behaviour Support Plan to resolve outstanding issues. However, the school would permanently exclude a pupil without a PSP/BSP if the circumstances justified such action. At all times the school will follow local and statutory guidance when considering suspension or exclusion.

A written record of the discussion and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Parents have the right to appeal against the decision to suspend or exclude to the Governing Body.

The Headteacher is responsible for decisions regarding suspension and exclusion from school.

### **Dealing With Allegations Against Staff Including Malicious and Unfounded Allegations**

The Headteacher has details of the DfE Guidance on dealing with Allegations of Abuse and will contact the Local Authority Designated Officer (LADO) for further advice. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he/she was not a pupil.

### **Bullying and Racist incidents** (see separate policies)

Bullying is any persistent behaviour which makes someone else feel unhappy, including not speaking to them, making faces, name calling, and sometimes even physical assault. Bullying will be treated as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

Racist incidents will also be dealt with as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

We have a very strong anti-bullying policy and anti-racism policy which need to be read alongside the school's behaviour policy.

All incidents of bullying and racist incidents are recorded using the KCC Digital Front Door.

Bullying and racist incidents are monitored by the Governors.

### **Our approach to behaviour management**

<b>Our School Values</b>	<b>Visible Consistencies</b>	<b>Over and Above Recognition</b>
Perseverance Compassion	<ul style="list-style-type: none"><li>• Daily meet and greet</li></ul>	<ul style="list-style-type: none"><li>• House points</li><li>• Recognition boards</li></ul>

Our School Values	Visible Consistencies	Over and Above Recognition
Respect Honesty Forgiveness Hope	<ul style="list-style-type: none"> <li>• Persistently catching children doing the right thing</li> <li>• Picking up on children who are failing to meet expectations</li> <li>• Accompanying children to the playground at the end of every day</li> <li>• Praising in public (PIP), Reminding in private (RIP)</li> <li>• Consistent language</li> </ul>	<ul style="list-style-type: none"> <li>• Stickers</li> <li>• Phone call/email</li> <li>• Verbal praise</li> <li>• SLT praise</li> <li>• Values Award</li> <li>• Class Marble Jar Rewards</li> <li>• Show work to another adult</li> <li>• Nomination for Headteacher's award (HT tea party)</li> </ul>

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is a REMINDER that we need to show (respect, compassion, honesty, forgiveness)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you're running. That is not being respectful. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to not to display our school values again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to a quiet area etc ..... ) (learner's name),</p> <p>Do you remember when ..... (model of previous good behaviour)? That is the behaviour</p> <p>I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. That is not displaying our value of perseverance/respect. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away</p>

	and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc.)</p> <p>Playground: You need to .....(Stand by other staff member/ me / sit on the bench etc.)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are not being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p><b>*DO NOT describe child's behaviour to other adult in front of the child*</b></p>
4. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p> <p><i>Teachers should be informed of unacceptable behaviour at lunchtime as it may have implications for the afternoon's lessons, however, the incident should have already been dealt with and further action by the class teacher should not be necessary.</i></p>	

Consistently unacceptable behaviour or serious incidents will be referred to Headteacher/parents and shared with staff as appropriate.

These include:

- Refusal to work.
- Overtly refusing to follow reasonable requests.
- Leaving the classroom/school premises without permission.
- Engaging in behaviour that prohibits learning.
- Swearing and inappropriate language.
- Deliberate and targeted acts of unkindness or aggression.
- Wilfully and physically hurting another child or adult.
- Wilfully destroying property.

- Bullying of any sort (including on-line and cyber bullying).
- Racial, religious, physical impairment, gender or age related abuse or discrimination in any form.

These types of behaviours will be recorded on a behavior form and logged on CPOMS.

### **Applying Sanctions**

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. These should be recorded on CPOMS along with a record of the incident.

### **Review**

The policy will be reviewed at the end/ beginning of each school year. Staff will also be kept updated with the policy at the beginning of each school year and also through our Induction training.

The government document [“Behaviour in schools”](#) (2022) contains further advice for schools on this subject and has been taken into consideration.

## Appendix 1

Here are some tried and tested tips for positive behaviour management:

- Praise specific good behaviour.
- Ignore persistent callers-out.
- Establish the RWI 'stop' hand signal for getting attention
- Continually observe or scan class behaviour
- Encourage turn-taking in discussion e.g. use a RWI 'TTYP' hand signal
- Encourage calm transitions by using the RWI 1,2,3 commands
- Stop everyone – don't speak to an inattentive audience
- Develop a repertoire of 'looks'
- Be a bit unpredictable (not inconsistent)
- Give clear messages that bad behaviour is always unacceptable – not the person who is doing it
- Give quiet, firm warning or consequences of misbehaviour
- Avoid direct conflict by giving the child a choice of actions
- Isolate trouble makers from main group (but make sure you can see them)
- Be aware of, and control, your own behaviour, including stance and tone of voice
- Analyse your own classroom performance and learn from it. (This could involve you asking for an observation of you to be made for constructive suggestions).
- Speak to children away from the whole class when having to address a behaviour
- Ask children to reflect on behaviour – “do you think you have made a good choice?”