



Behaviour Policy

Our vision is for all our children:



<i>Date of last review and future reviews</i>	<i>Updates / changes since last review</i>	<i>Chair of Governors</i>
<i>This policy was drafted by the Headteacher in collaboration with the Senior Leadership Team. It was then shared, developed and agreed upon by all current teaching staff during staff training. It went to and was agreed by governing body in October 2021 and supersedes all previous policies relating to this area. Implementation is with immediate effect and review is at the Headteacher's discretion.</i>	<i>Overhaul of entire policy to make it clearer for children and staff to follow</i>	<i>Neel Dakshy</i>



Positive behaviour

We look at positive behaviour in our school under three broad headings:



Respect



**Kindness &
Empathy**



Learning

The responsibilities of children

Children learn about positive behaviour explicitly and implicitly in school assemblies, in class and around school. The following themes form the language of our school community. We expect children to have a developing understanding of these themes and to be able to communicate them with increasing confidence. Most importantly, we expect children to apply them in their own lives.

Respect yourself:

Accept who you are.

Be kind to yourself.

Take one step at a time.

Share your worries.

Be the best that you can be.

Respect your teachers:

All adults in school respect you and want you to be successful.

Teachers work hard to help make learning fun.

Respect others:

Treat others how you would wish to be treated.

“Serve one another”

Kindness:

Kindness is like a virus. Be a host!

Being kind makes you happier.

Empathy:

‘Put yourself in their shoes.’

What can I do to help prevent bullying, racism, discrimination and prejudice?

Why are they behaving like that? (empathising with children whose behaviour is different to the norm)

Learning:

I can't do it ... yet.

Making mistakes is part of learning.

Collaboration



The responsibilities of adults within the school community



Respect



**Kindness &
Empathy**



Learning

“Teachers [and teaching assistants] uphold public trust in the profession and maintain high standards of ethics and behaviour ... by treating pupils with dignity, building relationships rooted in mutual respect.” Professional Standards for Teachers

Maintain high standards of ethics and behaviour – what does this mean?

- Help children to fulfil their responsibilities outlined above
- Have high expectations
- Be consistent and fair
- Be kind
- Be positive
- Catch them being good
- Provide an engaging learning environment that meets the needs of learners.

Treating pupils with dignity – what does this mean?

- Listen to their views, choices and decisions
- Be compassionate
- Avoid any strategies that are perceived as embarrassing, humiliating or unkind.

Building relationships rooted in mutual respect – what does this mean?

- Show humility – admitting your own mistakes, apologising when you get things wrong
- Show empathy – understanding what may be going on in a child's life, understanding what barriers to learning

What support is available to teaching staff when dealing with inappropriate behaviour?

Sometimes due to the pressures of the job, teachers and teaching assistants need help supporting children to display positive behaviour. In the majority of cases, sharing concerns with the senior leadership team is the best course of action. This gives the teacher, child and senior leader the opportunity to reflect and make informed decisions about how to move forward productively. Sometimes specialist training may be required such as positive handling or awareness of specific educational needs.



Example:

A child is sent to the senior leader because she is struggling to concentrate in class, her progress has declined and she is more frequently involved in arguments with her friends. Following discussion with the child, it transpires that she is feeling angry because her mum and dad have split up. She's also having trouble sleeping. Making the parents and teaching staff aware of her difficulties is an important first step to improving her behaviour.

What about children with special educational needs that relate to behaviour?

The same rationale applies: respect, kindness & empathy, learning *with a more personalised emphasis*. Staff may also receive specialised training to help them deal with certain behaviours appropriately.

Example:

A child with autism joins the class. He has difficulty forming relationships because he sometimes screams, there will be a greater emphasis on promoting children's empathy and knowledge of the child's condition. Staff would also receive specialist training.

Can a child be externally excluded?

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- for a fixed period (e.g. 3 days)
- for an indefinite period
- permanent

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body. The Headteacher is responsible for decisions regarding exclusion from school. A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Headteacher. The child will then be permitted to rejoin the class.



How does the school tackle bullying, racism, homophobia, transphobia and other prejudices?



Education



Listening



Challenging

1. Through educating our children and families about bullying, racism, homophobia, transphobia and other prejudices, why they can take place and what we can all do to prevent them.
2. By listening to our children and families. This may be through discussion with individuals or groups or through pupil questionnaires.
3. By creating a school culture where bullying and prejudice are challenged and not allowed to manifest.

How does the school deal with allegations of racism, homophobia, transphobia and other prejudices?

All allegations are taken seriously and investigated. The template (Appendix i) is used to keep a record of the allegation and subsequent investigation. In the majority of cases of allegations against children, parents and carers are informed and involved in any follow-up. Anonymised data for all allegations is shared with the school governing body and investigation reports are stored securely and retained, regardless of outcome, until the alleged perpetrator(s) have left the school, upon which time the document will be destroyed.



Appendix i

Bullying and prejudice related allegations

Date of allegation:		Date of investigation:	
Allegation made by:		Investigated by:	
Name of alleged victim:		Senior leader informed:	
Name(s) of those alleged responsible for prejudice:		Has the parent/carer tried to resolve the matter with the parent/carer of the alleged perpetrator?	
Has this allegation been made before?			

Bullying - Nature of incident (tick all that apply)

<input type="checkbox"/>	Physical (hitting, kicking, unwanted contact)
<input type="checkbox"/>	Verbal (name calling, ridicule, comments)
<input type="checkbox"/>	Online (messaging, social media)
<input type="checkbox"/>	Emotional/indirect/segregation (excluding someone, spreading rumours)
<input type="checkbox"/>	Damage to or theft of personal property
<input type="checkbox"/>	Threat
<input type="checkbox"/>	Other (please specify)

Prejudice related incident - Form of bullying or incident (tick all that apply)

<input type="checkbox"/>	Race
<input type="checkbox"/>	Homophobic/biphobic/transphobic
<input type="checkbox"/>	SEN or disability
<input type="checkbox"/>	Culture or class
<input type="checkbox"/>	Gender
<input type="checkbox"/>	Appearance or health conditions
<input type="checkbox"/>	Religion or belief related
<input type="checkbox"/>	Relate to home or personal circumstances
<input type="checkbox"/>	Other / non-specific

Summary of investigation:

What actions have been taken following the investigation? (tick all that apply)

<input type="checkbox"/>	Discussed with alleged perpetrator(s)	<input type="checkbox"/>	Other actions (please specify)
<input type="checkbox"/>	Spoken to alleged victim	<input type="checkbox"/>	
<input type="checkbox"/>	Spoken to parent of alleged perpetrator(s)	<input type="checkbox"/>	
<input type="checkbox"/>	Spoken to parent of alleged victim	<input type="checkbox"/>	

Please return this completed form to the headteacher as soon as possible.

This document is stored securely and retained, regardless of outcome, until the alleged perpetrator(s) have left the school, upon which time the document will be destroyed.