



# Breage Church of England VA Primary School

## Behaviour and Positive Relationships

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
17. 1. 24	1	Updated rewards / consequences
13. 1. 25	2	Updated rewards / consequences

This policy has been written with reference to:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>.

### **'Managing behaviour should be a teaching opportunity'**

(Paul Dix – 'When The Adults Change Everything Changes')

### **Introduction**

Here at Breage CE Primary School, we recognise that all behaviour, positive or not, is communication. In particular, challenging or poor behaviour is understood as a response to an unmet need or as an adapted, defensive, stress response.

Our approach is informed by the understanding that children learn best when socially engaged within safe, positive, trusting relationships. This enables us to identify triggers for poor behaviours, implement appropriate interventions and develop a plan for ongoing support whilst focussing on the social and emotional wellbeing of those involved. All staff are expected to work collaboratively in order for us to identify the need and implement developmentally appropriate support, removing barriers to successful engagement in daily school life.

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

## Aims & Objectives

The end goal of everything we do at Breage, is that we want our pupils to finish their time with us with high levels of **self-efficacy**. Self-efficacy is a person's belief in their ability to succeed in a particular situation. It determines how they think, behave and feel. By offering a wide-ranging, challenging curriculum, we are affording every child the opportunities to excel and improve in all areas of learning and character development. We recognise that children need to learn a set of values that they can live by and refer to when needed.

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice:

1. Consistent trauma-informed approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and consequences

5. Behaviour strategies & the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities

Our school is invested in supporting the very best possible relational health between;

Parent and child

Child and child

Child and school staff

Parent and school staff

School staff

School staff and senior leaders

School staff and external agencies.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

### **Protect**

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.

Staff are trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Staff 'interactively repair' occasions when they themselves move into defensiveness.

Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.

The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

### **Relate**

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### **Regulate**

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

### **Reflect**

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life

experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and psycho-education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

## **Consistency & Leadership**

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children and parents;
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006

✓ School Information (England) Regulations 2008

✓ Equality Act 2010

✓ Education Act 2011

## **Classroom Management**

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach.

In our school, all pupils are expected to:

- Be Ready
- Be Safe
- Be Respectful

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

## **Rewards and Consequences**

*“We flourish when we help others flourish.”*

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these **successes in many ways including:**

- **Multiple opportunities during the day for a fresh start**
- **Verbal praise/feedback**
- **Certificates in celebration assemblies**
- **certificates/stickers awarded for good behaviours**
- **Attendance awards**

## ● Star of the Week

Our Christian ethos and theology stems from the book of Jeramiah (29: 4-7). We often use the phrase above to remind children that we can grow and develop personally by supporting and helping others to thrive. To support and recognise this, we use praise and reward for positive behaviours, good learning and development of respectful relationships. To do so we use a range of approaches.

In supporting our children to develop self-efficacy, we recognise the importance of verbal persuasion. Our school expectations set the tone for daily life in school and beyond. Therefore, positive reinforcement through verbal recognition is given at every opportunity. Praise is offered also for working hard or achieving well, and for living by our values. This is individualised praise and ensures all children's efforts are recognised.

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff will undergo regular Trauma Informed training and key information including ACES and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends.

**Restorative Approaches:** When an incident between children occurs, we need to try to:  
a) Give the child/ren time to calm down before speaking to them. b) Listen to each child explaining what has happened including any witnesses if possible. c) Ask anyone who has been at fault what should have happened and what they would do differently next time.

This process does not, however, replace consequences. In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

**Consequences:** The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice.

Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal rule reminders

- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- A loss of a privilege
- Extra work/repeating work which is unsatisfactory
- Missing a break time
- Internal seclusion (physical aggression / violence)
- Fixed term exclusion

Internal seclusions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term exclusion is the decision of the Headteacher following an investigation. Internal seclusions and fixed term exclusions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system. Seclusions or exclusions will be shared with parent and any supporting agencies.

## **Behaviour Strategies and the Teaching of Good Behaviour**

*'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not the recipient of behavioural consequences.'*

*(Dan Siegel – The Whole-Brain Child)*

### **Behaviour Management in Foundation Stage and Key Stage 1**

In our EYFS / KS1 classroom,, each child has a 'Flower' in the classroom with 5 (EYFS) or 10 (KS1) petals. Following school / class rules allow the children to 'earn' petals for their flower. When children have earned a set number of petals, they are able to select a prize from the treasure box. Petal may also be removed as a consequence of not following rules and expectations. Children can clearly see their own progress and that of others with regard to learning very good behaviour.

Adapting this method of behaviour management enables us to recognise the needs of very young children who are learning new behaviours and beginning to self-manage. The method is continued into KS1 for consistency as the children apply the behaviours they have acquired and perfected in EYFS. Demonstrating the behavioural choices very young children have to make and the consequences of good as well as poor behaviour in a visual way allows the children to see how their behaviour is being managed.

### **Behaviour Management in Key Stage 2**



*In KS2, rewards are centred around a Tree chart with 5 levels. Each child begins the day at 'ground level'. They work their way up through the day as reward for good behaviour and readiness to learn. Children at the top of the tree at the end of the day receive a prize from the treasure box.*

*Consequences: The verbal warning system works as follows: –*

*3 warnings = 5 mins spent filling out a reflection sheet during breaktime answering the questions...*

*What did I do?*

*What could I do differently next time?*

*Who could help me?*

*If behaviours continue following a 'reflection time', the pattern on consequences follows as above.*

In our school, children spend time exploring expectations in an age appropriate way and through a variety of ways. Examples of how this is approached include the use of stories, circle time, drama, TIS activities, drama and during collective worship. By sharing these messages, every child in school understands the standard of behaviour that we expect from them. It is important that children feel safe, comfortable and confident in their learning environment. It is our aim to provide a suitably nurturing environment in which children feel comfortable to express their worries and concerns, and in which they are able to talk about their behaviour choices more openly with an adult. This in turn leads to improved dialogue and can be used to support those who find life in school more challenging. This improved dialogue between staff, children and parents is more likely to lead to improved outcomes for the child.

A series of strategies and approaches will be used to identify, assess and meet the needs of children. For children with special educational needs, disabilities or other personal challenges, the expectations of behaviour and associated sanctions will be adapted to reflect their specific needs based on the most accurate information shared with the school. This highlights why positive relationships are crucial for all.

Where there is a need due to an unidentified learning difficulty, the SENCO will follow the procedures of identification as outlined in the Special Educational Needs policy.

If there is a need due to emotional difficulty or trauma we will offer 'in house' support through our pastoral team which include Trauma Informed Schools practitioners. We may also seek support from outside agencies if specific or specialised work is required.

*\*It is important to note that using individualised, developmentally appropriate interventions mean that sometimes it can be viewed that children are treated differently. What is actually happening is that the school is using a wide knowledge base of the child and their situation to implement a meaningful intervention for that child. We consider behaviour, like all learning, to require equity in our approach so that we can meet the*

*individual's needs. Most of the time, this involves confidentiality and we ask that parents trust us in these decisions.*

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Behaviour Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

## **Severe Behaviour**

In our school there are specific behaviours which are deemed as 'severe'. This policy outlines these behaviours so that pupils and parents know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

- Persistent, serious or offensive verbal or physical abuse of a child.
- Verbal or physical abuse of an adult.
- Dangerous behaviour (likely to result in a serious harm or accident).
- Deliberate damage to property.
- Open defiance.
- Leaving the school site without permission.
- Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

## **Dangerous Behaviour**

If a child behaves in a way that is instantly dangerous to their own well-being or that of others, such as violent behaviour or language, they will be taken to the Head teacher or a Senior Leader at once. Parents will be contacted and asked to come and meet with

the Head teacher at the end of the day to discuss the issue and agree what should happen to enable the child to amend their behaviour.

## **Positive Handling**

At Breage CE School safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary. Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

## **Individual Behaviour Plan**

When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree an Individual Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour still continues.

## **Exclusion**

As a positive, loving Christian community, we would only follow the exclusion route as a result of the 'severe' behaviours listed above and if the safety and wellbeing of pupils or staff was jeopardised. We aim to work collaboratively with pupils and parents to ensure that our school is a positive, loving environment where children and staff feel safe. We hope never to 'permanently exclude' a child but would do so if there was no other way to ensure the safety of that child or children and adults in the school.

## **Confiscation of inappropriate items**

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Mobile Phones**

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Breage CE School

discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone into school it is an expectation that phones are handed to the class teacher and locked away securely during the school day. Pupils are able to collect their phones at the end of the day. Parents are advised that Breage CE School accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds. Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office and a parent/carer will be contacted and asked to collect the phone. Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents talk to their children about the appropriate use of phones. Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone.

## **Behaviour outside school premises**

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of our school.
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

## **Serious Incidents**

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to discipline pupils who behave badly on the way to and from the school, bringing it into disrepute.
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon. 7
- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff.

The Head teacher has a duty of care to all pupils and staff, and this Positive Behaviour Policy takes appropriate account of the health and safety of all children and adults in the academy.

## **Staff Development & Support**

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Informal staff briefings at the start and end of every day enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

## **Pupil support systems**

Pupils are expected to adhere to the agreed school expectations and strive to meet and reflect on their personalised behaviour targets. They are always able to request a meeting with a member of staff that they feel comfortable with (known as 'Talk Time'), and more general concerns or suggestions can be voiced through social times such as shared play, circle time and nurture time.

If a pupil makes a complaint or allegation against a member of staff, the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force (see Complaints Procedure and/or Allegations against Staff documentation).

## **Liaison with parents/carers and other agencies**

Breage CE Primary School welcomes and values the interest and involvement of parents and by choosing to send their child/ren to our school, we expect that parents will support and uphold this policy. Should a child's behaviour give particular cause for concern, we will always involve parents as soon as possible. We will then invite parents to work with us in order to support their child/ren to develop appropriate behaviour.

Attendance is a fundamental part of a consistent approach to a child's education. The government are very clear that regular and consistent school attendance is the responsibility of parents. The school will work with parents to ensure children come to school regularly and have as little absence as possible. On occasions this may require the support or intervention of the Education Welfare Officer at Cornwall Council. If a child's attendance falls too low, the EWO reserves the right to issue court proceedings against the child's parents.

## **Managing pupil transition**

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

## **Organisation and facilities**

A consistent, orderly and somewhat predictable school day provides a supportive environment in which all children can learn to manage their feelings, emotions and behaviours. It can also foster opportunities for children to learn and can remove many barriers to learning.

All staff members at Breage CE Primary School have a duty of care and should strive to maintain the following:

- A respectful, supportive and celebratory environment

- A tidy, organised classroom which meets children's basic needs whilst enabling independence and self-support, e.g. a range of appropriate and readily available resources

- Clear, consistent, timetabled routines which reduce lost learning time and are understood by the children.

- Break times and lunchtimes which are punctual and are well managed by adults who are on duty.

- Any pre-planned changes to class routines are shared with children in advance, whenever possible

- Transitions (movement) around the building are conducted in an orderly, calm manner

- Assemblies provide time for celebration, learning, reflection and responding to big questions, thoughts or ideas.

- Adults model expected behaviour and relationships and manage those of the children in a calm and consistent manner.

A copy of your child's class timetable is available from the teacher, on request.

Due to individual needs of the pupils there may be times when a pupil may not be managing within a group and require a period of reflection or calm down time. This may be done using a quiet space or room. In these situations, children are monitored at all

times by an adult and used for no longer than is necessary. This time should be used as constructively as possible and children are supported in getting back into class.

## **Links to other policies**

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

- Child protection & Safeguarding
- Anti-Bullying
- E-safety & Acceptable Use
- Home-school agreement
- SEND
- Physical Intervention
- PSHE
- Equality, Diversity & Cohesion
- Attendance
- Teaching & Learning
- Off-Site Visits & Outdoor Education
- Health and Safety

## **Monitoring & Review**

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils. It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head Teacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the relevant governor's committee.

## **Associated Resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>
2. <https://www.gov.uk/government/publications/searching-screeningandconfiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education->  
-2
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

6. <https://www.gov.uk/government/publications/good-behaviour-inschoolschecklist-for-teachers>