



DAME CATHERINE  
HARPUR'S SCHOOL

## Behaviour and Anti Bullying Policy.

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## 1. Aims

This policy sets out the expectations of behaviour at Dame Catherine Harpur's School and Nursery. We have high expectations for good behaviour throughout the school and at all times during the school day. As a caring community, we work hard to ensure that every child feels safe and happy in our school.

The policy is designed to reinforce and promote positive behaviour and not just deal with negative behaviour. We recognise that, in managing behaviours, a consistent approach and consistent form of response are needed. We also believe, however, that approaches need to meet the needs of the individual children. Consistency for us means treating each individual consistently but we are clear that this might not mean treating every child in the same way using the same strategy. We treat each child according to their needs.

It is essential that children acknowledge what is acceptable and are aware that staff will praise positive behaviour, whilst dealing with 'inappropriate behaviour.'

As a small school which promotes and relies on positive relationships between staff members and children and parents, it is important that all staff are seen to manage behaviour.

This policy aims to:

- Explore our approaches to behaviour management including celebrating positive behaviour and managing inappropriate behaviour
- Define what we consider to be appropriate and inappropriate behaviour (including bullying and discrimination)

- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

## 3. Definitions

**Inappropriate behaviour** is defined as:

- › Disrupting others' learning,
- › not following instructions (to keep someone safe,)
- › rough play / play fighting with another child,
- › making unkind remarks (not offensive,)
- › slight arguing,
- › throwing something in class,
- › refusal to work for an extended period on purpose,
- › swearing in general conversation,

**More serious misbehaviour** is defined as:

- › Repeated occurrences of above behaviour after being spoken to by a staff member
- › Throwing equipment or hitting with intent
- › Deliberate defiance or rudeness to an adult
- › Inciting others to cause trouble, fight or injure or cause damage
- › Refusal to co-operate when asked to in order to keep themselves or others safe in a situation.

- › Any form of bullying
- › Racist/ homophobic comments
- › Verbal aggression/highly inappropriate language
- › Physical aggression, including punching, kicking, biting
- › Threatening behaviour
- › Fighting with intent
- › Theft or vandalism
- › Possession of any prohibited items including knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article a staff member 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)
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment including unwanted comments and messages (including online) sharing of inappropriate images or explicit content, physical behaviour like interfering with clothes.

## 4. Behaviour: our ethos, approaches and management

At Dame Catherine's, we are committed to getting to know children as individuals. They will have individual likes and dislikes and their own development path. We respect their individuality. Just as children learn in different ways, there are different behaviourisms and combinations of behaviour, as children see and experience things in different ways. Of course, we have principles which underpin our policy on behaviour (outlined in appendix 1) but we also feel that it is counterproductive to over-simplify and create a 'one size fits all' system.'

Dame Catherine's does not talk about a set of school rules or class rules. Boundaries and expectations are important to us, however, and the children need to know these are there to keep everyone safe and to provide them with a nurturing environment for playing and learning.

We are clear that we do not wish to support a polarised view or rigid system or approach, whether school or parenting based.

**We use:**

### Our professional knowledge and experience

Whilst a small staff, we have tremendous expertise and experience in child development, child psychology and parenting. This amounts to thousands of children over decades. We also have significant experience within our staff body on supporting children with special needs and specialised experience in parenting and teaching children with attachment difficulties.

### A 'full toolbox'

The above provides us with the ability and confidence to use a 'full toolbox' to support and encourage an individual child socially and emotionally. We appreciate how complex and 'rich' a child's journey is, both emotionally and cognitively, so we do not feel that over-simplified rules to apply to every situation are appropriate.

### Knowledge of our children

Our ethos is based on trust and we offer a homely environment where every member of staff knows every child. A deeper understanding of each child enables staff to play a full role in acting as a '**secure base**' Developing **a connection** with staff is important. This is needed, especially as some children come with

anxieties and find it difficult to separate. Our ‘flat structure’ and use of first names for adults contributes to developing these connections.

#### **4.1 Our code of conduct**

Pupils are expected to:

- Show respect to members of staff and each other, including accepting requests from staff when made
- Whilst in our school, make it possible for all pupils to learn
- Treat the school buildings and school property with respect

#### **4.2 Encouraging positive behaviour**

At Dame Catherine’s our long-term aim for our children is that they develop into well-balanced individuals, who are generous, warm, thoughtful, sociable, kind, honest and patient. If these are the qualities we want our children to develop, we need to support them on their journey to consider others and achieve mutual respect. Our school provides rich opportunities for children to listen to each other and develop respect for peers. We understand that it is unhelpful for a child to solely do something just because an adult or peer wishes them to or to please someone else. We do however encourage children to develop an **intrinsic** motivation and teaching a child to want to please others can be an important part of the journey from thinking solely about themselves to considering the needs and feelings of others. This also means supporting children to develop patience.

There are many ways in which we encourage positive behaviour. These include:

- Encouraging children to work in varied groups to develop social skills
- Providing quality time for discussions and time to listen to each other
- Involving children in agreeing expectations
- Praising and celebrating positive behaviour
- Giving children responsibilities
- Careful grouping and positioning of children within the classroom
- Having excellent resources and play equipment for children to use during outside and inside play times.

#### **4.3 Our approaches to rewards**

We recognise that there are differing viewpoints on rewards, and that some parents can view them as inappropriate or counterproductive.

*At Dame Catherine’s children are not encouraged to do things solely for motivational incentives.*

We recognise that if a child routinely expects a reward for behaving in a certain way, for example, that this can be teaching them to behave in that way in order to get a prize or to avoid an unwanted consequence. The focus should not be ‘getting the job done’ for a reward at the expense of developing a love of learning.

We do not see a reward as the same thing as a bribe – it depends on HOW it is used and the language which is used alongside the reward. Our school approach is that it is generally not appropriate to bargain or bribe. To say, ‘if you do this work you’ll get a treat,’ is not something which you will hear at our school.

Our goal is to move children to a level where they do something for their own internal reward, whether that be the love of learning, the wonderful feeling of being kind to others or the pride from doing a good job.

However, this is not to say that we don't use rewards in our school as a means of celebrating or praising children, in a spontaneous manner. But these are not founded on manipulative praise and **we are confident that children do not do things 'for the reward' at our school**. Our experience shows, however, that having a visual and tangible method to recognise effort can certainly support some children to develop their self-esteem, and just as important, it can support other children in their journey to be pleased for their peers. These can also be a development tool by reinforcing positivity.

Any rewards or praise are based on appreciation (of effort, kindness etc.) and are meaningful, genuine and appropriate.

A short-term visual recognition can particularly be helpful for children with emotional barriers such as accepting verbal praise (which some children can be embarrassed by.) Such things as stickers can take the emphasis away from the embarrassment and be part of a strategy to support children in accepting praise and boosting confidence. These can act as a developmental tool, whereby children are 'weaned off' their use.

Whilst any 'system' itself will not be centred around tangible incentives, short term praise at our school may well feed into a longer term 'well done' such as a certificate or alternative reward.

Therefore, we have in place strategies such as a 'celebration stations' to support praise visually and kinaesthetically.

## 4.4 How we praise, reward and celebrate

### Whole School

- **Well done / I have noticed that's:** staff praise children by picking out what they are proud of. Children can be provided with a record of this through a small personal certificate. This ensures that all children receive a personal positive comment.
- **Spontaneous and immediate recognition of something special:** children are sent to the headteacher during curriculum time when a staff member feels that their achievements need to be recognised in a more personal way at another level.
- **Helpful Friends:** children and staff / volunteers are encouraged to share information about who has been a helpful friend by naming a child who has provided support or help to them. This is mentioned during our whole school time so that this can be celebrated together.
- **Special mentions by the headteacher:** whilst not possible throughout the pandemic, the school aims to return to holding a small number of celebration gatherings throughout the year to showcase learning and to give out special mention awards for exceptional acts and deeds. This will include family members. Staff will be able to nominate children for specific awards which are given out at these celebration events.

In addition to the above whole school strategies, staff members celebrate and praise in their own way within their groups, which is tailored to the age groups.

### Squirrels

Positive learning behaviours and other positive choices are verbally praised, and children may be additionally rewarded at the discretion of the member of staff with stickers or badges or other type of visual display. Additional strategies may be used where a more personalised approach would be beneficial.

### Rabbits

Positive learning behaviours and other positive choices are verbally praised, and children may be additionally rewarded at the discretion of the member of staff with stickers, progression on a visual 'celebration station' display, time spent on an activity of their choice. Additional strategies may be used where a more personalised approach would be beneficial.

## **Wildcats**

To encourage positive behaviour and good work, all staff in the school can award animal points to our older children (7-11 year olds.) Children are welcome to choose an animal and collect these stickers on a card if they wish to, which when completed enables them to receive a token. We discuss with children what these tokens might be exchanged for and for the most part children exchange them for a treat during a school visit. What is important is that this can be individualised to suit a child's wishes and needs.

## **4.5 Our response to 'inappropriate behaviour'**

Behaviour is not seen as 'bad behaviour' or 'wrong behaviour.' However, certain behaviours might be 'inappropriate' and it is part of our role to teach children what is appropriate and isn't appropriate in certain situations.

When a young child has an 'outburst,' we recognise this might be due to their internal struggle or frustration, possibly due to their age or an individual need or barrier. The strategies needed to support them in their move to an emotional state where an adult can reason with them and look for agreement might vary from child to child, as they are all unique. Some children need a little time to themselves, breathing space. Some need to be kept close – even have a hug. By knowing our children well, our aim is to use our professional experience to manage this in the most appropriate way for each child and for the given situation, rather than follow a 'one size fits all' system. Being a school with small groups and a great deal of time spent in ongoing communication with parents helps us to achieve this.

***We believe in supporting children to make their own good choices and appreciate that this is a journey.***

Our ideal is for children to make their own decisions wherever possible. Adults will explain if they believe something is inappropriate and provide an opportunity for a child to reflect and alter their behaviour if needed.

It is important to recognise, however, that adults have had many years of experience on the earth to enable them to make a more informed decision, so there might be times when an adult needs to reserve the right to make a choice for a child in order to manage a situation and keep a child safe. Providing reasons for this at a time when a child is ready to listen is crucial when this happens and forms an important part of any restorative discussion.

Just as some children might have internal struggles to control behaviour, some also find it difficult to make decisions and choices. Asking some young children to make choices or provide an answer to a question can cause pressure. It can even result in them feeling the need to tell an adult in school or a parent something quite random in order to please them. If a child's immature brain or a specific individual need might be a contributory factor where there is inappropriate behaviour, it can also be a reason why a child might need support or guidance in making appropriate choices.

A child's level of controlling behaviour (which is inherently and entirely acceptable in babies and very young children) gradually diminishes throughout their time in primary school and a child is progressively able to meet more and more of their own needs. However, some children, for various reasons, might have developed adaptive strategies of controlling adults to protect themselves. Children having control over their lives should be balanced, therefore, with the acceptance that an adult has life experience and knowledge of the child and their needs. Getting the right balance of control for each individual child is important in helping a child to take advice and trust others.

***We recognise that being in school can be different than being at home.***

A reason why parents send children to our school is to learn to socialise with other children. They have different opportunities to do this in school from the ones which they have at home. There will be times when a child says something or does something that a teacher, or another child, or a parent doesn't agree with. Whether they talk out of turn, they dominate, they say or do something inappropriate, we recognise that they are usually just 'trying out' what to say / not to say or what to do / not to do.

### ***Consistency is important for children.***

Staff will respond to inappropriate behaviour predictably and promptly as we know that inconsistency teaches pupils that boundaries are flexible. **Consistency for our school means treating each individual consistently but we are clear that this may not mean treating every child in the same way using the same strategy. We ensure fairness – this means treating all children according to their needs.** This does not always mean it will be equal. Equality means treating everyone exactly the same. Understanding fairness and equality goes hand-in-hand with increasing' tolerance and demonstrating appreciation for diverse learners.

We do not use 'time out' or 'missed playtime' as a punishment. Parents should not misinterpret a child spending time away from their group as a negative 'time-out.' As all staff know all the children, we use this to work together to manage any behaviour which is inappropriate and support a child to reset as quickly as possible or to provide time for a restorative conversation.

### **4.6 How we manage inappropriate behaviour and more serious concerns of misbehaviour.**

Dame Catherine's manages each situation according to the needs of the individual child and the wider group but may use one or more of the following:

- Initially provide an opportunity for a child to reflect and alter any behaviour which is deemed to be inappropriate. Staff will use their knowledge of the child in how best to achieve this.
- If a child chooses not to accept responsibility for any behaviour which is inappropriate, further adult intervention might be required eg. providing some time and space to 'reset,' providing some time with another adult until ready for a restorative conversation.
- Repeated inappropriate behaviour or more serious forms of misbehaviour will require the intervention of a leader / the headteacher. Dependent on the situation, this could involve removing a child to an alternative space. This would also involve a discussion with parents. Any agreed actions will be recorded and monitored.
- Where there are continued negative behaviours or no improvements following initial agreed actions, a behaviour plan will be implemented and monitored.

Should behaviours involve deliberate acts of physical abuse or significant verbal abuse and defiance against staff or where behaviour is so extreme as to put the child and others in danger, parents might be contacted immediately for example to

- issue a fixed term exclusion and an agreed formal 'return to school meeting'
- arrange a formal meeting to put in place an individual behaviour plan or behaviour management strategy should one not already be in place

The above should be read in conjunction with the school exclusion policy.

If a child needs various behaviour management strategies over a period of time, it might be appropriate to place the child on the school's register of Special Educational Needs with a behaviour plan put in place.

## **5. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Investigating Allegations of Bullying**

If bullying is suspected we will:

- a) Talk to the suspected victim. Notes of the conversation will be made.
- b) Talk to the alleged bully. Notes of the conversation will be made
- c) Talk to any witnesses. Notes of the conversation will be made
- d) Make it clear that bullying is not tolerated at Dame Catherine's.
- e) If the alleged bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure.

### **Dealing with Incidents of Bullying**

When it has been established that the behaviour is a genuine case of bullying as stated above, the following action will be taken

- 1) Log the incident in the Behaviour Log on a behaviour concern form. Reference this by completing, with date in the bullying monitoring register.
- 2) Provide appropriate support for the victim. This form of support will be tailored to the individual and we will discuss strategies with parents.
- 3) Any disciplinary action regarding the child bullying another will be designed to help the bully change his/her behaviour. Again, this form of support will be tailored to the individual and we will discuss

strategies with parents. We recognise that this behaviour in children often stems from the fact they have been victims too.

- 4) Involve the parents of the victim to discuss the outcome of the investigation.
- 5) Contact the parents of the child who is demonstrating bullying behaviour to explain the outcome of any investigation and sanction.
- 6) Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in the monitoring section of the bullying incident register.

If the behaviour is repeated or has been judged to be of a more serious nature, the following actions will take place.

- 1) Parents will be called in for a meeting with the headteacher to discuss the matter. Parents will be asked to support the school in its actions and to reinforce those actions at home, where appropriate.
- 2) If there is still no improvement, the parents and pupils will be called to appear before a Governors' (SMT) Panel.
- 3) In very serious cases of bullying, where it is clear that a bully is not able or prepared to change his/her behaviour, a fixed-term or even permanent exclusion will be considered as a disciplinary measure.

## **6. Peer on Peer abuse, sexual violence and harassment**

### **6.1 Peer on peer abuse**

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult.

This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Displaying sexually harmful behaviour
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

These behaviours will need to be handled with reference to other policies in school such as the child protection policy and online safety policy.

## **6.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## **7. Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- In the areas adjacent to the school grounds (village hall, churchyard etc.)

This is because any misbehaviour:

- Could have repercussions for the school including affecting the reputation of the school
- Poses a threat to another pupil or member of the public

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **8. Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy [\[for more information on responding to allegations of abuse against staff or other pupils\]](#).

## 9. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 10. Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 11. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 13. Roles and responsibilities

### 6.1 The governing board

The governing board is responsible monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see behaviour log)

The headteacher will support staff in responding to behaviour incidents.

### 6.4 Parents

Parents are expected to:

- Support their child, adhering to the code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 14. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **15. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Any training will be recorded as part of our online subscription to the National College and in our CPD log.

## **16. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher annually and shared and approved by the governing board.

## **17. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Any celebrations of positive behaviour, sanctions and reasonable force are used consistently and fairly by staff, in line with the behaviour policy, but recognising that fairness can mean that all children are treated according to their individual needs.
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in incidents involving inappropriate behaviour to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

