

St Barnabas C of E Primary School

‘Let all that you do be done in love’ I Corinthians ch16 v14



Behaviour Policy

Updated following the publication of Behaviour in schools, advice for Headteachers and school staff – September 2024

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date

LCR	LAB	September 2026	V3	September 2027
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Our Vision

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **‘Let all that you do be done in love’** encourages us to have a lifelong love of learning so we flourish as human beings.

‘Let all that you do be done in love’ / Corinthians ch16 v14

We believe that as a school, we work in partnership with parents and carers to lead, guide, encourage and instruct children within a framework of rights, responsibilities, values and rules. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone’s faith, rights and responsibilities are addressed.

We are a Church of England school where we respect and promote all Christian values. We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom.

School Values:

Respect
Generosity
Love
Thankfulness
Honesty
Courage

Through consistent implementation of this policy we aim to;

- Support the improvement of standards of attainment of all our children, Pre-School to Year 7, and ensure that every child has the opportunity to achieve their best.
- Establish and maintain a happy, calm and safe working environment.
- Create an atmosphere where achievement is respected and valued.
- Have clear and high expectations of children’s work and behaviour.
- Establish good working relationships and encourage mutual respect.
- Form an effective partnership with parents and children to maintain good discipline and behaviour.
- Celebrate the demonstration of good conduct and behaviour for learning.

At St Barnabas, we aim to promote positive attitudes and respect through our three core rules:

Ready, Respectful, Safe

We are ready to learn. We are respectful to each other and school/others’ property. We keep ourselves safe in and out of school and online.

All staff use these rules to highlight the behaviour they want to see around school, which ensures rewards and consequences are applied consistently. Expectations are reinforced through worship and in the way that staff and pupils interact throughout the school, each and every day.

ROLES AND RESPONSIBILITIES

In implementing this policy, it is expected that:

All staff will:

- Treat all children fairly and consistently.
- Expect high standards of work and behaviour.
- Take appropriate action immediately when any child fails to meet the school's expectations for behaviour.
- Recognise, acknowledge, praise and reward good work and behaviour.
- Take action when poor work or behaviour is encountered.
- Follow the defined Positive Behaviour Procedures and rewards and consequences policy without exception.
- Work in partnership with parents and other staff to achieve good behaviour.
- Participate in professional development with regard to this policy as appropriate and relevant.

Children will:

- Actively be involved in agreeing the school expectations.
- Accept consequences if required.

Parents and carers will be expected to:

- Work in partnership with the school to encourage respect, hard work and good behaviour.
- Support the school's policy on rewards and sanctions.
- Attend meetings with teachers to discuss their child when necessary.
- Formally agree to their child's school behaviour plan when the child's behaviour is non-compliant with behaviour expectations in school.
- Agree to work in partnership with agency referrals.

Behaviour Lead (with support from SLT):

- Work with and support individual children who have behavioural difficulties.
- Follow the defined Positive Behaviour Procedures and rewards and sanctions policy without exception.
- Liaise and work in partnership with parents of children with behavioural difficulties.
- Provide support, practical and professional help to classroom teachers in dealing with children who have behavioural difficulties.
- Inform and work in partnership with class teachers and the Head in keeping them informed on issues, developments and concerns regarding behaviour and attendance.
- Follow school's policy and procedure regarding behaviour when working with individual children, groups of children or classes.
- Coordinate assessment, support and Individual Provision Maps for children with Social, Emotional and Mental Health needs including, behavioural support in accordance with the SEND Code of Practice.
- Respond to referrals of children requiring behaviour support.

- Work in partnership with parents, teachers and professionals to coordinate meetings and communication regarding children with SEMH needs.
- Liaise with relevant external agencies.
- Report to Governors / LAB (Local Academy Board) as appropriate and when required.
- Facilitate discussions on the effectiveness of behaviour policy and on effective classroom management.
- Support teachers in their classes in maintaining good behaviour and discipline and following up incidents.
- Play an active role as defined in the school's Behaviour Policy.
- Monitor, evaluate and review the Behaviour policy on a regular basis.
- Monitor referrals, emergency support and suspensions and liaison with external agencies.

Governors / LAB members will:

- Monitor suspensions, part time timetables and the effectiveness of the Behaviour Policy annually.
- Provide a panel to consider suspensions and appeals.
- Identify a Governor / LAB member with responsibility for Inclusion.
- Liaise with the WCF to ensure adequate provision for children with behavioural difficulties.

THE SCHOOL:

The physical environment and school's ethos create an atmosphere that strongly influences behaviour and attitudes. An environment that is well kept and attractive, that communicates clear messages about the purpose of the school and that values children's work and achievements will encourage them to take pride and respect in their school.

The school will provide:

- A welcoming entrance
- Adults and children who welcome and approach visitors helpfully.
- Effective maintenance of the building and grounds.
- Children's work on display around the school.
- Displays which reflect the life and activities of the school.
- A clean and tidy environment.

THE SCHOOL DAY:

Effective management of the school day helps provide a predictable and secure environment for the children which increases their sense of belonging and reduces uncertainty:

The SLT (Senior Leadership Team), in partnership with other staff as appropriate, will:

- Ensure that all areas of the school are properly supervised at the beginning and end of the school day as well as during break times and lunch times in order to encourage a calm and safe atmosphere.
- Ensure that teachers and other staff carry out break duties as designated.
- Ensure that lunchtime supervision is in place with adults who provide engaging activities and who understand they are part of the behaviour management strategy of the school.
- Ensure that teachers formally receive and dismiss children, provide them with adequate supervision at all times and establish routines.

- Encourage all in the school to make respectful, supportive and cheerful personal contact with one another to help create a positive daily experience.

CURRICULUM:

Good behaviour is supported when children experience success and enjoyment and are excited by their learning in school. In order to achieve this, we will:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in school.
- Employ varying teaching approaches and styles.
- Develop our curriculum framework in an innovative way with the aim of engaging the children's interest and make their work exciting and challenging.
- Ensure that every child experiences success and develops high self-esteem.
- Promote a climate and ethos in which learning is valued.
- Develop an understanding and awareness of the different learning styles and individual needs of our children.
- Offer additional enrichment to support SEMH needs.

EQUAL OPPORTUNITIES

The policy must be implemented with regard to the Equal Opportunities Policy at all times.

SCHOOL EXPECTATIONS

To ensure children are Ready, Respectful and Safe, all staff expect and support EVERY child at St Barnabas to do the following:

Ready	Respectful	Safe
Arrive at school on time. Have our equipment ready. Show that we are listening and ready to follow instructions. Follow instructions and routines. Try our best – don't give up! Wear the correct school uniform and PE kit. Move around the school sensibly by walking and using a quiet voice.	Speak calmly and politely to everyone. One voice. Listen and follow instructions. Respect the views and opinions of everyone. Respect the property of our friends and the school, and our environment. Use good manners and treat everyone with kindness. Support the learning of others by not distracting them. Celebrate diversity.	Move around school in a safe manner. Follow instructions to keep ourselves safe around school and on school trips. Use equipment safely. Keep our environment tidy and safe. Stay safe online and outside of school. Show zero tolerance to bullying by reporting to a trusted adult.

The wording of these expectations can be amended to suit different age groups e.g. Pre-School compared to Year 7, but the spirit and intention of the expectations should be retained.

PRINCIPLES

The principles of our positive behaviour procedure stem from the evidence informed guidance report from the EEF. https://d2tic4wv0l1usb.cloudfront.net/eef-guidancereports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf



- Praise must significantly outweigh criticism and sanction
- Rules should be short, limited in number and be clearly understandable.
- Sanctions for poor behaviour, which gradually progress from a verbal reprimand to suspension, must be applied without exception or favour. **CONSISTENCY IS ESSENTIAL.**

WHOLE SCHOOL REWARD SYSTEM

Good behaviour, which forms the basis of a calm, orderly and a secure learning environment, is essential to the achievement of high standards. The establishment and maintenance of good behaviour is therefore a primary objective for St Barnabas.

Each child, Reception to Year 7, will be placed in one of our 4 school houses: Abberley, Bredon, Cotswold and Malvern. Year 7 House Captains are voted for at the beginning of the year, who then keep track of the points for each house, announcing the scores in Celebration Worship on a Friday. Children gain points for their house on a daily basis, adding these to their House Points Charts. Full charts are shared and celebrated every week on a Friday. At the end of each term, the winning house will gain themselves a reward on the final afternoon of the term. For consistency in awarding House Points, we use the following guide:

Effort/specific praise for learning, manners, politeness, demonstrating school values	1 house point	Above and beyond	3 house points
Excellence in learning	2 house points	SLT - exceptional circumstances	Maximum of 5 house points

In-Class Rewards

Verbal Praise, House Points, Headteacher's Award, Maths Champions:

Good behaviour, work and effort should be praised and celebrated to clearly define to the children what is expected and valued of them. In the classroom, the children can gain rewards for positive behaviour (showing they are Ready, Respectful, Safe), demonstrating one of the school's core values, going above and beyond, making progress in their learning, or showing excellent learning behaviours; these rewards include regular, specific verbal praise (as appropriate this should be drawn to the attention of the whole class), House Points and Headteacher's Awards. Each class also has a weekly Maths Champion(s), praising learning behaviours seen in Maths that week, such as effort, resilience etc.

Class Reward:

Each teacher selects a focus to work on as a whole class. The children vote for a reward e.g. free play, watching a film, which they have to work together as a team to achieve; this is usually by collecting an agreed amount of marbles. Once the children have earned their marbles and gained their reward, the process starts again. Each class is also given a £50 budget to use across the year for their class rewards.

In Pre-School, the children build a friendship flower, working together as a team to gain their reward. They are also presented with a Headteacher's Award in school celebration worship.

Randomised Rewards:

We have randomised rewards, whereby children may have the opportunity to have a 'dip' in the class box (bucket of love) of prizes when they demonstrate one of the positive behaviours outlined herein.

Recognition Boards - The St Barnabas Way:

Each class has a Recognition Board, called a **Proud Cloud**. All children and staff strive to get the name of each child on the class Proud Cloud, sharing specifically with the child why they can add their name. Children do not have their names removed from the Proud Cloud for poor behaviour choices. This is because the child has had specific praise regarding an aspect of their learning that should be recognised and celebrated. Any poor behaviour choices are dealt with separately and appropriately according to the Behaviour Policy. Those children on the

Proud Cloud by the end of the day earn 1 house point. However, where a whole class is on the Proud Cloud before the end of the day, the names should be reset to enable the children another opportunity to be acknowledged and rewarded.

Praise should be given much more often than criticism. Staff should aim to create a positive environment in which children develop a clear understanding and awareness of what is required. Staff may also choose to make a randomised phone call home to celebrate a child's successes with their parents/guardians.

End of term rewards

At the end of each term, two children from each class are recognised in the following categories: behaviour, attitude towards learning, maths, reading and writing. Activities include but are not limited to seasonal crafts, a small gift or other privileges, i.e. extra play time.

End of school rewards

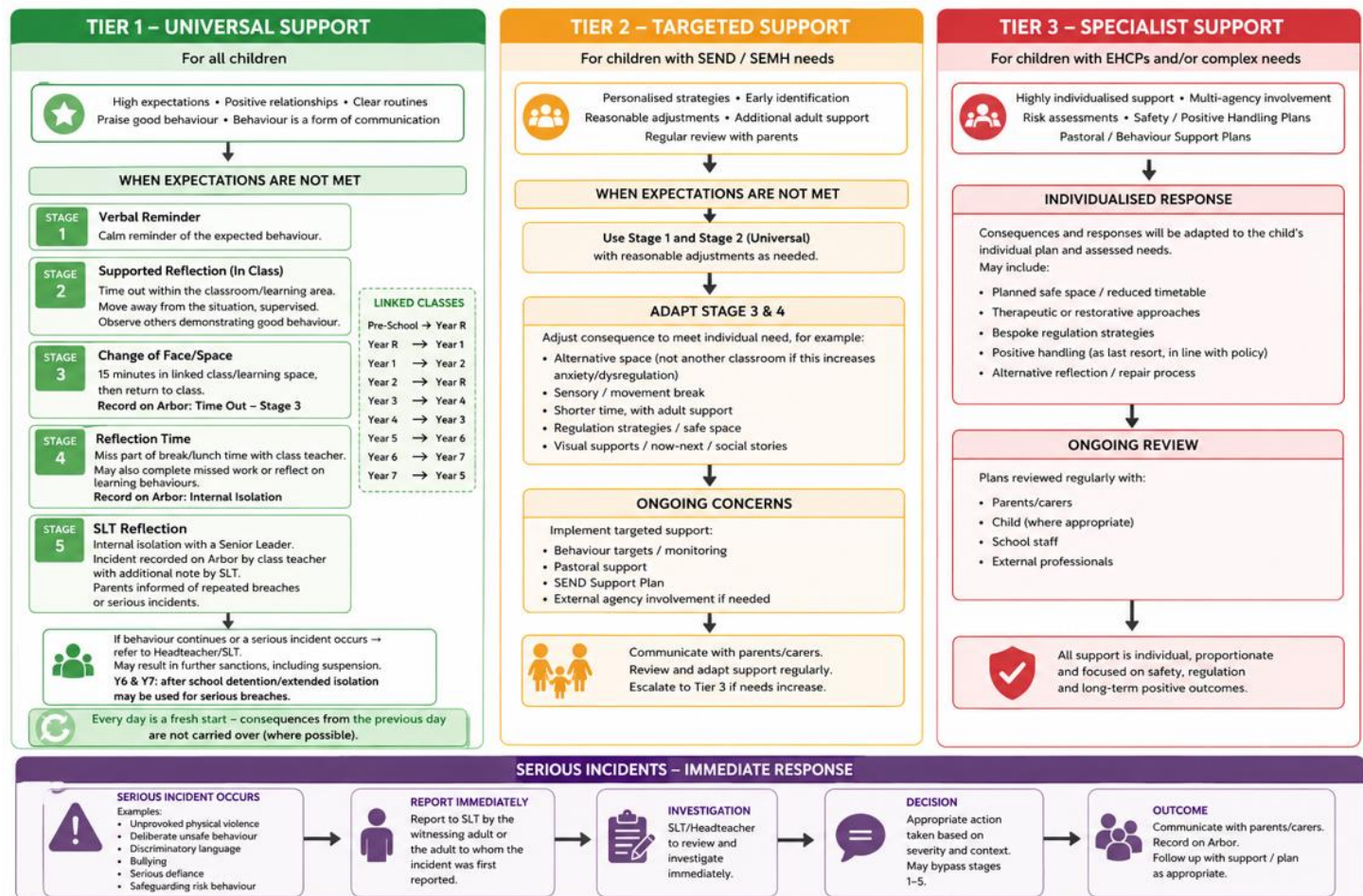
For children in their final year at St Barnabas, rewards become awards. As part of the Leaver's Service, some children are nominated and awarded with a shield or trophy or gift for their contribution to school life and/ or efforts in a particular area of the curriculum. Awards include the following areas: creative sketchbook; sporting achievement, music values, contribution to school life, reading, mathematical thinking.

Consequences and Graduated Behaviour Support

At our school, we believe behaviour is a form of communication. We are committed to maintaining high expectations whilst ensuring that all children are supported in a fair, consistent and inclusive way. Not upholding school values and expectations will result in a consequence which escalates where appropriate. Staff should aim to deliver consequences calmly, quickly and efficiently, including during playtimes, and with minimal disruption to learning. Where consequences are issued, staff should reinforce positive behaviour by drawing attention to examples of good choices and conduct shown by others.

For our youngest learners in Preschool, the progression of consequences is adapted to match their age and stage of development whilst retaining the intention of the expectations.

As a school, we recognise that some behaviour incidents may arise because of Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, trauma, communication difficulties, sensory needs or mental health concerns. Reasonable adjustments may therefore be required in how staff respond to behaviour incidents in order to meet individual needs and maintain safety. This is set out in our three-tiered approach.



Tier 1 – Universal Behaviour Support (All Children)

These systems and consequences apply to all children and are designed to promote consistency, predictability and positive behaviour across the school.

The consequences progress as follows:

Stage 1 – Verbal Reminder

A calm verbal reminder of the expected behaviour.

Stage 2 – Supported Reflection within the Classroom

'Time out' within the classroom or learning area. The child moves away from the situation and is supported to regulate whilst observing positive behaviour modelled by others. This is always supervised.

Stage 3 – Change of Face/Space

A short period (approximately 15 minutes) in a linked classroom or agreed learning space before returning to class.

Recorded on Arbor as:

Time Out – Stage 3

Further details may be added to the Incident Summary.

Linked Classes

Year Group	Linked Class
Pre-School	Year R
Year R	Year 1
Year 1	Year 2
Year 2	Year R
Year 3	Year 4
Year 4	Year 3
Year 5	Year 6
Year 6	Year 7
Year 7	Year 5

Stage 4 – Reflection Time

Miss part of break or lunchtime with the class teacher or supervising adult.

Recorded on Arbor as:

Internal Isolation

A child may also complete missed work or reflect on learning behaviours where they have significantly disrupted their own or others' learning.

Where poor behaviour choices are repeated across several days, staff should communicate with parents/carers by phone call or discussion at the end of the school day.

Stage 5 – Senior Leader Reflection

Internal reflection time with a member of the Senior Leadership Team.

The incident is recorded on Arbor by the class teacher, with additional notes added by SLT where appropriate.

Parents/carers will be informed of repeated breaches of behaviour expectations or serious incidents.

Where poor behaviour continues, or a serious incident occurs, the child may be referred to the Headteacher or member of SLT. This may result in further sanctions, including suspension, in line with statutory guidance.

For pupils in Years 6 and 7, after-school detention or extended isolation may be used for serious breaches of the Behaviour Policy.

Every child begins each day with a fresh start. Wherever possible, consequences from the previous day will not be carried over.

Tier 2 – Targeted Behaviour Support (Children with Additional SEND/SEMH Needs)

Some children may require adapted behaviour responses in order to meet their additional needs. This may include children with identified or emerging SEND, SEMH difficulties, neurodiversity, attachment needs, communication difficulties or mental health needs.

Reasonable adjustments may include:

- adjusted language and processing time;
- movement or sensory breaks;
- access to a safe regulation space;
- use of visual supports or now/next systems;
- differentiated reflection or restorative conversations;
- support from a trusted adult;
- adapted 'change of face/space' arrangements;
- shorter reflection periods;
- individual reward systems;
- co-regulation strategies.

For some children, consequences such as moving to another classroom may increase distress or dysregulation and therefore alternative approaches may be used.

Where behaviour concerns are ongoing, the school may implement:

- behaviour targets;

- behaviour monitoring;
- pastoral support;
- SEND support plans;
- risk reduction strategies;
- outside agency involvement.

Parents/carers will be involved in reviewing support strategies where concerns persist.

Tier 3 – Specialist Behaviour Support (Children with EHCPs and/or Complex Needs)

A small number of children may require highly individualised behaviour support due to complex SEND, significant SEMH needs, trauma, safeguarding concerns or behaviours that present a risk to themselves or others.

These children may have:

- an EHCP;
- Positive Handling Plans;
- Risk Assessments;
- Safety Plans;
- Individual Behaviour Support Plans;
- Pastoral Support Plans;
- external agency involvement.

In these cases, behaviour responses and consequences may differ from the universal staged system and will be determined through an individualised approach based on assessed need, safety and professional guidance.

Strategies may include:

- bespoke regulation support;
- planned safe spaces;
- reduced timetables;

- adapted consequences;
- specialist intervention;
- therapeutic approaches;
- positive handling, where legally permitted, proportionate and necessary to maintain safety.

All specialist support plans will be developed in partnership with parents/carers and relevant professionals and reviewed regularly.

Restrictive Interventions

Restrictive physical intervention refers to the use of reasonable force by trained staff to prevent a pupil from:

- hurting themselves or others;
- causing serious damage to property; or
- seriously disrupting good order and discipline where there is a risk of harm.

Restrictive interventions will only ever be used as a last resort, in line with the school's Restrictive Interventions policy which can be found here: [Restrictive interventions](#)

Serious Incidents

Some serious incidents may result in an immediate referral to SLT or the Headteacher without progressing through earlier stages. Examples may include:

- unprovoked physical violence;
- deliberate unsafe behaviour;
- discriminatory language;
- bullying;
- serious defiance;
- behaviour presenting a significant safeguarding risk.

Serious incidents occurring during break or lunchtime must be reported to SLT by the witnessing adult or the adult to whom the incident was first disclosed.

Some lower-level incidents, such as friendship difficulties, reciprocated rough play or unkind comments (not hate-related), may be resolved appropriately by the class teacher through restorative conversations, reflection tasks, apologies or support from a trusted adult.

Consistency, Inclusion and Fairness

The success of our behaviour policy relies upon consistency, fairness and strong relationships.

All staff are expected to apply the policy consistently whilst using professional judgement and making reasonable adjustments where required for children with additional needs or disabilities.

Consequences should be predictable, proportionate and supportive rather than purely punitive. This behaviour policy can be adapted for unstructured times, i.e lunch time and school trips/ residential. For example, instead of reflection time at a separate desk within the classroom, a child may be asked to stand next to a duty supervisor to reflect.

The aim is always to help children learn, regulate and make positive behaviour choices in the future.

Every day is a new day.

Refusal to Engage in Learning (Defiance)

The school recognises that, at times, pupils may have trouble engaging with learning. Refusal to complete learning activities is viewed as a barrier to learning and is addressed through supportive and graduated responses rather than immediate sanction. For pupils with SEND, staff may choose to avoid this by setting out clear expectations of what needs to be completed in the whole day, e.g. 'to complete' and 'completed' trays.

Definition: for the purpose of this policy, *refusal to engage in learning* refers to a pupil deliberately declining to begin, continue, or complete learning tasks despite appropriate instruction, support, and reasonable adjustments having been provided.

School Response

Where a pupil refuses to complete learning, staff will:

- I. Check for underlying need
Staff will use PACE strategies to consider whether the refusal may be linked to:
 - a. unmet learning needs
 - b. emotional distress or regulation difficulties
 - c. lack of understanding of the task

d. social or environmental factors

2. Provide appropriate support and adjustments, which may include:

a. task scaffolding or differentiation

b. additional explanation or modelling

c. chunking of work

d. movement or regulation breaks

e. supportive adult check-in

f. change of seating or environment

3. Use encouragement and relational approaches to re-engage the pupil, making expectations clear while maintaining dignity and respect.

When Refusal Persists

If, after reasonable support and adjustments have been provided, a pupil continues to refuse to engage with learning, the school will take steps to ensure that lost learning time is addressed.

As a last resort, the learning that was not completed in school will be sent home. This will be accompanied by a cover letter (see **Appendix iii**) explaining that:

- learning time was lost due to refusal to engage
- the school provided appropriate support before this decision was made
- the purpose of sending the work home is to reinforce the importance of learning time and shared responsibility between school and home

This measure is not intended as a punishment, but as a restorative step to ensure learning is not missed.

Parental Communication

Parents/carers will be informed when this step is taken. Communication will be framed around:

- supporting the child to succeed
- reinforcing expectations about learning
- working in partnership to prevent recurrence

Where refusal to engage is repeated, further discussion with parents/carers may take place to explore underlying causes and consider additional support.

Safeguarding and Additional Needs

If patterns of refusal indicate possible unmet SEND, SEMH needs, or safeguarding concerns, these will be explored through appropriate school processes rather than managed solely through behaviour procedures.

Refusal to Enter School Premises

The school recognises that some children may experience difficulties entering school due to anxiety, emotional distress or other individual needs. We are committed to supporting pupils to access education and will provide appropriate support once a child has entered the school site and is under the school's supervision.

Parents and carers remain responsible for the supervision and safety of their child until they have entered the school premises through the main school gates or locked reception entrance and have been handed over to school staff. This includes all areas outside the school premises, such as car parks, driveways, footpaths, and the reception waiting area.

Where a child is refusing to enter school, parents and carers are expected to remain with and supervise their child until they are safely on the school site. School staff are unable to provide one-to-one support, supervision, or physical assistance to pupils in external areas before responsibility has transferred to the school.

Once a pupil has entered the school premises, staff will make reasonable adjustments and provide appropriate support in line with the child's needs and any existing pastoral, SEND, or attendance support plans. Where difficulties with school attendance or school entry become persistent, the school will work collaboratively with parents, carers, and relevant professionals to identify barriers and implement appropriate support strategies. Further information can be found in our Attendance Policy.

Staff will always aim to work collaboratively with parents/carers to agree appropriate strategies to support the child's transition into school. Any agreed support plan will prioritise de-escalation and least restrictive practice.

Conducting searches

As stated in our Restrictive Interventions policy, the headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item.

Searches will always be carried out lawfully, respectfully and with consideration for the age, understanding and individual needs of the pupil. Wherever possible, pupils will be encouraged to hand over the item voluntarily before a search is considered.

The school may search for prohibited items, including knives or weapons, alcohol, illegal drugs, stolen items, tobacco/ vape products and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Searches will be carried out by authorised members of staff in accordance with current statutory guidance. Staff will seek to preserve the dignity, privacy and welfare of the pupil at all times and will consider whether any additional support or adjustments are required for pupils with special educational needs or disabilities.

Where a prohibited or banned item is found, the school will take appropriate action, which may include confiscation, disposal of the item where permitted by law, informing parents or carers, and, where appropriate, involving the police or other relevant agencies.

A written record of any search involving prohibited items, or where force has been used to conduct a search, will be made and parents or carers will normally be informed as soon as reasonably practicable, unless there are safeguarding reasons why doing so would place a child at risk.

Further information can be found in the school's Restrictive Interventions Policy and in the Department for Education's statutory guidance *Searching, Screening and Confiscation*.

Suspensions and Exclusions

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- ☐ Make sure that the exclusions process is applied fairly and consistently
- ☐ Help governors, staff, parents/carers and pupils understand the exclusions process
- ☐ Make sure that pupils in school are safe and happy
- ☐ Make sure all suspensions and permanent exclusions are carried out lawfully

Further information is within the DOWMAT Suspension and Permanent Exclusion Policy 2026-2028 which can be found here: [SUSPENSION AND PERMANENT EXCLUSION POLICY](#)

Monitoring and evaluation of the policy

The Head monitors the effectiveness of this policy on a regular basis. They will also report to the LAB on the effectiveness of the policy and, if necessary, make recommendations for changes and improvements. Questionnaires completed by the whole school community, together with surveys, focus groups, and bullying incident recorded on Arbor will be used to gauge the effectiveness of the policy.

The school will keep a variety of records of behaviour incidents. The class teacher will record incidents on Arbor. The Head will keep a record of any pupil who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the LAB to monitor the rate of suspensions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body / LAB will review this policy every three years. The governors / LAB may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body

/ LAB receives recommendations on how the policy might be improved.

Reporting a Behaviour Incident on Arbor

From the shortcuts on the left-hand side, select 'Log behaviour incident'. Add one **perpetrator's** details **only** at this stage. Further perpetrators and victim/s to be added separately.

Log New Behavioural Incident

Year group of perpetrator
(others added separately)

Name of perpetrator
(others added separately)

Date and time

Select relevant behaviour (see below)

Ensure class teacher assigned

Clear, concise

Form fields: Date of incident* (30th Jan 2024), Event, Time of incident*, Students involved*, Behaviour*, Assign to staff member* (Victoria Lloyd (Classroom Teacher)), Incident summary, Staff involved (Victoria Lloyd (Classroom Teacher)), Location, Create as separate incidents.

Buttons: Cancel, Next

Once you have selected 'Next', you now need to add any other perpetrators and the victim(s): Under Student Participants, click the green +Add button.

Add Student To Incident

Add any other **perpetrators** here and ensure behaviour matches correctly

Then add the Victim(s)/Witness(

Form fields: Student*, Assignee* (Victoria Lloyd (Classroom Teacher)), Behaviour* (Verbal assault/unkindness to adult (Level 1 Negative)), Comment.

Buttons: Cancel, Add student involvement

When a behaviour incident is logged, a note must be added by the adult (TA, LS or Teacher) responding to the incident, and the incident subsequently resolved for all students.

Appendix ii

Reporting an Internal Isolation inc Missed Break/Lunch and SLT Internal Isolations

Where a child misses part of a break with the Teacher/TA, or has an internal isolation with SLT, this must be reported differently.

Go to 'Students', 'Behaviour', 'Internal exclusions' and then 'Daily Attendance'.

Then 'Add Internal Exclusion' on the right hand side.

Create Internal Exclusion

Any relevant students.

Students*

Issued by* Victoria Lloyd

Internal exclusion type*

Exclusion reason*

Issued date 10:13 30th Jan 2024

Session(s)*

Notes

Select the appropriate type

Select the

Attachments



Drag or click to upload

Cancel Create Internal Exclusion

Create the Internal Exclusion.

Stage 4 - Class Teacher: where poor choices are repeated across a number of days (using professional judgement), the teacher should communicate with the child's parents/guardians via a phone call or speaking with them at the end of the school day.

Stage 5 – Senior Leader: parents informed of repeated breach of behaviour expectations and severe incidents resulting in internal isolation during the school day. Where poor behaviour choices continue, parents are informed and this could result in suspension.

After-School Detention: Y6 and 7 isolation may be extended after school for serious breaches of the behaviour policy.

Appendix iii

Dear Parent/Carer,

As part of our commitment to supporting every child to succeed, we always seek to understand and address any barriers that may be preventing a pupil from engaging with their learning. Today, despite support and encouragement from staff, your child was unable to complete some of their learning during the school day.

In line with our Behaviour Policy, and after reasonable support and adjustments were provided, the unfinished learning has been sent home for completion.

The purpose of this is not to punish your child. Rather, it is intended to:

- ensure that important learning is not missed;
- reinforce the value of learning time;
- support the development of positive learning habits and resilience; and
- encourage a shared responsibility between school and home for your child's educational progress.

We would be grateful if you could support your child in completing the enclosed work and returning it to school by _____.

We recognise that there can be many reasons why a child may find it difficult to engage with learning. If you have any concerns or feel there is anything we should be aware of that we do not know already so that we can better support your child, please do not hesitate to contact us.

Thank you for your continued support as we work together to help your child achieve their full potential.

Yours sincerely,

Louise Reeder

Deputy Headteacher (Interim), Behaviour Lead.