

**Community Academies Trust**  
**Birchwood Primary School Policy**



## Behaviour Policy

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### **1. Introduction**

This Behaviour Policy sets out the principles, expectations, and procedures for promoting exemplary conduct and a positive learning environment at Birchwood Primary. It is designed in accordance with the 2014 National Curriculum for England, statutory guidance, and the Ofsted Education Inspection Framework (EIF). The policy ensures that all pupils, staff, and stakeholders understand and uphold the school's high standards for behaviour, safeguarding, inclusion, and personal development. It applies to all aspects of school life, including lessons, break and lunchtimes, and school-related activities.

### **2. School Culture and ethos**

Birchwood provides a high-quality, healthy learning experience, raising the aspirations and achievements of all, and expects the highest standards in a safe, positive environment. Positive relationships and behaviour must be demonstrated in all aspects of school life.

We believe that:

- The culture of a school is a key determinant of its success. A culture of positivity and optimism ensures that pupils are enthused by their learning and are actively engaged in the wider life of the school.

- The quality of teaching, learning and behaviour in school are inseparable and are the responsibility of all.
- Consideration and respect are essential in supporting positive behaviour and must be given in order to be received. Parents, pupils, staff and volunteers all need to show mutual regard for one another.
- Developing positive relationships with pupils enables early intervention.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment is essential to maintaining positive behaviour.
- Poor behaviour cannot be tolerated because it obstructs pupils' rights to learn and teachers' rights to teach.
- Behaviour can sometimes be the result of educational needs, mental health issues or other needs and vulnerabilities, and these will be addressed through an individualised, graduated response.

The school aims to work in partnership with our families to build children's self-esteem and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our community and the wider world.

We aim to ensure that positive behaviour linked to our school rule of "Consideration and Respect" is recognised and rewarded.

Inappropriate behaviour is met with a fair, restorative and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, not at the child. The school recognises the crucial importance of a positive climate for learning in which pupils can thrive. Staff are mindful of this, and of the impact of their own behaviour on children.

We will do our best to ensure that the school day promotes good learning and encourages positive behaviours. We understand that the following are essential, and that if they are not in place they can trigger unwanted behaviour:

- The curriculum will be engaging, relevant and age-appropriate.
- Lessons and work in class will be differentiated and challenging.
- Seating arrangements will ensure that pupils have as much space as possible to move around the room with ease.
- Classrooms, resources and lessons will be well organised to create a calm and orderly atmosphere.
- Safe and stimulating school grounds and environment will be maintained.
- The demands and expectations placed on a given child will be suitable. We understand that there cannot be excuses, but there can be reasons for unwanted behaviour.
- We know that positive relationships are key.

### **3. Aims and objectives**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and considerately. We are a caring community, with values built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive environment. It aims to promote an atmosphere in which everyone feels happy, safe and secure.

Our approach begins with recognition and reward. We take a positive approach to relationships and behaviour management. We focus on rewarding children for doing well and making the right choices. The school has one rule, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with

the common purpose of helping everyone to learn. This policy supports the school community in aiming to ensure that everyone can work together in an effective, considerate and respectful way.

This policy aims to help children grow and develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school recognises and rewards good behaviour, as it believes that this will foster an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

We aim for the children to develop a growing understanding of what is right and wrong, and of the impact of their actions. Explaining boundaries and limits helps them to understand why our school rule exists and to feel secure within the setting. During their time in the EYFS, children will learn more about the impact of their words and actions, both on themselves and on others around them. Once they are clear about what is expected of them, they can move on to develop their own learning without fear.

Through the operation and delivery of this policy, we aim to:

- Ensure that all children are kept safe.
- Ensure that pupils remain happy in school and enjoy coming to school.
- Ensure that all our actions are underpinned by a commitment to equality of opportunity.
- Ensure that everyone applies the detail of the policy consistently and fairly to all children.
- Have knowledge of this policy so that, irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
- Communicate the policy to as wide a relevant audience as possible, for example parents and other staff who come into the school, including supply teachers.
- Take every opportunity to reinforce positive aspects of discipline and behaviour, supporting good role models within the group, class or wider school community.
- Ensure that staff members set an example that the children can be proud of, respect and follow, encouraging mutual respect.
- Explain the reasons behind the various aspects of the policy to children in age-appropriate ways, so that they may become more independent in their approach to behaviour in school and have a clear understanding of what is expected.
- Establish a restorative approach in both the classroom and across the school when any child misbehaves. This is built on values that separate the person from the behaviour. It promotes accountability and seeks to repair any harm caused in a situation.

#### **4. Statutory Requirements**

- Complies with the Education Act 2002 (Section 175) and Education and Inspections Act 2006 (Sections 88–91) regarding safeguarding and behaviour policy.
- Meets the Equality Act 2010 duties to prevent discrimination and make reasonable adjustments for SEND.
- Fulfils the requirements of the SEND Code of Practice (2015) for inclusion and accessibility.
- Adheres to the Health and Safety at Work Act 1974 for a safe school environment.
- Incorporates guidance from Keeping Children Safe in Education (2025) and DfE statutory guidance on behaviour, exclusion, and mental health.

#### **5. Expectations**

Classrooms and shared areas around school will display our school rule - Consideration and Respect.

It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community.

A description of responsibilities for all the members of the school community:

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Families</b>
To show consideration and respect to all members of the school community.	To show consideration and respect to all members of the school community.	To show consideration and respect to all members of the school community.
To provide a positive example, embodying our school rule.	To contribute to and follow our school rule.	To support and respect the staff and governors in promoting the school's ethos.
To be calm and consistent in dealing with children.	To show consideration, support and care for each other.	To be aware of the school's values and expectations.
To encourage the values and ethos of the school among the children.	To respect others' property and learning.	To share in the values, ethos and expectations of the school.
To have high expectations of the children and themselves.	To listen to others and to respect their opinions.	To provide the school with an explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child's progress.
To meet the educational, social, emotional and behavioural needs of the children.	To take responsibility for their own actions and behaviour and make good choices.	To provide the school with an up to date emergency contact number.
To provide an appropriate, challenging and stimulating curriculum.	To show consideration and respect to all staff, listening to and following the instructions of all members of staff (teaching and non-teaching).	

## 6. Recognition and Reward

We actively recognise, praise and reward children for good general and learning behaviours in a variety of ways:

### Verbal praise

All staff actively look to use verbal praise effectively to provide positive instant feedback to reinforce good learning behaviours and attitudes. Praise is also used to support behaviour challenges and improve children's attitudes to learning.

### BASE skills academy

All pupils are entitled to thirty minutes of BASE skills academy time each week if they have followed our school rule. During BASE time, pupils have the opportunity to take part in enjoyable skills based activities with an element of choice. The privilege of BASE time may be withdrawn for unacceptable behaviour. A restorative approach will always be taken with those children during this time to discuss actions and alternatives. Staff award pupils with their BASE skills on a Friday afternoon. If any child loses **all** of their BASE time more than three times in a half term the class teacher will contact parents to inform them of their child's behaviour.

### Presentation points – Pencil and Pen progression

Presentation points are awarded to pupils for excellent presentation in their books and learning. This includes neat handwriting, correct letter and number formation and careful layout of their work.

Pupils work through a series of presentation stages and will be awarded new pencils and pens at each progressed stage.

### **Birchwood DOJO points**

Birchwood DOJO points are awarded for positive general and learning behaviour and for making good choices. All members of staff can award points. The category of DOJO points have been discussed and agreed with staff and pupils.

Our school reward system recognises **exceptional** or **outstanding** work, attitudes and effort.

Birchwood DOJO points are awarded in 4 categories: Consideration and Respect, Home Learning, Effort and Achievement and Special Merit Awards.

For our younger pupils, gems are exchanged for DOJO points. These are handed out as a physical object for them to collect over the half term.

Points are collected over a half term period and then celebrated in a special end of half term assembly. In each class the child with the greatest number of DOJO points in total chooses a book from one of our school book vending machines.

Certificates are also given out to children who receive the highest number of DOJO points for each of the three main categories; Consideration and Respect, Home Learning, Effort and Achievement.

Class teachers keep records of postcard winners and dojo achievements. Over the course of the year we make sure all children receive recognition and rewards for their efforts and achievements in at least one area.

### **Tea Parties**

Reading is very important to us at Birchwood. Every child has a reading target of four times a week. If a class of children all achieve their reading target over the course of a week they are invited to special reading tea party with a member of SLT. Second tea party requires two consecutive weeks and so on.

### **House Points**

Birchwood children and staff are split into four Houses across school – Chaytor (Red), Morris (Blue), Chetwynd (Green) and Goodere (Yellow). The Houses are named after local important historical families. Children and staff from the same families are placed into the same House.

House points are awarded to children who receive the Star of the Week postcard, Reader and Mathematician of the Week and the House Captain School award. House Points are given out as coloured tokens and children post these in the House Collector.

Each half term House Captains design a House competition and encourage their members to take part. A House Point is awarded for each entrant. The House with the most entries for each completion receives a special house trophy. There are also individual book prizes from our book vending machines for the children with winning entries. At the end of each year all House tokens are counted up and a special House Party is held for all members of the winning House.

### **Celebration Assemblies**

Celebration Assemblies are held each week in school. As part of these assemblies the school acknowledges all the efforts and achievements of children, both in and out of school. We encourage children to bring in trophies, medals and certificates from home and share these with the rest of school.

Each week a child from each class is nominated to be 'Star of the Week'. Each 'Star of the Week' receives a postcard home which is then shared during the following celebration assembly. House Captains also present their own special award certificates to children who have been considerate and respectful, made good choices or have made them smile.

Other school rewards shared in celebration assemblies include presentation achievements, attendance and Eco awards and school sports awards.

In 'Class Assemblies' Reader of the Week, Mathematician of the Week and Library certificates are presented to children. Children also receive a House Point towards their House Total.

### **Break and Lunchtime**

Duty staff and Lunchtime Supervisors will encourage pupils to follow our 'Playground Charter'.

#### **Playground Charter – Created by our school council:**

- Show consideration and respect
- 'Look after' and 'share'
- Be kind and friendly
- If you are hurt or worried tell an adult
- Encourage children to play with you
- Keep playground safe and tidy

Each Lunchtime Supervisor supports a designated class during dinnertime periods. They ensure that children behave in line with the Playground Charter.

## **7. Restorative approach and strategies**

The school employs a number of strategies to enforce and support the school rule, ensuring a safe and positive learning environment for all. Working restoratively strengthens relationships and ensures learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

Restorative practice is a mind-set, providing the foundation to build, maintain and repair relationships. This creates a culture of high challenge and high support, and aims to work with people rather than doing things to or for them.

Relationships are at the heart of our restorative approach, built on mutual respect with individuals taking responsibility for their actions.

Adopting restorative approaches into daily practice supports emotional and social development and literacy, and equips children and young people with problem solving skills as well as the ability to manage conflict when it occurs.

The following restorative principles together with the correlating affective questions underpin a variety of different practice models and techniques.

- Principle: An appreciation of individual perspectives
- Question: What happened?
  
- Principle: Promoting mutual understanding through making explicit the link between behaviour, thought and feeling

- Question: What are you thinking/feeling?
- Principle: A focus on impact, not blame
- Questions: Who has been affected, and how?
- Principle: Identifying underlying need
- Question: What do you need so that things can be better?
- Principle: Accountability and responsibility for self and others
- Question: What needs to happen to move things forward/put things right?

The class teacher discusses our school rule with each class. In addition to the school rule, each class will have its own positive classroom code, which they have constructed and discussed together. In this way, every child in the school knows the standard of behaviour expected in class and across school.

Circle times can be used to support the classroom code. Less informal practices include affective statements that communicate people's feelings, as well as affective questions that encourage people to reflect on how their behaviour has affected others.

The school does not tolerate child-on-child abuse of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate child-on-child abuse, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in [Use of reasonable force - DfE, July 2015](#). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## 8. Actions to manage behaviour

By encouraging children to take responsibility for their behaviour, it becomes harder for them to repeat the behaviour. Thinking about what the problem is, the trigger for the behaviour and the impact on others, reduces the need for further actions.

To enforce our school rule, some further actions may still be necessary, but these will always be supported by a restorative approach.

### Levels of unacceptable behaviour:

**Low level:** behaviour that can be effectively managed within a classroom environment by the Class Teacher and Teaching Assistant – consequence may include loss of free time or skills time to provide time for restorative conversations. These conversations will use restorative language and questions to allow children to understand the impact of their behaviours.

**Low level persistence:** behaviour that has actively been managed by Class Teachers and Teaching Assistants but is occurring frequently despite time taken for restorative conversations – consequence may include time out of class and/or loss of free time or skills, to provide time for restorative conversations with SLT. These conversations will use restorative language and questions to allow children to understand the impact of their behaviours. Low level persistent

behaviours will all be logged and recorded formally (Arbor). Class teachers will notify families of any oncoming concerns and will seek support.

**High level:** serious unacceptable behaviour including child on child abuse, racist, homophobic, misogynistic, misandrous and sexualised behaviour or actions. After initial conversations with class teacher, all of these incidents will be fully investigated by the Senior Leadership Team (Headteacher / Assistant Head/ Inclusion Lead). High level behaviours will all be logged and recorded formally (Arbor). After investigation; parents will be immediately informed by telephone and will be expected to support the school's actions. This phone call may be followed by a formal letter / email. An appointment may be required with parents, teachers and SLT to discuss the child's future behaviour.

Depending on the outcome of investigations, consultation with parents and the seriousness of the behaviour, the following actions may be applied:

- The child may be issued with an internal exclusion whereby the child loses the privilege to work within their class group for a fixed period of time.
- In some cases, the child may be suspended for a fixed period and a formal recording of that suspension will be made.
- In extreme cases the child may be permanently excluded.

Suspensions and permanent exclusions will follow guidelines set by the DfE and in line with the CAT Exclusion Policy.

On a termly basis the Arbor behaviour log will be reported to Governors as part of the Ensuring Excellence Reporting.

SEND pupils at Birchwood will have access to the full range of subjects within the National Curriculum, adapted as necessary to meet individual needs. The curriculum encompasses:

- Core subjects: English, mathematics, science, and computing.
- Foundation subjects: history, geography, art, design and technology, music, physical education, and languages.
- Personal, social, health, and economic education (PSHE).
- Opportunities for developing communication, social interaction, independence, and life skills.
- Access to enrichment activities and cultural experiences.

Curriculum pathways are personalised where appropriate, ensuring progression in knowledge, skills, and understanding for all pupils.

## **9. Behaviour at break and lunch times.**

### **Break time:**

A child who chooses to behave in an inappropriate way will be reminded of expectations first by duty staff who will ask restorative questions to support conversation (unless the behaviour is so serious a reminder is not possible). If the behaviour is persistent the child or children involved will be sent back into their class. The Class Teacher will hold a restorative conversation and remind children about expectations of their behaviour in the future. If the behaviour is high level children will be escorted into school and the behaviour will require an initial investigation by the Class Teacher and then be reported to SLT.

### **Lunch time:**

All Lunchtime Supervisors have a lunchtime logbook. At all times they will focus on **praising positive behaviour**.

A child who chooses to behave in an inappropriate way will be reminded of expectations first by the LTS who will ask restorative questions to support conversation (unless the behaviour is so serious a reminder is not possible). Persistent poor behaviour will result in LTS entering names into their lunchtime log book with reference to the incident. This will be shared with the Class Teacher during handover. If the behaviour is high level children will be escorted into school and will require an initial investigation by Class Teacher and then be reported to SLT. The Senior Lunchtime Supervisor will supervise until a member of staff is available. Lunchtime Supervisors will log all the initial details.

Lunchtime Supervisors will provide feedback to the Class Teacher during handover. If required, LTS will remain in the classroom until children are settled and will be directed by the teacher. Class Teachers will follow up any incidents using a restorative approach.

If a child receives a number of consequences for break or lunchtime behaviour the school may consider using a supervised and structured play option inside / outside school for break times and lunchtimes. These sessions will be supervised by a member of staff who will set up appropriate free play activities. Part of their role in these sessions is to help children develop social skills alongside other children in a smaller more nurturing environment. Children with SEND may use this provision too. Staff in school will decide how this is to be managed.

## **10. Extreme and persistent unacceptable behaviour**

On the rare occasions when a child persistently struggles or chooses not to follow our school rule and not learn from restorative conversations and follow up actions (predominantly High Level behaviours), other strategies may be put in place to support the child to ensure teaching and learning in class is not disrupted for other pupils and staff. The school may request specialist advice and support from the Trust Behaviour Lead or other external agencies. The school may consider use of a reduced timetable (for a limited period of time in line with guidance), an off-site direction or a managed move, if deemed appropriate.

The school may introduce an age-appropriate Daily Progress Record to:

- split the day for the child into smaller sections
- help the child manage their own behaviour
- reduce the number of consequences
- help track and log behaviours - identify patterns etc
- build in other rewards
- prevent persistent behaviour disrupting teaching
- enable daily communication between staff and parents.

The Progress Record will be explained to the child and parents involved. Parents will be expected to return the Record on a daily basis. Should a child's behaviour be a risk to his or her own safety and/or that of others, a risk assessment will be completed and there will be an agreed response developed between parents and school.

Deliberate physical abuse towards other pupils and staff will not be tolerated and may result in reduced time/sessions in school), a suspension, an off-site direction, a managed move or a permanent exclusion.

### **Off-site directions and managed moves**

Sometimes it may be necessary for a child to be educated elsewhere.

To support a child with their behaviour, we may decide that a child will be educated somewhere else for a limited period. This could be at another school or alternative provision setting. It might also include a child splitting time between two different locations. This will only be used when it is the best way to support a child's behaviour. This arrangement is known as off-site direction.

If a child has an EHC plan, the local authority will be told about an off-site direction placement.

In some cases, we may decide it is best for a child to move to another school permanently following an off-site direction placement. This is known as a managed move.

A managed move is voluntary and will only occur when it is in a child's best interests and when all parties, including the new school and parents, agree it would be best for your child to move to another school permanently.

If a child has an EHC plan, we would liaise with the local authority prior to the move to ensure everyone is in agreement that this course of action is in the child's best interests.

### **Suspensions and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the latest guidance [Behaviour in schools, DfE, February 2024](#) and [Suspension and permanent exclusion guidance, DfE, September 2023](#). We also follow our CAT Exclusion Policy, which is available via a link on our website.

Both suspensions and permanent exclusions are the most severe sanctions available and will never be used without considerable thought and usually when behaviour is so extreme that it threatens to seriously disrupt the safe, calm and orderly environment of the school. It is a provision that enables us to maintain high standards behaviour, while ensuring all in our school remain safe.

We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of suspensions.

Only the Headteacher (or the Acting Head) has the power to suspend or permanently exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher suspends or permanently excludes a child, they will inform the parents or carers immediately, giving reasons for the decision. At the same time, the Headteacher will make it clear to the parents or carers that they can, if they wish, appeal against the decision to the School Standards Committee. The school will inform the parents or carers how to make any such appeal.

The Headteacher informs the LA and the School Standards Committee about any suspensions or permanent exclusion. The School Standards Committee has a disciplinary committee, which is made up of three members. This committee considers any exclusion on behalf of the Governors.

When an appeals panel meets to review an exclusion decision, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be sanctioned. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child is likely to be permanently excluded from the school. The police and social services will also be informed.

## **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the School Standards Committee on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. SLT record high level incidents on Arbor.

The Headteacher keeps a record of any child who receives a suspension, or who is permanently excluded.

It is the responsibility of the School Standards Committee to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The School Standards Committee will pay particular attention to matters of discrimination; it will seek to ensure that the school does not tolerate discrimination in any form.

The School Standards Committee reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

## **11. Roles in school**

### **The role of the Class Teacher**

It is the responsibility of Class Teachers to ensure that the school rule is enforced in their classes, and that their classes behave in a responsible manner during lessons and break/dinner time.

- The Class Teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The Class Teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with consideration, respect and understanding.
- If a child misbehaves repeatedly in class or during break/dinner time. In the first instance, the Class Teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the Class Teacher seeks help and support from the SLT.

- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the Education Social Worker, the Trust's Director of Safeguarding and Behaviour or the LA's Behaviour Support Service.
- The Class Teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher / Assistant Headteacher / SENCO / Inclusion Lead**

It is the responsibility of the Headteacher / Assistant Headteacher / Inclusion Lead, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher / Assistant Headteacher / Inclusion Lead to ensure the health, safety and welfare of all children in the school.

The Headteacher / Assistant Headteacher / Inclusion Lead support staff by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported significant serious incidents of misbehaviour.

The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rule on our website and newsletters, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Headteacher. Continued concerns should be passed to school governors. If these discussions cannot resolve the problem, a formal complaint process can be followed.

### **The role of Governors**

The School Standards Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher / Assistant Headteacher / Inclusion Lead in adhering to these guidelines.

The Headteacher and Assistant Headteacher have the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

## **12. Curriculum coverage and implementation**

Behaviour education is delivered through PSHE and SMSC provision, encompassing:

- Understanding and following rules, routines, and expectations.
  - Developing self-regulation, emotional literacy, and conflict resolution skills.
  - Recognising and respecting diversity, equality, and inclusion.
  - Building resilience, empathy, and positive relationships.
  - Awareness of consequences, responsibility, and decision-making.
  - Anti-bullying, online safety, and managing peer influence.
  - Progression from managing feelings and behaviour in early years, to self-discipline and restorative approaches in later years.
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### 13. Inclusion

- Behaviour education is delivered through PSHE and SMSC provision, encompassing:
  - Understanding and following rules, routines, and expectations.
  - Developing self-regulation, emotional literacy, and conflict resolution skills.
  - Recognising and respecting diversity, equality, and inclusion.
  - Building resilience, empathy, and positive relationships.
  - Awareness of consequences, responsibility, and decision-making.
  - Anti-bullying, online safety, and managing peer influence.
  - Progression from managing feelings and behaviour in early years, to self-discipline and restorative approaches in later years.

### 14. Links to Other Policies

- Accessibility Plan
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Behaviour Policy
- Teaching and Learning Policy
- Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- Data Protection Policy
- Complaints Policy

### Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

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