

OUSTON PRIMARY SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING POLICY 2025-2026



POSITIVE BEHAVIOUR FOR LEARNING

INTRODUCTION

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 well. We are a caring community, whose values are built on mutual trust and respect for all.

We have high expectations of behaviour in our school and share/reinforce these with pupils regularly. We have a wide range of rewards for pupils who meet these expectations whilst also having support in place and consequences where needed for pupils who are struggling to do so.

The school expects every member of the school community to behave in a considerate way towards others. We want our pupils to flourish in a happy, nurturing, safe and secure environment and become positive, caring, responsible and increasingly independent members of the school and wider community. Our policy and procedures are designed to promote positive behaviour, rather than merely deter inappropriate behaviour.

POLICY AIMS

- To create an environment which encourages, reinforces and rewards positive behaviour;
- To share and clarify our behaviour expectations both within the school and during educational and residential visits;
- To ensure consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline, responsibility and positive relationships;
- To ensure that the school's expectations and strategies are shared by staff, governors, parents/carers and pupils;
- To work in partnership with parents and carers to implement this policy.

BEHAVIOUR EXPECTATIONS

We support our children to:

- Show respect for each other and staff
- Try their best in lessons and achieve well
- Listen carefully and follow instructions
- Recognise and try to manage their emotions and reactions
- Move sensibly and calmly around school

- Take increasing responsibility as they move from EYFS to Year 6 for their own behaviour and accept support and consequences if needed
- Show good manners towards each other and staff
- Follow our school uniform rules
- Represent our school well during external visits and when going to and from our school each day.

SCHOOL CODE OF CONDUCT

This is looked at each year by the School Council/Rights Respecting Team and added to/adapted as needed. It is then displayed in each classroom along with our Behaviour Stages Guide.

OUSTON GOLD STAR VALUES AND EXPECTATIONS

These focus on eight key areas and explain our expectations in each (see Appendix 1).

There is a weekly Assembly on Mondays (9.05pm) to discuss a different focus area. For KS2 this will be a brief discussion and reminder with examples given and the opportunity to ask questions. There will also be a reminder about actions and consequences where values/expectations are not met. When KS2 return to classes, KS1 (and Reception in the Summer term) will have time to practise some of the values in the hall where appropriate.

One or two Gold Star role models in the focus area that week per class will be selected by Class Teachers in Friday Assemblies and will be awarded a Gold Star sticker by the Head Teacher.

ADULT ROLE MODELS

All adults working in our school are expected to model high standards of behaviour, both in their interactions with pupils and with each other.

Adults are expected to:

- Help create a caring, positive climate for learning
- Emphasise the importance of being valued as an individual within the school community
- Promote positive behaviour, through example
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all
- Have understanding of the challenges pupils may experience in their lives and how this can contribute to difficulties in managing their behaviour and emotions.

- Show appreciation of the efforts and contributions made by all.

CLASSROOM MANAGEMENT

We recognise that classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment should give clear messages to pupils about the extent to which their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, access to resources and celebrating pupils' work in classroom displays all have a bearing on the way children behave.

At the beginning of each academic year, teachers develop a Class Charter with their class. This includes the main expectations and standards of positive behaviour that the class agree are the most important. The charter is then displayed on the classroom wall and referred to throughout the year.

In addition to this, we have a whole school Code of Conduct which is also displayed in classrooms.

PROMOTING POSITIVE BEHAVIOUR

At Ouston Primary School we promote positive behaviour through the following strategies:

Whole-school level

All staff understand and demonstrate the school's core beliefs about behaviour

Positive class and out-of-class behaviour is promoted by agreed routines/procedures and clear systems.

A school Code of Conduct is displayed in the hall and in classrooms

School assemblies are used to develop children's social, emotional and behavioural skills

Positive behaviour in classrooms, corridors, playgrounds, dining room is noted and celebrated.

Parents/carers are aware of and contribute to the school's Positive Behaviour ethos

There are clear, consistently used systems for dealing with inappropriate behaviour.

A restorative approach is used when supporting pupils with their behaviour.

As a Rights Respecting school we talk regularly about children's rights and respecting each other in lessons and Assemblies. Systems in place such as our Golden Table and Achievement Awards reinforce these messages.

Our annual One Britain week and RSE theme promotes an understanding of and respect for diversity in our school and community.

There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour. During our annual Positive Behaviour week, this policy is discussed during a dedicated staff meeting as part of a consultation with the school community. Feedback about the policy is also invited from parents/carers and governors plus discussions are carried out with pupils. Any changes to the policy are then discussed and agreed as needed in a *Governors Meeting*.

Classroom level

Adults model controlled, respectful verbal and non-verbal behaviours

Teaching routinely incorporates activities designed to promote children's social skills and emotional development

Lessons are structured to be interesting and appropriately challenging with support given where needed

Appropriate behaviours are taught and reinforced on a regular basis

Pupils are taught the language of sharing and co-operation, choice and consequences.

Pupils are supported to develop conflict resolution strategies.

Pupils are encouraged to identify their own and others' strengths and to recognise and value the diversity within our school and wider community.

There are clear classroom routines, (eg for entry and exit, moving around the classroom, sharing equipment)

There are classroom rules, devised through discussion with pupils, which promote positive social and learning behaviours

Classroom rules are displayed in a way which can be understood by all pupils.

All classes have a Rights Respecting Schools Class Charter

Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers

There are clear systems, understood by all, for dealing with inappropriate behaviour

Individual child level

Pupils' strengths are recognised and celebrated by staff

Systems are in place for noticing and drawing attention to good or improved behaviour

There are systems which allow all pupils to be 'special' at times and their achievements praised. This includes Class Dojo points, lunchtime awards, merits, Class and Assembly Show and Tell, participation in a range of extra-curricular activities.

Pupils are encouraged to be responsible for their own actions.

Pupils are given opportunities to be responsible and act as role models for others

Where a pupil experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention. These include the creation of an Individual Behaviour Plan which is shared with parents/carers and reviewed regularly. Weekly Time to Talk with our School Counsellor can also support a child who is struggling to manage their emotions and/or behaviour.

CELEBRATING POSITIVE BEHAVIOUR

We praise and reward pupils for positive behaviour in a wide range of ways. This continuously reinforces the message about positive behaviour and our high expectations in this area.

Daily, positive, verbal praise

This includes praise for manners, behaviour, politeness, kindness, responsibility, helpfulness etc.

Stickers

These are given where a piece of work, good effort, good behaviour etc is very good and deserves more than simply verbal or written feedback. Stickers are placed in the pupil's book or on their sweater.

Gold Star Stickers

These are awarded in Friday Assemblies to pupils who have been excellent role models to others in demonstrating our Ouston Values and Expectations

Class Dojo Points

These are awarded by Class Teachers in Years 1 - 6 to individual pupils for excellent work, behaviour, attitude and effort. Their totals are monitored by the Class Teacher. When pupils reach certain totals they can 'cash in' their points for a prize/reward. Posters describing the totals needed and available rewards are displayed in classrooms.

In EYFS, pupils are awarded 'gems' for excellent, work, behaviour, attitude and effort. When they reach 5 they can choose a small prize from the prize box.

Merit Award Stickers

These are used to reward sustained good work or behaviour in Years 1 -6 over a period of time or for particularly impressive achievement, effort or behaviour. They are placed in a pupil's work book. Pupils can then receive a Bronze Award in Assembly for 10 merits, a Silver award for 20

merits, Gold for 30 merits, Platinum for 40 merits and a newly introduced Double-Platinum Award for 50 merits.

Golden Table Awards

One pupil per class from EYFS to Year 6 is chosen by the lunch staff each week and are given this award for good manners and behaviour, being a good friend, eating well, trying new food and helpful behaviour at lunchtimes. These pupils sit at the Golden Table on a Friday and can choose a friend to sit with them. They also receive a certificate and small prize.

Star Awards

These are awarded in classes from Reception to Year 6 for excellent work, behaviour, effort, responsibility, attitude or sustained success over a period of time in any of these areas.

They are awarded by a member of staff and include the reason for the pupil receiving the award. The pupil receives their Star Award in a Friday assembly. Star Awards are added to the House Teams board in the hall each week.

Winning Team

Each term, the Star Awards are counted and the winning team is announced during a Celebration Assembly. The winning Team are given a non-uniform day as a reward. Pupils who have received a Star Award that term know that they have contributed to their team's win. The overall winning team annually receives a special prize. This is usually a Team trip to the cinema or a visit from the ice-cream van.

Achievement Awards

Each half term in classes from Reception to Year 6, teachers choose one pupil to receive an Achievement Award for outstanding personal achievement or effort within one or more curriculum areas. The families of these pupils are invited to a special assembly to see their child being presented with a certificate and Achievement Award badge. During this assembly the class teacher explains to the school and families why each child has won their award.

Pupils proudly wear their badges on their school sweater for the rest of the year/their time at Ouston Primary as a reminder of their success.

Photographs of the children and an explanation of their achievement are displayed on the Achievement Award Notice Board near the main entrance.

USE OF STRATEGIES AND CONSEQUENCES TO SUPPORT PUPILS WITH MANAGING THEIR BEHAVIOUR

Where behaviour does not meet the expectations outlined in this policy, the following procedures and strategies are used. We ensure that children are aware of these stages.

This applies to behaviour in class, during Assembly, on the yards at break-time, in the lunch hall and on school visits.

Stage 1: (Class Teacher level)

The staff member will warn the pupil about the behaviour that is not meeting school expectations and that this must stop. No further action will be taken if the pupil acts on this advice and behaviour improves.

If the behaviour continues despite further warnings, the pupil will be told they need to stay in during the next morning break-time (10 minutes). If the staff member involved is not the Class Teacher, they will inform the Class Teacher who will ensure the indoor break is actioned.

Each day, one Class Teacher supervises an indoor break classroom for Years 4/5/6 and another Class teacher supervises a Year 1/2/3 indoor break classroom. This will be called the Break-time Reflection Room.

During this indoor break-time, the pupil will work on an activity decided by their Class Teacher. This might be classwork to finish off or to complete an activity sheet that supports with reflecting on their behaviour.

Adults supervising the Break-time Reflection Room will add children's names to a record for clear monitoring of the frequency, and any apparent pattern, of the behavioural incidents.

At this Stage, the Class Teacher will use a range of strategies to support the child to improve their behaviour

NB Some behavioural incidents will move straight to Stage 3 or above. These will usually be where another child has been purposely and/or seriously hurt/marked, bullying is suspected/alleged, swearing, misuse of mobile phone, use of discriminatory language, high levels of classroom/school area disruption and disrespect towards staff.

Where a pupil continues to disrupt a lesson despite warnings and being given a lunchtime/break-time Reflection room session, they will be seen by the Headteacher or Deputy Headteacher. The Class Teacher will ask for them to be collected from the classroom. Full Stage 3 procedures may not always be followed at this point. This will be at the discretion of

the Headteacher/Deputy Headteacher. However, a phone call home will be made to make parents/carers aware of this behaviour.

In EYFS, there are different arrangements at Stages 1 and 2 that are more appropriate for this age range. Where inappropriate behaviour occurs, pupils are asked to sit in the Time Out space for a short period of time to think about their behaviour. The next stage from this is for the pupil to be sent to a next door EYFS class to have their Time Out. Time Out will also involve a discussion with a staff member about the behaviour and how this can be improved plus resolutions discussed where needed.

Class teachers will speak to parents/carers where a pupil has needed Time Out on a number of occasions or there has been a particular incident they need to be informed of.

Nursery pupils do not use our indoor Reflection Rooms and Reception pupils would only use these from the Summer term.

Where concerns continue about a pupil's behaviour in EYFS, parents/carers would be contacted by the Headteacher/Deputy Headteacher and actions discussed and agreed. This may be in the form of a Behaviour Support Plan (Stage 3).

Stage 2: (Class Teacher Level)

Where pupils have three indoor break-times in a short space of time and/or within one half term, they will be moved to an indoor lunch session (30 minutes). The Class Teacher will inform the staff member supervising the indoor lunch-time room that day and will set the pupil work to complete or a reflection activity sheet. This room is called the Lunch-time Reflection Room.

The Class Teacher will inform the pupil's parent/carers at this stage. This will either be by phone call or seeing the parent/carers at the end of the day when they collect their child. The Class Teacher will also record this on our behaviour log (CPOMS).

Adults supervising the Lunch-time Reflection Room will add children's names to a record for clear monitoring of the frequency, and any apparent pattern, of the behavioural incidents.

If further incidents occur following the first lunchtime Reflection Room session, the pupil will remain at Stage 2, having further lunchtime sessions if needed.

At this Stage, the Class Teacher will use a range of strategies to support the child to improve their behaviour

Stage 3: Continued inappropriate behaviour and more serious incidents (Headteacher/Deputy Headteacher Level)

This stage is reached when:

- a pupil has had three indoor lunch sessions within one half term and behaviour is still not improving. The Class Teacher will inform the Headteacher/Deputy Headteacher and the pupil will move to Stage 3 procedures.

Or

- a significant behaviour incident or significant classroom disruption has occurred. This may involve the pupil having to leave/be escorted from their class, the dining hall, the yard etc immediately.

The Headteacher or Deputy Headteacher will contact the pupil's parents/carers and invite them into school to discuss the situation. The pupil will be placed on a Behaviour Plan with targets set for improvement and strategies agreed to further support. These may include:

- Continued indoor break/lunch sessions as needed.
- A home/school communication book/sheet
- In-school therapeutic support/intervention
- Weekly 'Time To Talk' with our school counsellor
- Referral for support from an external agency

We will look at reasons why a child might be behaving in this way and look to support the pupil and/or their family with any contributing factors. Staff receive annual training in Attachment Trauma and the impact of Adverse Childhood Experiences which supports them in understanding the possible underlying causes of a child's negative behaviour and how best to support them. See also our Policy for Children in Care/Previously In Care

We ensure that all adults in contact with the pupil know what action has been agreed in school so everyone can support and monitor as needed.

Review Meetings with parents/carers will take place weekly initially and then move to twice a month or monthly once improvement starts to be seen. Review meetings are recorded in the pupil's Individual Behaviour Plan and notes added to our Behaviour log (CPOMs).

Once the pupil demonstrates that they have made good progress with behaviour and this is being sustained, the behaviour plan will be removed.

The stages above usually prove very successful in supporting pupils to manage and improve their behaviour. As a result, our school rarely has to use fixed term exclusions. However, we will move to Stages 4, 5 and 6 where we deem this necessary.

Stage 4: Internal Exclusion - half day or full day (Headteacher/Deputy Headteacher Level)

Where a pupil has reached Stage 3 and/or where a serious incident has occurred, a pupil may be given an internal exclusion. A letter will be sent to the pupil's parent/carer to inform them of this action and the reasons for this. The Headteacher will usually meet with the pupil's parent/carer also at this stage to discuss the situation/incident.

During an internal exclusion, the pupil will complete their usual classwork but at a desk outside the Headteacher's office. The Headteacher or another staff member will support them with work as needed. During the duration of the internal exclusion, the pupil will have an indoor break rather than on the yard with their peers.

The pupil will still be supported by a range of strategies and resources at this stage to help them improve/manage their behaviour and avoid a formal exclusion being given.

Stage 5: Lunch-time Exclusion (Headteacher/Deputy Headteacher Level)

- Where one or more internal exclusions have taken place and no improvement seen, a formal lunchtime exclusion would be given. The pupils parent/carer will need to collect the child at the start of lunchtime, take them home for lunch and bring them back again ready for afternoon lessons following a brief 'return to school' meeting with the Headteacher/Deputy Headteacher, parent/carer and pupil.

- This will be recorded on the pupil's record as a 0.5 Fixed Term Exclusion

The pupil will still be supported by a range of strategies and resources at this stage to help them improve/manage their behaviour.

Stage 6: Fixed Term Exclusion (Headteacher/Deputy Headteacher Level)

- Where a number of lunch-time exclusions have taken place and improvement is not seen, or immediately for very serious incidents, a Fixed Term exclusion will be given from half a day (0.5) to up to 5 days

-Referral to the Local Authority Behaviour Improvement Panel for support is also likely to be made at this point.

The pupil will still be supported in school by a range of strategies and resources at this stage to help them improve/manage their behaviour.

Stage 7: Permanent Exclusion (Headteacher/Deputy Headteacher Level)

If all previous stages have been carried out, there is no improvement to behaviour and the pupil poses a risk to their own and other's safety, a permanent exclusion may take place, in consultation with the Local Authority.

BEHAVIOUR AND SEN

At Ouston Primary School, we are committed to supporting pupils with special needs. We acknowledge that children with SEN, especially SEMH needs, can display challenging behaviours. We endeavour to follow the stages as detailed in this policy, along with the school community, but, at times, we have to acknowledge that this structure is not always effective for children with more complex needs.

Behaviour management for these pupils is flexible to respond to their needs. We endeavour to understand the root cause of the dysregulation, be it underlying stress, worries or unmet need, and support through teaching the essential skills of recognising and managing emotions appropriately.

Our SEN base, the Learning Lab, along with other adapted quiet rooms, offer alternative environments to support children with such needs through the delivery of appropriate curriculums and interventions. Consequently, the alternative environments also ensure every pupil in our school is able to learn in a calm and purposeful environment.

We feel exclusion should be used as a last resort for children with identified and diagnosed needs due to the proven long-term impact of exclusions on individuals and society. (Timpson Review; Education Policy

Institute; British Journal of Criminology). However, the safety and wellbeing of our staff is also paramount and we encourage full parental engagement to support our staff in supporting their child's needs co-operatively.

Our school is a Team Teach school with a focus on de-escalation but when attempts to de-escalate through verbal advice, distraction and negotiation do not work, we are permitted to use Team Teach Physical Controls to move children for the safety of themselves and others. Physical holds are used as a last resort and for a minimum time period while we ensure the safety of all.

SCHOOL TRIPS AND EDUCATIONAL VISITS

We will strive to ensure that all children are able to attend visits out of school and we will make reasonable adjustments and provide additional support for those pupils with behavioural difficulties. However, if we feel that a pupil's behaviour may seriously disrupt the enjoyment and learning of other pupils or if their behaviour poses a risk to their safety or the safety of others, a discussion will take place with parents/carers about the pupil possibly not attending the visit and alternative arrangements being made. In some circumstances, parents/carers may be asked if they are able to attend the visit with their child.

BULLYING

See our Child on Child and Anti-Bullying Policies

THE USE OF REASONABLE FORCE

We follow the guidelines outlined in '**The Use of Reasonable Force in Schools**: DfE (November 2013, updated 2015)

The guidance above states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It is rare that staff need to use reasonable force in school to control or restrain pupils, however we do have staff members who are trained in Team Teach. This trains staff in the use of physical intervention when needed but also focuses on effective communication with children and a wide range of de-escalation techniques.

Where appropriate, school will develop a 'Safety Plan' for pupils which will include a risk assessment relating to the child's needs and behaviour in addition to agreed strategies and actions.

We will always inform parents/carers if physical intervention has been used with their child during a behavioural incident. School also completes an 'Incident Record Form' which is stored in CPOMs.

SEARCHING AND CONFISCATION

We follow the DfE Guidance in this area (July 2022). *Please see this document in our Policies section of the School website if you require further information.*

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons; *
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property of any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

**See the Schools 'Weapons Policy' also*

ROLES AND RESPONSIBILITIES

The role of all Staff Members

To support our Positive Behaviour for Learning policy:

- It is the responsibility of all class teachers and support staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson and break times.
- The class teachers and support staff in our school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability and interact positively during break times.
- All staff members treat each pupil fairly, and enforce the school code of conduct consistently. Staff treat all pupils with respect and understanding.
- Staff members consistently follow the strategies and consequences outlined earlier in this policy when managing negative behaviour.

The role of the Headteacher

It is the responsibility of the Head Teacher 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 Head Teacher to ensure the health, safety and welfare of all pupils in the school.

- The Head Teacher supports the staff by implementing the policy, and by supporting staff in their implementation of the policy. This includes organising continual professional development on pupil behaviour.
- The Head Teacher ensures CPOMs is used effectively by staff to record behaviour incidents and monitors these.
- The Headteacher monitors behaviour daily at lunchtimes and supports the Lunchtime Supervisors and Kitchen staff in promoting positive behaviour throughout the lunch time period.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual pupils for serious behavioural incident and reports these to the Governing Body. The Headteacher will consult with the Governing Body, Trust Directors and Local Authority where there may be the need for permanent exclusion.
- The Head Teacher acts as the Lead Professional in promoting positive behaviour for learning. Where needed the Headteacher will use external professional supervision to discuss a significant behaviour incident/situation, particularly where there are potential safeguarding concerns also.

The Role of Parents/Carers

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

- We explain the school rules in the school prospectus, and we expect parents/carers to read them and support them. We also consult with parents/carers on any significant changes to the school Behaviour Policy and ask for feedback annually about the policy.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school

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

- In addition to school emails, texts and newsletters, Class Dojo is used as a tool to promote positive interaction and engagement with parents/carers
- In the case of out of school clubs and educational visits the school reserves the right, where appropriate, to ask a parent/carer to accompany their child to support them with behaviour if this is required. In some cases, it may be decided that a pupil cannot attend an after school club if their behaviour is disrupting the club for others and/or or there are safety concerns.
- If the school has to use reasonable consequences and actions for inappropriate/negative behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should contact the Head Teacher/ Deputy Head Teacher. If the concern remains following this contact/discussion and any subsequent actions, parents/carers may wish to follow the procedures outlined in our Complaints Policy.

The Role of Governors

The governing body has the responsibility for reviewing and agreeing this policy annually. They will also ask the Headteacher to monitor behaviour in school and to give them regular feedback about this area.

SHARING THE POLICY WITH MEMBERS OF THE SCHOOL COMMUNITY

In order to ensure that all members of the school community understand and are aware of the policy, we have carried out the following actions:

- The policy has been agreed by the full Governing Body. It is then reviewed every year.
- The main parts of the Policy are shared with pupils during an Assembly. This will occur annually during 'Anti-Bullying and Positive Behaviour for Learning Week'.
- The school Council review and update the School Code of Conduct. A copy of this is displayed in every classroom.

- An overview of the policy is sent to all parents/carers and this is done so annually around the time of our 'Anti-bullying and Positive Behaviour for Learning' week. We ask parents/carers for feedback about the policy at this time.
- The policy is referred to in our Home/School Agreement.
- The full policy has been shared with staff. They all have a copy of the policy and it is available on the school website. Staff contribute to the annual policy review.

MONITORING AND REVIEW

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour incidents are recorded in CPOMs by the Headteacher, Deputy Headteacher and Class Teachers. Individual Behaviour Plans and Reviews are also kept on CPOMs. This enables staff to monitor patterns of behaviour, particular areas of behaviour and the progress individual pupils are making with their behaviour.

The Head Teacher keeps a record of any exclusions; these are reviewed termly at Governing Body meetings.

It is the responsibility of the Governing Body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently and will seek to ensure that the school abides by all statutory guidance.

The governing body reviews this policy regularly, in consultation with the wider school community. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Please also see the following policies on our school website which link with our Positive Behaviour for Learning Policy and will give further details about these areas:

Child Protection

Child on Child Abuse

Anti-Bullying

Whistle Blowing

Complaints

Attendance

Children Looked After and Previously Looked After

Equality, Diversity and Inclusion

Mobile Phones

Online Safety

REVIEW DATE: OCTOBER 2026