



St White's Primary School

Positive Behaviour Policy

Date of Review: October 2018

Date of Next Review: October 2019

Signed, Headteacher:

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1. Introduction – St White’s School’s Positive Behaviour Policy

This policy is written to reflect the DfE Behaviour and Discipline in Schools Advice for Headteachers and School Staff January 2016

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> and complies with section 89 of the Education and Inspections Act 2006.

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>. It also takes into consideration the reflections by Tom Bennett in Creating a Culture: How School Leaders Can Optimize Behaviour - An Independent Review of Behaviour in Schools March 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf and the

Equality Act http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf.

Tom Bennett writes that:

“The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- *Students achieve more academically and socially*
- *Time is reclaimed for better and more learning*
- *Staff satisfaction improves, retention is higher; recruitment is less problematic.*

Creating a Culture: How School Leaders Can Optimize Behaviour - An Independent Review of Behaviour in Schools (March 2017)

The Right Honourable Justine Greening MP responded to Tom Bennett’s review of behaviour in schools on the 24th March 2017. She wrote that, ‘one of the underlying causes of challenging behaviour can be mental health issues.’ Her letter makes reference to the review of existing Mental Health and Behaviour in Schools guidance and the current changes in context that have resulted from the implementation of SEND reforms.

Following the ‘Future in Mind’ report:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Pupils_Mental_Health.pdf

Taking the views expressed in the above documents into consideration, the school is committed to ensuring that this policy is implemented equitably and that all pupils are treated fairly. In doing so, the policy will contribute significantly to the school’s vision that:

‘The pupils will be part of a nurturing environment that fosters their inquisitiveness and encourages them to take responsibility for their learning. They will be outward looking and develop a moral compass through their understanding of their own and others’ rights and responsibilities within and beyond the school community. They will become confident, articulate and aspirational learners.

Every pupil will have first-hand experiences that will inspire curiosity and encourage inquiring minds, with a thirst for knowledge. Success will be valued, shared and celebrated and there will be opportunities for every pupil’s talents to be realise. Our vision is to promote a loving, caring community, within and beyond our school, in which all our pupils can grow

and develop socially. In doing so, we will support them as they conquer diverse challenges, thus acquiring emotional strength and lifelong skills.'

This policy is intended to ensure consistency across the school. The systems in place to promote positive behaviour are:

- Promoting and expecting an agreed standard of behaviour and self-control.
- Promoting respect to each other and ourselves.
- Monitoring and evaluating the behaviour system annually.
- Rewarding positive behaviour.
- Imposing appropriate sanctions on negative behaviour.
- Being consistent in our approach to all pupils.
- Clear and concise school rules generated by the pupils.

The school adopts a culture of growth mindset and mindfulness. This empowers pupils by giving them the language to describe what good learning looks and feels like.

2. The School Rules

Every class develops their own school charter based on the school's five school rules which form the basis of positive behaviour management:

- Respect each other and ourselves
- Think and say kind words and deeds
- Be prepared and ready to learn
- Welcome and commit to challenge
- Look after our school and the things we use

Class charters are:

- Written by the pupils and reviewed annually in the Autumn term;
- Underpinned by the school's core vision and values;
- Displayed in strategic positions around the school and in every classroom next to the behaviour chart.

Classes have Behaviour Ambassadors who exemplify good learning behaviours and are role models to their peers. All are expected to follow the rules written by the pupils and will be rewarded when there is evidence that they are being followed.

2.1 Around the School and in the Playground

The five school rules apply to all situations in school including playtime, lunchtime and transition times. Additionally the following applies:

- Pupils stop and listen when an adult raises their hand or sounds a whistle;
- Pupils line up and walk into school quietly and sensibly at the end of break and lunchtimes.

2.2 School Practice

The school will enhance self-esteem and foster a caring ethos that enables pupils to make better learning choices. This will be achieved by:

- Adults using the positive behaviour policy consistently;
- Adults setting good examples and being excellent role models;
- Celebrating the commitment to learning, both personal, social and educational, is an integral part of our behaviour management;
- Setting appropriate activities to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic;
- Adults recording behaviours, both positive and those that cause concern, on SIMS. These behaviours will relate to all facets of school life including: certificates given and any other relevant positives; homework (see Homework Policy); any incidents where a child stays in to complete work; stages of behaviour sanctions reached (see below);
- Raising concerns from class mood thermometers, will be reported to the FSW who will maintain a record, offering relevant support;
- Giving pupils time to appraise their own behaviour (through, for example, role play, circle time and discussion);
- Teaching pupils strategies for independent working including growth mindset;
- Encouraging a greater understanding of, and respect for peers, through the teaching of PSCE (Personal, Social, Citizenship and Health Education), SMSC Education (Spiritual, Moral, Social and Cultural) and British Values.

The school will use internal expertise and external support agencies to advise and support staff for example the ATS (Advisory Teaching Service) and EEI Team (Education Entitlement and Inclusion).

3. School Reward Systems

All rewards are based around the overarching school rules so that pupils and adults are able to clearly identify common expectations of behaviour.

3.1 Reward System

The principles of the reward system are that:

- Rewards are simple but effective;
- Reward systems are separate from sanctions;
- They are based on celebration of positive behaviours and attitudes to school and learning;
- They relate to the five school rules;
- They have individual class and phase interpretation but have the same consistent framework;
- Rewards cannot be removed once they have been given;
- Rewards are age appropriate and therefore vary across the school.

3.2 The House Point System

- 3.2.1** Every pupil belongs to a School House which has a house captain and vice-captain chosen from Y6. House Points are awarded for a positive attitude to learning, effort, work produced, home learning, attendance, behaviour, respect and the five school rules.
- 3.2.2** House Points are collected weekly and the totals for each House are announced in Celebration Assembly.
- 3.2.3** At the end of short terms, the house with the most points is announced and awarded a shield. House captain pictures receiving the shield will be posted in the school. They will be responsible for collecting statements from the pupils in their house, about what they are proudest of achieving in the past term. These will be displayed alongside the photograph.
- 3.2.4** At the end of the year, the house winning the most house points will receive a shield commemorating their learning for the year. A photograph of the winning house will be taken.
- 3.2.5** Each house will have a Sports Captain. Time will be allocated during the school year for inter-house competitions. At the end of the year, awards will be given to the house winning the most sports competitions.

3.3 Privilege Cards

- 3.3.1** If a pupil makes a particular achievement, then a privilege card is awarded. This is put up against the pupil's name on the Behavioural Chart in the classrooms.
- 3.3.2** Each class lists what they deem a privilege reward and then a pupil can exchange their card for one of these rewards. A pupil cannot hold more than one privilege card at a time.

3.4 Go Golden in the Classroom

- All staff use the classroom rules to reward positive classroom behaviour. Pupils can then turn their good to be green card golden throughout the day.
- After Golden cards are placed in the classroom behaviour chart, pupils are given a golden band. Pupils write their positive behaviour on the band and wear it.
- Pupils can celebrate their positive behaviour at home. This behaviour is logged onto Sims.
- Two pupils from each class will be awarded a golden certificate every half term. This will be awarded for following class rules and contributing to positive behaviours in the classroom.

3.5 Celebration Assemblies

- These are held every week and certificates are awarded by the Headteacher, highlighting pupils' achievement.

- Certificates are completed by class teachers and parents are invited to this celebration.
- Attendance is celebrated by awarding the trophy of the week to the classes with the highest attendance. Certificates for this are also given to classes so that they can keep and display them.
- Pupils are also encouraged to bring in awards for activities that they engage with outside school.
- Other celebrations for events such as the election of School Council members are shared at these assemblies
- Pupils' awards are logged on Sims to celebrate success.
- In addition, class teachers may devise simple reward systems of their own that are in line with the school's agreed principles.

4 Unacceptable Behaviour

For the vast majority of time, school is a calm and ordered place, where teachers are effective and pupils learn successfully. However, poor behaviour is a barrier to learning and can easily impact upon the progress and wellbeing of pupils and staff.

Bullying behaviours are not acceptable. The Anti-Bullying Alliance defines bullying as, *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'* As a school, our pupils are taught to respect one another and develop positive relationships.

The school explores the issues surrounding bullying behaviours through its PSHE programmes of study.

Teachers will discipline pupils whose conduct falls below the standard which is expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction there are consequences.

4.1 When a pupils' behaviour is not acceptable:

- Adults will ascertain the reason for the behaviour, determining the facts;
- Adults will work closely with the child, class teacher, parents and other adults to find out if there are any contributory factors, either social, emotional or physical that might be relevant;
- When poor behaviour is identified, actions taken will be proportionate and implemented consistently and fairly.

4.2 On the occasion of inappropriate behaviour such as low level disruption within a class, prior to any sanctions being imposed, the following strategies are used:

- Ensuring that the learning is appropriately pitched and engaging to the needs of all pupils;
- Checking pupil's understanding;
- Circulating around the class;
- Making eye contact;
- Targeting questions;
- Changing activity or pace;
- Moving closer to the source of inappropriate behaviour;

- Establishing whether they know the behaviour is unacceptable;
- Explaining the effect that such behaviour has on others;
- Examining strategies for avoiding same situation;
- Encouraging pupils to think of or offer some other alternatives;
- Moving pupil discretely if necessary;
- Sustaining a calm yet firm tone of voice while using phrases such as, 'I know that you will do this sensibly' rather than negatively responding to behaviours such as, 'Don't do that...'

Sanctions

4.3 The school believes it is important to keep parents informed if pupils are behaving inappropriately to ensure that effective partnerships are maintained. Inappropriate behaviour that is of a serious nature, is discussed with parents or carers. It may be necessary for a meeting to be held to put in place support for the pupil.

4.4 Principles

Sanctions relate to the five school rules and are clear, simple and immediate. This ensures that:

- There is clarity and consistency regarding what constitutes inappropriate behaviour at each level of the behaviour system;
- Sanctions are consistently applied across the school to all pupils equitably;
- Consequences of sanctions reflect the age and characteristics of pupils and so will vary across the school so that they are measured and proportionate;
- Sanctions are separate from the reward systems;
- All adults apply sanctions equitably.

4.5 Five stages of managing behaviour

Prior to the first stage, adults will use a range of behaviour management strategies, including those set out above. There may be occasions when risk assessments are required should a pupil pose a risk to others or themselves. In this event, a risk assessment will be completed. **(See appendices 1 and 2).**

These stages are designed to take into account the range of characteristics that pupil display, some of which are likely to be contributory factors to challenging behaviours. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. It is therefore, it is a multi-layered system and staff are encouraged to be discerning when they implement strategies so that our approach to challenging behaviour is differentiated to cater to the needs of the pupil.

- **Stage 1** is a direct and clear formal verbal warning including reasoning and explanation. This behaviour will be recorded on SIMs.
- **Stage 2** is a direct indication to the pupil that they have behaved in an inappropriate way and a yellow warning card is issued. The pupil has to take this

card and place it next to their name on the behaviour chart. The pupil then needs to take 'time out' and sit for 10 minutes of time in a place where they will not distract the class. The behaviour is recorded on SIMs. The teacher will discuss their behaviour with them before and after this time to ensure that they learn from this experience.

Any yellow warning cards or red consequence cards are removed at the end of the day.

- **Stage 3** would result from a third incident and would mean that a red consequence card is issued. The pupil will take this card and place it next to their name on the behaviour chart. The pupil is then sent to a partner class. The time spent in a different class will be at the discretion of the headteacher and is designed to make it clear to all pupils the seriousness of the school's concerns. At lunchtime, an explanation by the pupil to the class teacher must be given and the MDSA, teacher and pupil need to decide on an appropriate sanction to resolve the incident. Such sanctions may include a letter of apology, apologising to others or tidying up the mess they have caused. All red consequence cards are logged in the Class Behaviour Book and are reported to, and monitored by, the Behaviour Lead. Pupils will carry out their sanction at lunchtime.
- In the case of any red cards, the Behaviour Lead is informed and parents are contacted so that information can be shared. A formal letter is then sent to the parents/carers so that they are kept fully informed.

The school recognises that some pupils may present with a range of difficulties, including Special Educational Needs, mental health concerns, and other vulnerabilities, that are contributory factors to negative behaviours. In some instances, pupils may be placed on a Supportive Behaviour Plan (**see appendix 3**) at this stage rather than continue with further sanctions. In the event that specific needs are identified, the pupil will be assessed for Special Educational Needs and move onto the My Plan system as part of the Graduated Pathway (see SEN Policy).

Any yellow warning cards or red consequence cards are removed at the end of the day.

- **Stage 4** Three red consequence cards in the same term will result in a letter to parents, informing them of their child's behaviour and a meeting, to which they will be invited, that will involve the Headteacher, the class teacher, the KS lead and the pupil. A longer term in-school exclusion will be discussed at this meeting.
- At this stage a Supportive Behaviour Plan will be agreed to support that pupil with behaviour. This will be reviewed after an agreed period of time, not less

than one month. When the pupil maintains good behaviour for this period of time, a certificate will be awarded, either personally or in celebration assembly depending on the pupil's preference (**see appendix 4**).

If a pupil is on a Behaviour Support Plan, it may be agreed that in-school exclusions will be put in place and the red card system will be suspended. As part of the Behaviour Support Plan, there will be other strategies implemented such as: work with the Family Support Worker; Teens in Crisis; in school mentoring; interventions such as Mood Monsters, Lego Therapy, How to Play Well (See appendix 6), and Anger Management; voluntary referral of families to Early Help; and other strategies referenced in the Graduated Pathway (Gloucestershire Guidance Booklet for Practitioners Working with Pupil and Young People (0-25yrs) Second Edition (2016).

In addition, at this stage, if not before, the class teacher and Inclusion Lead will consider whether this pupil has the Special Educational Needs. If this is agreed with all parties including parents, the pupil will be placed on the SEN register. (See SEND policy)

- **Stage 5** Further challenging behaviour may result in another meeting being organised with the parents, pupil, teacher and Headteacher, to discuss the pupil's behaviour.
- At this stage, a Pastoral Support Plan will be initiated (Appendix 5). The purpose of the PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, sixteen week school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion.

The Head teacher will communicate with the Local Authority for advice in relation to the timing of the PSP.

In certain circumstances, a Managed Move may be considered. It is defined as, 'a formal agreement between two schools, a child and their parents.' It allows a child at risk of permanent exclusion to transfer to another school. The move requires the agreement of the child's parents, headteacher of the child's current school, the headteacher of the proposed school, and the strategic lead from the Education Performance and Inclusion Team (EP and I) on behalf of the LA. Schools can use Managed Moves to help prevent exclusions from school (Appendix 9, 10, 11 and 12).

For guidance on exclusions, PSPs and Managed Moves, follow this link:

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>

5. Exceptional Circumstances

- ### 5.1 Pupils behaviour may warrant an escalation to higher stages.
- For some pupils it may be necessary to action an internal exclusion, whereby, because their behaviour

is disruptive or not safe, they will spend time either within another class or in a room that is away from their peers, under the supervision of a senior member of staff. Alternatively, an instant consequence card may be given if the sensitivity or severity of their behaviour meets the following criteria:

- Pupils are disobedient or disrespectful to adults;
- A pupil's behaviour is violent;
- Use of proven racist remarks (this is recorded separately by the Headteacher and reported to Shire Hall);
- Swearing and use of inappropriate words that are deliberately targeted at others; (in KS1 a more didactic approach to swearing will be adopted at first);
- Deliberate inappropriate touching;
- Graffiti, vandalism or serious defacing of property;
- Bullying;
- Possession of, or participation in the intake of, tobacco, alcohol and drugs;
- Possession of knives or other dangerous weapons in, or travelling to and from school, or the use of threatening behaviour.

5.2 If circumstances require it, staff can use such force as is reasonable to conduct a search for any prohibited items which may include: knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any item that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

5.3 Instant Consequence Cards need to be authorised by the Head teacher.

5.4 Individual behaviour and support plans, Pastoral Support Programmes, the use of external agencies and TAC meetings, are additional tools available to support pupils presenting with complex challenging behaviours. If all the above have no positive effect on the behaviour presented, then a temporary exclusion will be considered with a permanent exclusion being the last resort.

6. Further Support

Teachers, the behaviour lead and the school's Inclusion Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The school understands that some pupils may need further support with their behaviour. It offers a range of different interventions:

- PSHE lessons
- Mental Health Education – the school has achieved the Mental Health Mark
- How to Play Well (lunchtime and playtime intervention)
- Anger Management
- One to one and small group solution based work
- Mood Monsters (Lego play based)

- Lego Group Work (Lego play based work)
- Build to Express
- Drawing and Talking
- Super Heroes
- Zippy's Friends
- Apple's Friends
- Nurturing work in small groups

When acute needs are identified in a pupil, there will be liaison with external agencies, and parents, to plan support programmes for that child. Other agencies may include:

- Advisory Teaching Service
- Teens in Crisis (for 9 years and over)
- CYPS – Pupil and Young People's Services (Child Mental Health)
- School Nurses
- GPs
- Paediatrician
- Educational Psychologist
- Opportunities Centre, Coleford (for pupil up to and including 7 years)
- Forest Pulse (for parents with pupil with disabilities)
- Early Help
- Social Services

7. Reasonable Force

Reasonable force is 'usually used either to control or restrain' and is defined as 'using no more force than is needed' (Use of Reasonable Force, 2013, DfE p4). The school acknowledges its legal duty to make reasonable adjustments for disabled pupil and pupil with special educational needs (SEN) and will therefore ensure that its practice is adapted to the needs of the pupils.

If circumstances demand it, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will:

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

Reasonable force can be used to:

- Remove disruptive pupil 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 a behaviour that disrupts the behaviour of others'.
- Prevent a pupil from attacking another pupil or a member of staff, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Golden Lunchtime Rules – A Whole-School Approach to Positive Lunch and Break Times

Because there is an expectation that all members of the school community are respected, the same behaviour principles, and five school rules, apply at lunchtimes and break times for all members of staff.

8.1 Clear Shared 'Golden' Guide-lines for the Dining Hall.

- The Golden Rules specifically for lunchtimes are displayed across the school in words and pictures, they are talked about in circle time and embedded through assemblies into the culture of the school. MDSAs are invited to Celebration Assembly to celebrate the pupil's achievements throughout the week.

8.2 Golden Rules

- Examples of our Golden Rules:
 - Thank you for lining up calmly;
 - Thank you for trying new food;
 - Thank you for keeping your tables and the space under your table clean;
 - Thank you for using good table manners;
 - Thank you for cleaning your plate tidily;
 - Thank you for finishing your lunch today.

8.3 Go Golden

- All staff use Golden Raffle Tickets to reward pupil who are following the Lunchtime Golden Rules.
- Books of tickets are given to all lunchtime staff including caterers.
- Whichever behaviour in the dining hall needs to be a focus, e.g. food on or under the table, needs to become the behavioural 'target of the week' to be displayed in the gold frame (e.g. 'Thank you for keeping your table clean on top and underneath').
- Tickets are given out every time the good behaviour is spotted with the words, "Good choice, thank you for ..."
- Pupil take their raffle ticket back to class where all the teachers have a 'Jar of Good Choices' and, for every raffle ticket, they pop in a golden marble. Once the jar is full (the aim is to fill the jar once every two weeks) the whole class can have an agreed reward. This reward is decided by the class at the beginning of the term.

8.4 The Golden Table

- On Fridays, a beautiful Golden Table of the Week is created by the MDSAs, complete with a golden table cloth, napkins, place mats, water in beautiful glasses and dried flowers. Pupils are allowed to choose a friend to sit at the golden table and are also promoted to the front of the dinner queue.
- The MDSAs nominate pupils who have made progress, and those who always choose good behaviour, to sit at the Golden Table. Six pupils are chosen every week and recorded in the Golden Record Book. Class teachers are notified and also keep an up-to-date record.
- Pupils are given their invitation in celebration assembly so that everyone can share in celebrating their achievements.

8.5 Golden Tea Party

- Every two weeks, there is a Golden Raffle ticket draw during celebration assembly. Every single golden Raffle ticket (with name and class on the back) is put into the draw.
- Six names are chosen during assembly from the Golden Box and these pupils are invited to the Golden Tea Party. The Golden Tea Party is with a member of the SLT.

8.6 Dining Hall Helpers

- Pupils from KS2 classes volunteer to be Dining Hall Helpers.
- The pupils who are selected are timetabled on a rota.
- Dining Hall Helpers assist the MDSAs by supporting their fellow pupils and identifying positive behaviours throughout lunch times.

9. Further Lunchtime Behaviour Strategies

If a pupil breaks one of the five school rules, the MDSAs and TAs follow these procedures:

- The MDSA may resolve minor incidents by initiating some time-out whereby the pupil stands quietly for some reflection time, before then re-joining lunchtime play.
- In the event that an MDSA judges that an incident is more serious, they will complete a Behaviour Slip and hand this to the class teacher.
- The Behaviour Slip is given to the class teacher at the end of lunch or break so that they can determine if it was a warning or consequence card, based on previous behaviour that day. The behaviour will be recorded in SIMs and the slip will be destroyed in accordance with GDPR.
- A pupil who displays more complex challenging behaviour at lunchtime, will be discussed by the class teacher and Inclusion Lead. A decision will be made as to whether the pupil will benefit from the How to Play Well Intervention Programme.

This intervention:

- Runs for 10 school days;
- Is supervised by a TA who will teach social skills;
- Is focused on the social skill that the pupil needs to become more proficient at.
- Facilitates reintegrating the child into lunchtime play. After the 10 days,

there will be 1-1 support for three day from a MDSA who will talk through things that happen at lunchtime. This will reinforce positive behaviours and focus on the social skill the pupil was working on;

- Reintegration will be evaluated with the pupil after every day's input.
- Reintegration will be recorded on a 'Lunchtime Intervention' Form which after the intervention will be given to the Behaviour Lead.

10 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will use the behaviour policy to decide how to manage this individual. The needs of the child will dictate the response to the allegation as the child may need support and there may be safeguarding concerns that need to be addressed.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will take into consideration the pastoral needs of staff accused of misconduct.

11 Behaviour Outside the School Premises

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

The school may discipline pupil for misbehaviour:

- When the pupil is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school;
- There could be repercussions for the orderly running of the school;
- When behaviours pose a threat to another pupil or member of the public;
- When behaviours could adversely affect the reputation of the school;
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

In all cases of misbehaviour the teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

12 The Governing Body

School will provide the governing body with data regarding behaviour at regular intervals.

The governing body will review this Positive Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

13 Is it working?

School will be able to say that this policy is working because:

- Pupils feel safe at school.
- Pupils can confidently explain and respect the behaviour policy.
- Pupils have a say on how the behaviour and anti-bullying policies evolve.
- The number of incidents of bad behaviour reduced.
- The number of severe bad behaviour reduced.
- All members of staff feel they are able to use the behaviour policy.

Agreed Procedure

This Policy should be read in conjunction with the school vision, and all other school policies including:

- Public Sector Equality Duty – Publication of Equality Information 2018-19 and the Public Sector Equality Duty – Publication of Equality Objectives 2017-2020
- Safeguarding
- Anti-Bullying
- SEN

Useful information:

<http://www.elsa-support.co.uk/category/free-resources/nurturegroupresources/behaviourmanagementresources/>

Additional Guidance:

Appendix 1 - Evaluation of Risk in Preparation for Risk Management Plan

Appendix 2 – Pupil Risk Assessment

Appendix 3 – Supportive Behaviour Plan

Appendix 4 – Congratulation Certificate

Appendix 5 – Phases of the Pastoral Support Plan

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>

Appendix 6 - How to Play Well Intervention