



ARCHBISHOP BENSON C of E SCHOOL

Positive Behaviour for Learning Policy

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POSITIVE BEHAVIOUR FOR LEARNING (PBfL) POLICY

1.0 Introduction

1.1 Vision:

With **fun and learning**, **hand in hand**, **all things are possible**.

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

Values:

RESPECT

CREATION

FELLOWSHIP

WISDOM

HOPE

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils. Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

1.2 School Aims:

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

1.3 School Ethos

Archbishop Benson's Three Rules		
We care	We share	We repair
Respect, Creation	Fellowship	Hope, Wisdom

As a Church of England school, we are committed to being a faith-based community. Our school ethos is strengthened through the practice of forgiveness and reconciliation which encourage good mental health and enable us all to live well together and to maintain relationships and this is reflected in our policies and procedures.

We promote and practise forgiveness as it is a means of allowing children and adults to let go of anger towards someone who may have hurt them and for them to be able to think, feel, or act with kindness towards that person. We explain that it is never weak to forgive. It takes strength and courage to forgive someone. It is not about forgetting or putting up with being hurt; we can forgive while still seeking justice.

We promote and practise reconciliation as it empowers children and adults to begin the act of becoming friendly again after a disagreement. It is about developing the life skills to be able to move from anger to fellowship so the relationship can flow freely again

As part of the forgiveness & reconciliation process we also encourage the children to be able to say or to show "sorry" to others.

2.0 Policy Statement

Archbishop Benson is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

It is responsibility of **every member of the school community** to model, encourage and support our Behaviour for Learning Policy. This includes school-based staff, parents, pupils, governors and other friends, professionals and associates of the school.

3.0 Policy Aims and Purpose

Our policy covers expected behaviours as well as unexpected behaviours, including online conduct:

- which have repercussions for the orderly, operational running of the school;
- which pose a risk or threat to another pupil or member of staff;
- which adversely affect the reputation of the school.

3.1 Our aims are:

- To build a community which values kindness, care, good humour, good temper, respect and fellowship for others.
- To sustain community cohesion through an ongoing process of building and maintaining positive relationships.
- To create and nurture a positive school environment based on our unique & distinctive ethos and values as a Christian school.
- To create a culture where excellent behaviour is a minimum expectation for all.
- To refuse to give learners attention and importance for poor conduct.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that all members of our learning community feel safe, valued, respected and secure within the environment we collectively create and maintain on a day-to-day basis.
- To establish and maintain approaches to behaviour management that are consistent throughout the school, with a commitment to the explicit teaching & modelling of appropriate behaviours, values, skills & attitudes.

- To ensure that our hierarchy of consequences is clear, fair and, where necessary, is consistently applied by all teaching and non-teaching staff as directed in this policy.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

3.2 Rationale

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive..... When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.'

(Behaviour in Schools - advice for headteachers and school staff July 2022)

Our policy provides simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions and support systems.

Our policy is summarised for stakeholders with the PBfL Policy blueprint **(see Appendix 1)**

4.0 Leadership & Management

Well-managed schools create cultures where pupils and staff flourish in safety and dignity.

(Behaviour in Schools - advice for headteachers and school staff July 2022)

We recognise the importance of senior leaders leading the creation and reinforcement of a positive and supportive school culture. Staff and governors are trained and developed to make sure that they collectively embody our school culture, upholding our behaviour policy at all times and responding to misbehaviour consistently and fairly.

4.1 Senior Leadership

PUPIL WELFARE GROUP (PWG)		PHASE GROUP LEADERS (PGL)	
We pride ourselves on being approachable and are happy to discuss any concern with parents, no matter how big or small.		We have 2 Phase Leaders (senior members of staff) and a AHT (Assistant Headteacher) across the school who are available to support & assist parents and pupils.	
Mrs H Giblett	Headteacher Designated Safeguarding Lead (DSL)	Mrs Taylor-Browning	YR-2 Phase Leader
Mrs C Power	Deputy Headteacher Deputy DSL	Mrs J Barnard	YR3-6 Phase Leader Behaviour and Inclusion Lead
Mrs T Brereton	Inclusion Manager	Mrs Allies	AHT (Assistant Headteacher)
INCLUSION TEAM			
Mrs J Barnard	Inclusion Lead	Mrs T Brereton	Inclusion Manager
Mrs J Williams	Special Educational Needs coordinator (SENCO)	Mrs Coldham-Woods	Inclusion HLTA

4.2 The Governing Board

Ethos Committee

Chair of Ethos Committee: Jenny Webster
School Lead for Ethos Committee: Helen Giblett
Will Harwood – SIP governor for Behaviour and Attitudes (School Lead: Jen Barnard)
Jenny Webster – SIP governor for Personal Development (School Lead: Helen Giblett)
Matt Weeks – SIP governor for Inclusion, Safeguarding and Welfare (School Lead: Helen Giblett)

5.0 Equal Opportunities

We recognise equal opportunities as the absence of discrimination against anyone, staff, pupil or parents, on the grounds of their sex, race, colour, religion, nationality, ethnicity, national origins, disability, sexuality or marital status.

We believe that the education of all children, regardless of race, gender, social class, sexuality, home background, academic ability or behaviour is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment.

We are committed to promoting the principles of fairness and justice for all through the education that we provide in our school and we constantly strive to remove any forms of direct or indirect discrimination that may form barriers to positive behaviour, learning and development. We seek to educate staff, pupils and parents to understand that fairness (within behaviour) is about ensuring that everyone gets what they **need** to improve their behaviour and to succeed, and is not necessarily about what pupils or adults may **want** based on an emotional response to a behavioural incident. We have secure processes in place for identifying and supporting pupils with additional needs which may impact on their social and emotional behaviour – refer to our SEND Policy.

6.0 Inclusion

6.1 Inclusive education is the process by which we strive to respond to all our pupils as individuals through the allocation of our resources to enhance equality of opportunity. It is based on a positive view of difference in which pupil diversity is viewed as a resource. Priority is given to the pursuit of change, with a strong emphasis on the importance of learning to live with one another and recognise our common humanity as affirmed in our school vision and values.

It is an unending process of increasing learning and participation for all students. It relies on the full support and engagement of all stakeholders. It is an ideal to which schools can aspire but which is never fully reached. An inclusive school is one that is always on the move.

6.2 As a Trauma-Informed School, we embrace the following elements:

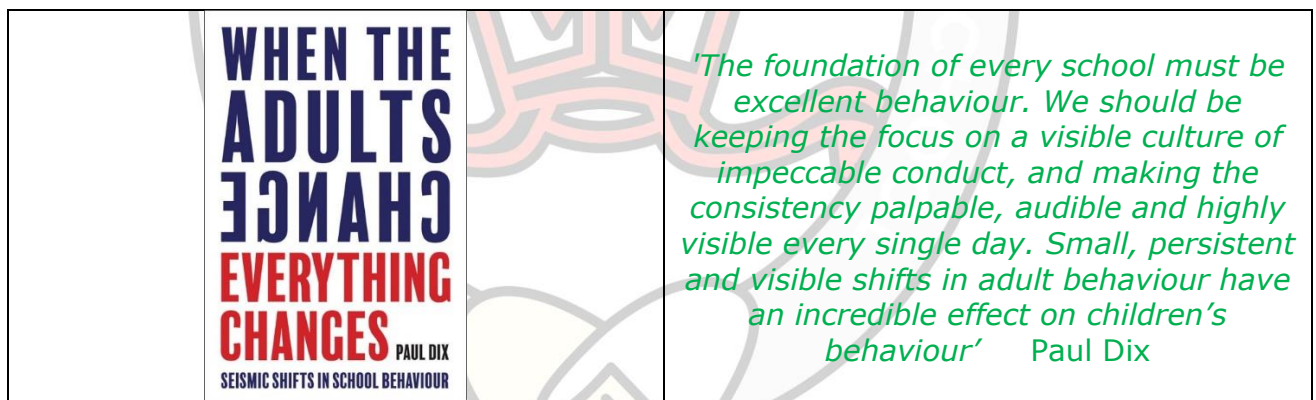
- Relationships, connection and belonging are central to our school ethos.
- Creating an environment of psychological and physical safety is fundamental.
- Establishing a highly structured and predictable environment is essential.
- Recognising that one size does not fit all – our children are viewed developmentally.
- Understanding that all behaviour is a form of communication.
- Supporting children to develop the capacity for self-regulation
- Being adaptive to the needs and requirements of the child approach ©

We recognise that “one emotionally available adult before the age of 18 interrupts the progression from trauma and childhood adversity to learning difficulties as well as mental and physical ill-health ... for many children this person will be a teacher” (Margot Sutherland).

7.0 What is Positive Behaviour for Learning (PBfL)?

7.1 Quality learning occurs when students feel that they are in a purposeful and peaceful environment. Behaviour for Learning focuses on **establishing positive relationships** between self, others and the curriculum. When the three elements are promoted in unison they contribute to a culture of positive learning behaviour.

- **Relationship with Self:** a pupil who does not feel confident as a learner and who has ‘internalised’ a view that s/he is unable to succeed as a learner will be more likely to disengage and consequently may be more inclined to present ‘unwanted behaviours’.
- **Relationship with Others:** all ‘behaviour’ needs to be understood as ‘behaviour in context’. Pupil behaviour is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to them.
- **Relationship with the Curriculum:** pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. Effective communication student-to-student and teacher-to-student is also an integral part of behaviour for learning. Appropriate language and tone of interactions needs to be modelled daily by teachers.



7.2 The Five Pillars of Pivotal Practice are

1. **Consistent, calm adult behaviour** – consistency, adult behaviour, emotional control, teacher expectation.
2. **First attention to best conduct** – rewards, recognition, praise, motivation, engagement.
3. **Relentless routines** – rules, routines, follow-up, teacher habits, non-verbal cues.
4. **Scripting difficult interventions** – de-escalation, disruption, delivering consequences.
5. **Restorative conversations** – restorative practice, structuring consequences, working with the most troubled, developing relationships.

"Passing pupils up the hierarchy in school for them to be dealt with by someone else works against the certainty that you are trying to create. Often when a child is sent from the classroom, there is a silence once they have departed. For some children this reaction by the teacher is a sign that there is a limit to the certainty that you provide. Each time that you let someone else pick up your tab, you are undermining your relationship & authority with the children." Paul Dix <https://www.youtube.com/watch?v=oFFz-FdAcNA>

8.0 Reconciliation and Restorative Practice

It is part of being human for children and adults to experience distance in their relationships and separation in their friendships. If a person is treated badly, a barrier can be built up of hurt and resentment. This barrier can affect a child or adult's ability to thrive and flourish. The wrong that caused the barrier has to be dealt with. It cannot just be ignored. If a child's behaviour has resulted in disrespect to another pupil or adult, then they must face up to this, seeking forgiveness and asking the person what should happen next. This relates directly to our school value of fellowship. Our definition of fellowship is: *We recognise that we are all **fellow** brothers and sisters within a big global family and that we are **stronger together**.*

8.1 Restorative Approach

We promote a restorative approach to barriers and breakdowns in friendships & relationships. Our restorative approach is based on reconciliation and forgiveness: Reconciliation is about mending the hurts or wounds caused by unkindness and separation. It involves several stages:

- A recognition of wrong and the hurt/pain that it caused;
- Genuine sorrow for it;
- A desire to remove the barrier, to bridge the gap and to put right the friendship or relationship;
- A willingness to offer and to accept forgiveness so there can be healing past the hurt.

Forgiveness is central to reconciliation, without it, the friendship or relationship cannot be repaired. Forgiveness is the means by which damaged relationships are restored. Where a child shows disrespect, they are expected and asked to show sorry to the person they have offended and "make it right/better". The person is given the opportunity to forgive. By accepting an apology, we learn first-hand about the power of forgiveness to heal hurts, to strengthen relationships and to allow fresh starts.

8.2 Facilitating Restorative Practice

All children from time-to-time have conflicts over a wide range of issues. It is vital that these are dealt with in the proper way. The following method can be used when dealing with all serious conflict (**Refer to reference document 4**)

- Decide upon a suitable time to deal with the issue;
- Listen to all parties concerned. Individually or collectively and record important details in the Restorative Conversations Booklet. Use the restorative questions to deal with the primary behaviour;
- Assure the children that the situation will be dealt with until it is resolved;
- Make sure that children are aware of the consequences of their actions and the values & rules they have disregarded;
- Offer appropriate pastoral support or mediation to pupils involved.

9.0 Behaviour expectations for all stakeholders

Creating a positive climate for learning requires a behavioural expectation for all.

***A culture of certainty:** Although staff share many values, those that relate to behaviour can be tricky. Each staff member can hold their values dear. Therefore, the school has to broker an acceptable compromise that appeals to the greater good. By everyone compromising a little, we can deliver an utterly clear message to all children and have all adults committed to a common set of values for the good of everybody. Paul Dix*

9.1 STAFF EXPECTATIONS

All staff, every day must:

- Meet and/or greet learners at the start of the day.
- Routinely refer to 'We care, We share, We repair' (our school rules) in our interactions with children.
- Model positive behaviours in our interactions with children and adults.
- Build positive relationships with children and adults.
- Be calm and give 'take up time' when supporting children with their behaviour.
- Seek to prevent/avoid the need for consequences.
- Never ignore or walk past learners who are behaving badly.

Teachers

- Meeting & greet all learners on entry to the classroom
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Engage in reflective dialogue with learners.
- Apply guidance and support provided by Inclusion Team

Phase leaders

Leadership Group & SENCO

Phase Leaders & Senior Leaders are not expected to deal with behaviour issues or incidences in isolation. Rather they are to stand alongside colleagues (LSAs, TAS & teachers) to support, guide, model and show a unified consistency to the learners.

- Be a visible presence to encourage appropriate conduct.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Positive Dojos and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support staff with escalating pupil behaviour.

- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Encourage use of Positive Dojos and Positive Phone Calls.
- Oversee use of Negative Dojos & follow-up engagement with parents.
- Monitor reporting slips.
- Monitor general behaviour reporting on CPOMs.
- Oversee allocation & celebration of Team Points.

- Regularly share good practice.
- Support Phase Leaders in managing learners with more complex or entrenched negative behaviours.
- Monitor behaviour data to assess school-wide impact of the Behaviour for Learning policy and practice.
- Engage with the Inclusion Team to regularly review provision for learners who fall beyond the range of written policies.

9.2 PUPIL EXPECTATIONS

We care	<p>We are always ready to learn – be on time, with uniform/PE kit/equipment.</p> <p>We show respect to everyone and everything.</p> <p>We treat everyone fairly & equally.</p> <p>We play together nicely – kind hands and feet.</p> <p>We speak kindly and calmly to each other.</p> <p>We help each other if we get stuck, in & out of the classroom.</p> <p>We care about our school grounds- we treat resources and equipment respectfully.</p>
We share	<p>We work as a team – we listen; we take turns; we greet each other; we problem-solve; we are inclusive.</p> <p>We share resources and toys with our class mates</p> <p>We celebrate each other’s work and achievements.</p> <p>We share friends.</p>
We repair	<p>We help each to make positive (green) choices</p> <p>We help to solve problems (T.H.I.N.K.)</p> <p>We say/show sorry if we have upset or hurt someone.</p> <p>We talk about our actions with an adult through Restorative Conversations.</p> <p>We all learn from each others’ mistakes.</p> <p>We Connect to Correct.</p>

10.0 Expected & Unexpected Behaviour

At Archbishop Benson School, we promote a “First Attention to Best Conduct” (ABC) approach. As adults, we proactively model and recognise expected behaviours through the language and actions of our:

- school rules
- relentless routines
- restorative justice approach
- PBfL curriculum
- Fellowship Code curriculum
- Anti-Bullying curriculum

There will be times when we also have to support and challenge our pupils with regards to unexpected behaviours. Before deciding on any consequence, adults will take the time to investigate behavioural incidents, where needed. Adults will focus on using descriptive language (e.g. like, nice, pleased) rather than evaluative language (good, bad, naughty) to help avoid the risk of children potentially feeling shame about their behaviour. Adults can use the following set of phrases when they first speak to the child/ren about unexpected behaviours.

- Oh, this is (very) unexpected behaviour.
 - I am sad/surprised/shocked to hear that you
 - I don’t like to see/hear that
 - This is not what we do at Archbishop Benson. This is not our expected behaviour.
 - I need to find out more before I decide what is best to do. We will do that
- In the meantime, can you be thinking about how we are going to try and make things right.

We recognise that it is generally not constructive to ask a child directly why they did what they did as many/most children do not have the expressive language to be able to give a meaningful answer and if they are not able to do this, then it can affect the mood/tone of the

conversation between the child and the adult. We expect the adult to have ongoing, informal restorative conversation with the child using our agreed restorative questions.

11.0 Positive Behaviour Strategies (see Appendix 2 for more detail)

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Relentless Routines

*When relentless routines are agreed, all staff are expected to commit to them. This does not mean that staff have to get into long conversations with children if they are not doing the expected routine. The agreement is underpinned by the fact that all staff will stop and notice any deviation from the agreed routine, remind children of the expectations and then move on. No adult is expected to have to labour the expectations as there will always be another adult coming along to back up this expectation at a later time. **The key is that everyone stops and no-one just walks past.** This is always modelled by senior leaders as their behaviour is pivotal to the success of the school. (Paul Dix)*

CLASS-BASED ROUTINES	NON-CLASS-BASED ROUTINES
<ul style="list-style-type: none"> • Meet & Greet • Recognition Boards (Catch the children doing good before focusing on poor behaviour) • Positive adult engagement • Use P.A.C.E. approach (Playfulness, Acceptance, Curiosity, Empathy) 	<ul style="list-style-type: none"> • Active adult patrolling • Positive adult engagement • Use of change of face, change of place with children • Use of peer partners, House Captains & Sports Leaders to support other children • Walk & Talk time (with an adult) • Use of Team Tokens
<p>Use of Relentless Routines:</p> <ul style="list-style-type: none"> • Wonderful Walking • Lovely Lining Up • Marvellous Manners • Super Sitting • Excellent Eating • Recognition of "Over & Above" <p><i>'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'</i> Paul Dix</p>	

12.0 Recognition & Rewards (see Appendix 3 for more detail)

Humans have a deep desire to be appreciated. Using positive recognition (or being bothered) means that you know how to make a child feel appreciated and important. It is not what you give that is important, but the way that you give it that counts.

***The Drip Effect:** Botheredness (kindness) needs to be a deliberate daily act that is built into the teaching routine. It is relationship-building done properly – gentle, kind & caring. The expectation of immediacy is wrong. It is the daily drip, drip, drip that is highly effective.*

(Paul Dix)

12.1 General recognition & rewards

Daily

- Recognition Board (refer to **reference document 1**)
- General Class Dojo Points – Individual, Whole-class, Over & Above
- Team Tokens

Weekly

- Star of the Week Certificate (“best seat in the house”), Friday Afternoon Tea with The Headteacher

Half-Termly

- House Cup Celebration Award (Children take part in a “team treat” activity)

Termly

- Values Award
- Wills Award

12.2 Exceptional “Over & Above” recognition & rewards

- Friday Afternoon Tea (Headteacher will send a postcard home stating the Over & Above behaviour (nominated by class teacher or phase leader)
- Positive Headteacher Dojo

13.0 Behaviour Support (see Appendix 4 for more detail)

‘Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.’ Paul Dix

13.1 Informal support

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place, an intervention should take place immediately and may require a restorative conversation. Lunchtime supervisors will deal with these incidences on the playground. Usually a teacher will not need to revisit the issue in the classroom. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the Senior Leadership Team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child. These meetings can be facilitated by using the following strategies:

- Restorative Questions
- Restorative Conversations (**see reference document 4**)

CLASS-BASED STRATEGIES	NON-CLASS-BASED STRATEGIES
<ul style="list-style-type: none"> • Consistent use of Meet and Greet • Routine affirmation of school rules & values • Consistent use of pupil pebbles (or equivalent) • Consistent use of Class Worry Box/Monster • Consistent use of Recognition Board 	<ul style="list-style-type: none"> • Active adult patrolling • Positive adult engagement • Use of change of face, change of place with children • Use of peer partners, House Captains & Sports Leaders to support other children • Walk & Talk time (with an adult)

Class strategies supported by Inclusion manager and/or Inclusion HLTA	
CLASS-BASED STRATEGIES	NON-CLASS-BASED STRATEGIES
<p>Scripted Response: A 30-Second Script (see reference document 2) is used to reinforce expectations when behaviour shown is not reflective of our school values. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher</p>	
<ul style="list-style-type: none"> • Visual timetable, PACE language • Use of individual RAG mat & pebble by individual pupils to help moderate behaviour • Pastoral intervention e.g. social story work • Use of Class Dojo for daily/regular communication with parents to help support & regulate behaviour • Connexion time with trusted adults 	<ul style="list-style-type: none"> • Use samples phrases from 30-second script • Support from House Captains, Sports Leaders & Lunch Club helpers • Support from Pupil Premium Lead/HLTA <p>Pastoral support</p> <ul style="list-style-type: none"> • Named LSA for support • Access to lunchtime club • Access to social story work

13.2 Formal support

Class teacher supported by Inclusion Lead & SENCO	
CLASS-BASED STRATEGIES	NON CLASS-BASED STRATEGIES
<ul style="list-style-type: none"> • Temporary non-demand/low-demand timetable • Bespoke SEN MTP Overviews • PRAG timetable- See Reference document 3 • Use of Fellowship Plan- See Appendix 5 	<p>Give the children rituals to fall back on. Simple physical routines of hand-clapping and clenching/releasing to push out tension and reduce/remove the need for children to punch/smash/throw. Teach them to distract themselves by</p> <ul style="list-style-type: none"> - Finding their happy place, - Tapping on their wrists to divert negative thoughts - Use 7/11 breathing (breathe in for 7 seconds and out for 11) <p>Sensory arrangements/regulators</p> <p>Pastoral support</p> <ul style="list-style-type: none"> • Chunked, supervised lunchtimes • Emotion coaching • Nurture/self-esteem groups
<ul style="list-style-type: none"> • Welfare action plan with family • Agency involvement 	

14.0 Consequences (See Tiered Consequences Overview - Appendix 6)

Heavy & disproportionate punishment has many after-effects. And they are rarely long-lasting. Burying children in punishment builds a deep resentment. For the child it often creates a permanent breach of trust. It divides adults and children into "them" and us".

What works is the immediacy of response, not the weight of the sanction.

Paul Dix

14.1 Tiered Consequences

EXAMPLES OF LOW-TIER CONSEQUENCES	EXAMPLES OF MID-TIER CONSEQUENCES	EXAMPLES OF HIGH-TIER CONSEQUENCES
Partial or full loss of break-time play (YOY – You Owe Yourself) Partial loss of lunch-time play Loss of class privilege for a period of time Ongoing restorative conversations with class teacher Making it Right activity	Loss of appropriate privilege - not participate in after-school clubs, miss out on a house-team celebration, not represent the school at next sporting fixture, loss of role as worship buddy/ Sports Leader/house captain Full loss of lunchtime play - & eat in phase area Regular/routine attendance at lunchtime club Removal from classroom - time spent in parallel classroom Ongoing restorative conversations with senior/phase lead Making It Right activity	Removal from classroom - time spent in Phase Leader classroom (check first if a sibling is in this class) Engagement in restorative justice exercise A "chunked" lunchtime arrangement Restorative detention with senior lead
<p><i>"If approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort."</i></p> <p>DfE guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022)</p>		

A restorative detention may be issued by a senior leader. It will typically be a short period where the pupil is required to remain under supervision of a senior member of staff when their peers have been allowed to go home or to break.

- This will be decided on a case-by-case basis.
- Parental engagement will be sought.
- Restorative detentions will be pre-planned.
- Restorative detentions will involve a restorative conversation and/or a school-based community service task.
-

14.2 Consequence Steps

Step 1

- Loss of time, the child 'owes themselves two minutes'.
- Reporting slips (**See reference document 5**)
- Negative individual class dojos

Step 2

- Parent meeting with class teacher
- Low/Mid-tier consequences
- Negative individual class dojos
- Teacher to work with the Inclusion Team to support with strategies

Step 3

- Parent meeting with phase leader
- Higher-tiered consequences
- Internal supervision
- Negative individual class dojos

Step 4

- Referral to Inclusion Team for support & advice
- PRAG Timetable (Reference 3)
- Behaviour Risk Assessment
- Removal from classroom
- External Support Agencies
- Bespoke-tiered consequence

Step 5

-
- Removal from classroom
- Short or extended 'chunked' lunchtime arrangement
- Engagement in restorative justice
- Restorative detention
- Suspension

15.0 Suspensions and Permanent Exclusions

'For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that pupils are protected from disruption and can learn in safe, calm, and supportive environments.'

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England July 2022

15.1 The headteacher can use suspension or exclusion as a planned response where it is warranted. Before deciding whether to suspend (temporary) or exclude (permanent) a pupil, the school will consider a range of factors

- **Factors relating to the pupil** e.g. consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked and take sufficiently into account whether there may have been contributing or extenuating circumstances e.g. bereavement
- **Factors relating to others (pupils & staff) e.g.** consider the efficient education of other pupils in the school and the safety and welfare of others in the school
- **Factors relating to the school as a whole e.g.** consider the impact to date on the organisational efficiency of the school as a learning environment and a place of work.

15.2 Suspensions will take place where:

- A clear marker needs to be set with regards to unacceptable and unsustainable pupil behaviour and where pupils and parents need to be made aware that current behaviour is putting the child at risk of permanent exclusion.

- The risk to the safety of staff and children is too high
- The impact on the health, wellbeing and development of children and staff is too high.

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, orderly, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspensions and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes.'

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England July 2022

The school will work with parents, the Inclusion Team and external agencies before any final permanent exclusion decisions are made. For progression to suspensions and permanent exclusions, please refer to our Suspension and Permanent Exclusions Policy.

16.0 Recording & reporting behaviour

16.1 Behaviour incidences will be investigated by the school. Pupils & parents will be involved in these investigations as outlined in our Tiered Consequences Overview. Information relating to behaviour incidences and any related investigations will be recorded on CPOMs, which is our online platform for monitoring behavioural issues including bullying. This information will include types/categories of behaviour:

- Low-level Behaviour;
- Problematic Social Interactions;
- Violent and Aggressive Behaviours;
- Bullying- Actual bullying and potential bullying;
- Hate Crimes;
- Sexual Harassment, Violence or Abuse;
- Sexualised Behaviours.

16.2 Use of CPOMs

The information that will be recorded includes the frequency of the behaviour, action taken, consequences applied, support given and engagement with parents.

We use CPOMs, (an online recording platform for monitoring pupil wellbeing, behaviour and pastoral needs), to ensure a consistent, whole-school approach to recording incidents of behaviour. We can then monitor the frequency of behaviour incidents and identify any patterns as well as trends over time.

- General behaviour recorded on CPOMs is reported to the class teacher and phase leaders
- Complex behaviour recorded on CPOMs is - reported to the class teacher Inclusion Team & the Pupil Welfare Group

17.0 Physical handling and the use of reasonable force

All members of staff have the legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Physical contact: Most physical contact by staff will be passive contact, e.g. such as standing between pupils or blocking a pupil's path, or supportive contact such as leading a pupil by the arm out of a classroom.

Planned physical handling (PPH):

- Planned physical handling may be required in order to support a child with a medical need.
- It may also be necessary on occasion to bring a child under control for their own safety and that of others. PPH to support a child with complex needs will only be used as a last resort when all other behaviour support strategies are not working in order to keep the child, as well as others, safe. A select number of staff have received Team Teach training and these school staff will be called upon when it is appropriate for staff to use reasonable force to safeguard children with complex needs. Any such physical handling will only be used where it is essential and safe for staff to do so.

With any PPH, a formal risk assessment involving parents will be completed

For further guidance, please refer to our Physical Handling Policy

18.0 Removal from classroom

Removal is where a pupil, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this or from a pupil spending time outside of the classroom for sensory breaks or accessing interventions, e.g. sensory rooms or nurture rooms.

Removal is a mid or high-tier consequence and will be used proportionately on a case-by-case basis for the following reasons when all other behaviour strategies have been unsuccessful:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

A removed pupil will spend time with a member of staff, who will supervise their learning for the duration of the removal. This member of staff could be:

- A partner teacher
- A member of the Inclusion Team
- A senior leader

The location for the removal could be another classroom, one of the school's designated safe spaces or an office. This would be based on a dynamic risk assessment at the time.

The length of time spend outside of the classroom will be determined on a case-by-case basis and usually forms part of a child's Risk Assessment or Fellowship Plan. The length of time will be no longer than half a day.

Continuation of the pupil's education will take place in a supervised setting following the removal. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Parents will be informed on the same day if their child has been removed from the classroom.

19.0 Reintegration

Following a suspension or a class removal, the school request that the parent and child attend a reintegration interview with the headteacher or one of one of the deputies and a member of the Inclusion Team on their return to school. The purpose of the reintegration interview is to discuss the support needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

20.0 Staff Induction, Development and Support

20.1 Staff Induction

Behaviour for Learning is part of Archbishop Benson's induction process for new staff. The policy is shared and meeting is held with the Phase Leader or by the appropriate support staff line manager.

20.2 Staff Development and Support

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully nurture positive behavior, to challenge behaviour and to deal effectively and supportively in a consistent manner with inappropriate behaviour, a range of training opportunities are available. These include:

- INSET training led by school-based staff
- in-house individual support with staff with identified best practice
- in-house support on behaviour management issues specific to a key stage/cohort/pupil group
- INSET training led by outside agencies or consultants;
- Centre-based training led/coordinated by the LA for staff and governors;
- Local or national conferences featuring specialist speakers on the subject.
- Nationally accredited training e.g. National Professional Qualification for Leading Behaviour & Culture

Positive behaviour management is incorporated into all our Tier 1 and Tier 2 safeguarding training for support staff and teachers respectively. Designated members of staff have also undertaken Tier 3 safeguarding training, including Team Teach, to ensure effective focused behaviour management for some of our most vulnerable pupils.

20.3 Pupil Transition

Transition at the end of a school year includes the following:

- In-depth discussion about each child in the class and any behaviour concerns;
- Discussions with The Inclusion Team relating to any behaviour concerns;
- An afternoon of 'Moving Up' into the next class;
- Extended transition for those children who may need it;
- Transition booklet for children with SEN/EHCPs or Vulnerable children;

Where a child joins the school mid-year, the class teacher takes responsibility to speak to the previous school to determine the background and any potential barriers to learning. Each child joining the school, will have a meeting with The Behaviour Lead, where expectations of behaviour will be shared.

21.0 Child-on-Child Abuse, Sexual Violence and Sexual Harassment

We recognise that severe harm may be caused to children by abusive and bullying behaviour of other children. Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children.

Child-on-child abuse, sexual violence and sexual harassment are never acceptable, and they will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".

Abusive behaviour is often characterised by a lack of true consent, the presence of a power imbalance and exploitation. The same signs and symptoms that pertain to the abuse of children by adults are applicable to the abuse of children by other children. This may be physical, sexual or emotional and such abuse will be taken as seriously by the school as abuse perpetrated by an adult. If an allegation has been made or child-on-child abuse, sexual violence or sexual harassment has taken place, this must be reported to the Designated Safeguarding Lead.

- The school has a statutory duty to respond to all signs, reports and concerns of child-on-child sexual violence, sexual harassment or harmful sexual behaviour, including those that have happened outside of the school and/or online.
"Schools and colleges should be aware of the importance of making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it." DfE Keeping Children Safe in Education Sep 2022
- Bullying may involve an allegation of crime (assault, theft, harassment) and this may involve the school needing to seek procedural advice from Social Services and/or the Police.
- When there are concerns about sexual abuse or serious or persistent physical or emotional child-on-child abuse, the school will liaise with MARU (Cornwall Council's Multi-Agency Referral Unit) to seek advice and guidance on submitting a referral and seeking multi-agency involvement e.g. Children's Services or the Police.

In establishing the extent and nature of such identified concerns, the school will undertake an evaluation of all relevant information to inform the appropriate response:

- An initial discussion will be held with each of the pupils involved and they will be given the opportunity to record or dictate, in their own words an account of what has happened;
- On the basis of the accounts given, the perceived level of distress experienced by the pupils and/or risk of further incident, consideration will be given to the need to separate the child who has experienced harm and the child who has caused harm in the classroom in the school and the possible need to send one or both home (for a defined period);
- Any written records of pertinent information including date and time of the incident, a diagram / photo of the room / playground if relevant, and staff signature, as well as a description of who was present (potential witnesses);
- Accounts of the incident from other pupils or staff named as being present;

The information gathered will be kept as a formal record of the incident and:

- Pupils involved will be given the opportunity to comment on the factual accuracy of this formal record and any disagreement recorded;

- Parents / carers of pupils involved will be informed of the incident, the initial action taken by the school and a meeting will be arranged so that they can be present when the pupils are formally interviewed about the incident by school staff.

When it is clear that the concern is one of child protection there will be no delay in the referral to MARU (Multi-Agency Referral Unit).

22.0 Behaviour Outside of School Premises

Whilst this PBfL Policy refers mainly to the behaviour of pupils within the school premises, the school has the power to discipline beyond the school gates.

'School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.'
(Preventing & Tackling Bullying DfE 2017)

Our policy covers any inappropriate behaviour while our pupils are

- Taking part in any school-organised or school-related activities;
- Travelling to or from school;
- Wearing school uniform;
- Identifiable as a pupil of the school in some other way

We aim to influence our pupils' attitudes to help to decrease incidents of them bullying outside of school. We will empower our pupils to apply our positive behavioural strategies out of school to encourage local community cohesion.

Pupils are encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully and/or victim
- talking to members of the wider community who may have reported a bullying incident
- talking to the local police e.g. PCSO
- talking to specific pupils about how to handle bullying outside of the school's premises.
- following up with a whole-school response e.g. focused assembly or a preventative education activity

23.0 Online Conduct

The way in which pupils relate to one another online can have a significant impact on the culture of any school. The same standards of behaviour are expected online as apply offline. Everyone should be treated with kindness, respect and dignity. Parents are responsible for overseeing their child's online behaviours. Archbishop Benson will put in place both support

(e.g. preventative education) as well as consequences (in line with our Positive Behaviour for learning Policy) when the child's behaviour online causes a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

24.0 Electronic Devices

The only electronic device permitted for a child to have in school is a mobile phone. This will only be for our Year 5 & 6 pupils. All other electronic devices (e.g. ipads, smart watches, devices with trackers) are not permitted for use by children.

Mobile phones are only permitted when it ensures a child's safety, i.e. when a child walks to-and-from school. Parents must complete our Y5/6 Walk to School/Mobile Phone request form and each request will be considered and authorised by the school on a case-by-case basis. A list will be maintained of the children who are permitted to have a phone in school. Where a child has an unauthorised phone in school, it will be confiscated and returned to the parent/carer.

Phones must be switched off on the school premises and handed in to the school office at the beginning of the school day. The phones will be stored in a sealed box in the school office.

Following discussion, senior leaders may decide to examine data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so (see 3 bullet points in 25.3). If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

25.0 Searching, Screening & Confiscation

25.1 Screening

The DfE *Searching, Screening & Confiscation Advice for Schools* (July 2022) states that 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. The school will ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

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 or any other item that the school rules identify as an item which may be searched for. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Our 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,
 - to cause personal injury or harm to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers, vapes;
 - fireworks; and
 - pornographic images.
- In circumstances where a member of staff forms a reasonable suspicion that a pupil has a prohibited item, they will immediately notify the headteacher and/or authorised member of senior staff, who would then be responsible for commissioning the search.
 - A search can be considered after SLT discussion, if:
 - The senior leader(s) has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made,
 - or if the pupil has agreed.
 - When exercising these powers, the school will consider the age and needs of any pupil where a need for a search has been identified. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. The school may wish to consider using CCTV footage to decide whether to conduct a search for an item.
 - In the event of a search, the school will use the government guidance to decide who should be involved in the search e.g. a senior member of staff may be authorised to search for stolen property and alcohol (with the support of another member of staff) but not necessarily for weapons or drugs. The school may seek police involvement in such a situation.
 - The school will not use force if a pupil resists any part of a search. If a pupil resists the search, the member of staff should stop the search and the decision can be made as to whether there is a need to call the police.

The school will follow DfE guidance in relation to procedures to be taken before, during & after a search including recording information and informing parents

25.2 Screening

The school does not use any walk-through or hand-held detectors to scan pupils for weapons before they enter the school as there is no current need within Archbishop Benson School. If such a need was ever identified, before considering the use of any technology for screening, the school would first consult with the local police. If the school made a decision to proceed with the installation of such equipment, then they would involve pupils, parents & staff in advance to explain what the screening would involve and why it was being introduced.

25.3 Confiscation

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated provided they acted lawfully.

The section on confiscation, with the DfE's *Searching, Screening & Confiscation Advice to Schools*, sets out that an authorised senior leader (with the support of another member of staff) can carrying out a search and can confiscate any item where 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; or
- is evidence in relation to an offence.

In such situations the school will follow DfE advice & union guidance regarding the appropriate next steps that should be taken when finding a prohibited or banned item including retention, disposal or delivery to the police. The SLT decision will be on a case by case basis.

26.0 Links to other policies

Our whole-school approach to behaviour management, integrates with and should be used in conjunction with the following related policies:

- Anti-bullying policy.
- Safeguarding & Child Protection Policies
- Physical Handling Policy
- E-Safety Policy
- Equality and Diversity Scheme
- Managing allegations of abuse made against staff and volunteers
- Staff Code of Conduct
- Play Supervision Policy
- Suspension and Permanent Exclusion Policy
- School Uniform Policy

27.0 Monitoring and Evaluating Behaviour

We seek to remain abreast of all DfE & Ofsted advice & guidance which outlines the government's approach to behaviour, legal obligations and the powers schools have to tackle behaviour, and the principles which underpin the most effective behaviour strategies in schools.

We have strong and effective systems in place for data capture, including the key components of our behaviour culture.

We collect data from the following sources:

- behaviour incident data on CPOMs
- information/data on the application of consequences across the school
- anonymous surveys for staff, pupils and parents on their perceptions and experiences of the school behaviour culture.
- Monitoring reports from governors and other stakeholders on their perceptions and experiences of the school behaviour culture
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;

This is monitored and objectively analysed regularly by school leaders and skilled staff; doing so assists with reporting on our behaviour culture clearly and accurately.

- School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.
- School leaders and governors (the Ethos Committee) pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

The range of sources mentioned above are maintained by the school to monitor and evaluate both quantitatively and qualitatively:

- The frequency and range of behavioural incidences
- The frequency and causes of bullying incidences
- Any patterns or trends in bullying behaviour.

The above records are also monitored and evaluated by the Safeguarding Governor.

Our whole-school approach to behaviour management aims to encourage good behaviour and consideration towards others. If our Behaviour for Learning Policy & our Anti Bullying Policy are implemented effectively within an inclusive educational and pastoral environment there will be few incidents of bullying. We recognise that no school is ever completely void of bullying and behaviour incidents and our aim is to achieve a minimum of such occurrences which are dealt with swiftly and effectively.

28.0 Implementing the Policy

Staff, pupils, parents (**see Appendix 7**) and governors have been consulted during the development of our Positive Behaviour for Learning curriculum and the drawing up of this policy.

The response to behaviour management needs to be consistent as set out in this policy. Everyone needs to be aware that any inappropriate behaviour, including online conduct,

- has repercussions for the orderly, operational running of the school;
- poses a risk or threat to another pupil or member of staff;
- adversely affects the reputation of the school.

29.0 Policy review

We are committed to reviewing our policy and practice every 2 years.

Updated: October 2022

Date of Review: October 2024

Signed:
Safeguarding Governor

Signed:
Designated Safeguarding Lead

