



Behaviour Policy

September 2022

Review by September 2025

1. Values

- **Dream of what you might achieve.** We want our pupils to have dreams and goals for their own future, and to be enthusiastic in their learning and prepared for life in modern Britain. We encourage our pupils to have high ambitions for themselves. We actively build our pupils' emotional well-being and resilience so that they are in the best place to learn and make progress towards meeting their dreams.
- **Discover new things within yourself and all around you.** Every day our children learn something new and discover things they didn't know before. Our curriculum is designed to promote research, listening, discussion and questioning expertise so that our children develop the knowledge and skills to help them understand the World we live in and make a valuable contribution to it. Through our Values and Feelings educational approach our children discover qualities within themselves that will help them succeed today and tomorrow, such as perseverance, courage, honesty and kindness.
- **Flourish at what you do and keep trying when things are hard.** We want our children to recognise the importance of effort in order to achieve, and that trying hard brings its own rewards. We want them to take ownership of their learning and responsibility for their behaviour. We encourage them to challenge themselves to reach the next level, and celebrate their successes, both academic and social.

It can be summarised as follows:

- **Dream.** Start small, think big.
- **Discover.** I can and I will.
- **Flourish.** My potential is endless.

2. Aims

Through this policy we aim to promote:

- A happy, welcoming and caring ethos; building positive partnerships to enhance everyone's capacity to learn.
- An inclusive curriculum that is creative, innovative and challenging; inspiring children to explore, learn and grow.
- High quality teaching which ensures high standards of achievement; enabling all children to achieve their best.
- Opportunities to develop skills, knowledge and an understanding of the world, needed throughout our everyday lives.
- A safe and secure environment; fostering a sense of family.
- A diverse school community; developing independent learners with a strong sense of pride in everything they do.
- Restorative Principles in Practice; placing positive relationships at the heart of everything we do.
- This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with SEND.

3. Roles and Responsibilities

The behaviour of the adults in our school influences the behaviour of the children. It is therefore vital that we all understand our role in this important policy.

3.1 The Governing Body:

is encouraged to take an active interest in promoting, monitoring and reviewing the school policy. Governors are actively encouraged to visit the school regularly to observe and support the management of behaviour in school, acknowledging the success of the children.

3.2 The Headteacher:

has the responsibility to manage personnel, the budget, training needs and the school building in such a way as to promote a positive, encouraging, caring and motivating environment.

3.3 The teachers:

are the main instigators of good behaviour in the classroom and around the school. They are responsible for promoting good behaviour by praise and rewards and are expected to deal with unacceptable behaviour quickly and calmly, avoiding reinforcing attention-seeking and aggressive behaviour. A raised voice should only be used in extreme circumstances, and usually when a child's safety is immediately at risk. They should plan and organise stimulating lessons that match the needs of all children and deliver these using clear instructions. Communication with parents/carers is essential to building positive relations and to support children in their self-management of behaviour. Teachers will share exemplary, as well as poor behaviour with parents/carers.

3.4 The support staff:

are expected to encourage good behaviour throughout the school and to support teachers in the implementation of the policy. Support staff will have the same calm voices with children and will communicate with parents/carers where possible.

3.5 The parents and carers:

are encouraged to expect good behaviour from their children and are asked to sign a home-school agreement once they have discussed it with their child. They will be made aware of the policy on their child's admission and what their role is in its successful implementation. Parents/carers are requested to support the school's policy in relation to their child.

3.6 The children:

are expected to follow the Golden Rules at all times and be prepared to accept the consequences for not doing so, to act in an orderly considerate, respectful and polite way at all times, to take part in activities to the best of their ability and be invited to comment upon aspects of behaviour through the school council.

All those implementing this policy should treat children fairly and with respect. The children are the responsibility of us all – **to ignore unacceptable behaviour is to condone it.**

4. Promoting Positive Behaviour

4.1 The consistent example, and high expectations, set by all parents/carers and staff is key to outstanding children's behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that as adults we should be setting the example for them to follow. We expect all

adults in school to reinforce these expectations by drawing attention to them – ideally rewarding children for achieving them.

4.2 As a school, we believe that it is important that children understand what good behaviour looks like. Therefore, our 'Behaviour Levels', which are displayed throughout the school and referred to by all staff, include examples of good and above and beyond behaviour. This is to encourage children to aspire to behave beyond the expected. We use the mantra '*Do it better than you have to*'.

4.3 The SHINE Rules:

At TJLS, we have agreed a set of rules which determine appropriate behaviour within the classroom, school building, playground and during lunchtime. These rules are reviewed regularly in class and assemblies, particularly at the beginning of each academic year, and are displayed in each classroom.

Using the **SHINE** approach (*because we want to shine and be our best selves*), our rules are underpinned by a set of core values. The SHINE approach expects every member of the school community to demonstrate the following values:

- **Safe:** Be kind and gentle to all
- **Honesty:** Be truthful and trustworthy
- **Independent:** Take ownership of your choices
- **Nurture:** Show understanding and patience
- **Engaged:** Listen to everybody and try your best

The TJLS Core Values underpin the school's curriculum and support the children's personal development in order to make them well rounded citizens prepared for life. The school rewards children when they display these core values, as we believe it will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour, and to foster understanding between school and parents/carers.

4.4 Core habits

We want children to develop a set of core habits that will help them to dream, discover and flourish with learning – as well as in life.

They are:

Attitude

This is our number one habit. We understand that we can choose our attitude every morning. By coming to school and choosing to be positive, we are giving ourselves the best chance to flourish and be the best we can be.

Manners

We want to see everyone showing great manners so that every member of our community feels valued and cared for. By showing the SHINE values in everyday life we are committed to being polite and respectful to each other. You will see good manners everywhere in our school; with people holding doors open, walking to the left, saying please and thank you, and above all – smiling!

Presentation

We take huge pride in everything we do. We want to feel proud of what we achieve and also impress anyone who looks at our learning and around our school. You will see beautiful handwriting and neat learning laid out carefully in our well-kept books.

Appearance

We want everyone to look and feel ready to learn. We are proud of our uniform and want every child to feel proud and stand tall when they put it on every day. We make sure our shirts are tucked in and our collars are folded over so we can look smart and feel smart. This also goes for our learning environment. We want the appearance of our school to be special. We want it to inspire us and any visitors every day. Following this habit makes sure our learning spaces are neat, tidy and ready for learning.

Walking

We want our school to be a safe place for everyone who uses it. We understand that walking sensibly around school and on the left is a vital habit to have. This ensures our school is calm, relaxed and organised. You will see lots of signs around school thanking you for walking on the left.

4.5 The TJLS Promise

Our TJLS Promise is made at the start of every year. Adults and children follow the same promise which helps remind us of school vision, values and habits. We pride ourselves in the kind and caring culture created at TJLS.

Our promise:

As a proud member of the Thomas Johnson community, I promise to try my best in all that I do. I will always be kind and polite to others. I will greet people with a smile and follow our habits every day. I will listen to and help everyone to be the best they can be. I will follow our SHINE values so we can all dream, discover and flourish together. I am brave in my learning, I love a challenge and I am determined to succeed. This is me. This is who I am.

4.6 Classroom Management

At the beginning of the academic year, each class will be reminded/introduced to the school rules, which everyone in the class will sign up to. Non-negotiable rights are the basis of a classroom agreement: the right to be treated with respect; the right to be safe; the right to learn; the right to be listened to; and the right to be an individual. Once agreed, the rules will be displayed clearly and referred to regularly.

4.7 Being ready to learn

High expectations will be made to all children so they are empowered and enabled to be ready to learn.

Being ready to learn means:

- Coming into school and choosing a positive attitude
- Arriving on time
- Being properly equipped
- Trying our best
- Being calm and attentive

4.8 Movement around the school

Children are expected to:

- Line up in register order
- Walk quietly at all times
- Keep to the left in corridors and walkways at all times
- Not disturb other children or adults
- Leave cloakroom areas tidy
- Wait for adults to go through doorways, and to say “excuse me” and “thank you”
- Enter and leave the hall (for assembly) without talking

4.9 Playground

Children are expected to:

- Remain outside unless they have a specific reason/task from a member of staff (*and, therefore, are being supervised by that person*)
- Play games which avoid play fighting, lifting and carrying
- Walk back into school at the end of playtimes when asked to by the adults in charge

4.91 Lunchtime – Eating in the hall

Children are expected to:

- Quietly enter the hall
- Sit down when eating
- Talk only to people on their table using a quiet voice – or *restaurant voice*
- Put up their hands if they require help from an adult

5. Rewards

5.1 We believe that learners should try hard, not because they are told to, but because they want to improve. However, we recognise that rewards have a motivational role. They can help children to see and understand what good behaviour looks like and understand that it is valued. We focus on rewards to reinforce good behaviour, rather than sanctions to emphasise failures. Rewards are earned by maintaining high standards and also through noteworthy achievements. This is also true for adults.

5.2 A range of rewards, including formal and informal incentives, is used to recognise and celebrate achievement and good behaviour in order to raise self-esteem. These are explicit to the children through our Behaviour Levels which are displayed throughout the school. The range of rewards include:

5.2.1 Informal Rewards are used to give children immediate praise and may include;

- Verbal praise. This should always identify the particular behaviour or reason for giving it, e.g. 'I'm really pleased that you have shared the Lego with John.' 'I like the way that you.....' 'Thank you for
- Stickers.
- Stamps in children's books with a written reason for the success.
- Showing learning to other staff members, including the Headteacher.
- Talking to parents about achievements.
- A smile or thumbs up.
- Collecting whole class rewards.

5.3.1 Formal Rewards include;

- Reward time earned as a whole class
- House Points – with Bronze, Silver and Gold milestones
- Half-termly House Point Cup
- Star of the week
- Reader of the week
- Sportsperson of the week
- Duggee the Every Day Dog – weekly class attendance award
- The Golden Brush – awarded to the tidiest class each week
- Half-termly 100% attendance awards
- Half-termly Early Bird awards – for never being late
- Individual adult awards – each adult can give award once per year
- Marvellous Manners certificate – awarded half-termly to one child per class

5.4 Reward Time

The class will agree beforehand what their reward will be. It may include sports, cinema, games, or an extra playtime. The class must earn their Reward Time. Reception and KS1 need to earn 10 class rewards – and KS2 need to earn 20. When they have earned 20 minutes they can choose to exchange their reward for an activity, or save it and build up a longer session. The class can only exchange or save their Reward Time in blocks of 20 minutes. (The amount of time may differ for different year groups across the school.)

At the start of every Reward Time session adults will remind children that they have earned this time for showing Brilliant Behaviour.

5.5 House Points

- Each child will have their own House Points collection card. They will be awarded to children with a stamp on their card – and also on to the whole class sheet. Year 4 House Captains will be responsible to collecting the weekly totals and reporting to the Headteacher.
- House points are awarded for brilliant behaviour, politeness, caring for others, being an effective learner, extra effort, perseverance, high achievement etc. They should be awarded for when a child goes beyond the expected level of behaviour.
- Children work towards three milestones – 20 house points = bronze, 40 house points = silver, and 60 house points = gold.
- Children are to be encouraged to try and earn a new award every term.
- At the end of every half-term the house with the most points will be awarded the House Point Cup – and as a reward will have a House Day – where all house members come to school in non-uniform.

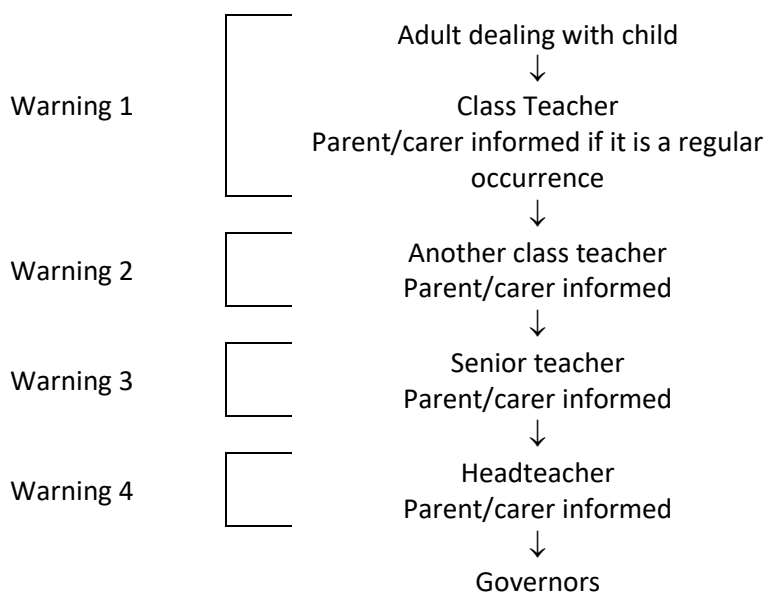
5.6 Star of the week

- Awarded to one child per class every week for being an outstanding role model.
- As a reward they will sit in *the best seat in the house* during Celebrations Assembly.
- They will join the headteacher for *Hot Chocolate Friday*.

6. Managing behaviour/sanctions

6.1 At TJLS, we aim to teach children that *your behaviour is your choice* – as are the related consequences. Children need to know and understand that consequences follow inappropriate and irresponsible behaviour. They need to be taught that they are responsible for their own actions and therefore have to accept the consequences of their actions and apologise and make amends for any misbehaviour (or ‘fix’ the situation). Children are required to make amends appropriately for example; drop litter – pick it up; run in school – go back and walk.

6.2 The school has a clear structure for supporting adults with developing children’s behaviour.



6.3 Most instances of poor behaviour are usually minor and can be dealt with through minor sanctions. These may include non-verbal communications (“the look”) or words to remind children of the rules, e.g. “John, you are choosing to talk when it’s not your turn. Choose to listen or choose to have a time out.” It is important that the sanction is not out of proportion to the offence.

6.4 The school avoids punishing a whole group of children for the actions of a single child. This does rely on the single child taking responsibility and owning up to their actions.

6.5 It is essential that parents/carers are informed as soon as it is felt there are regular issues that are affecting the child’s learning, their own safety or the safety of other children. Parents/carers should be included in the planning of next steps.

6.6 When behaviour does not meet our high standards, we have a clear structure for managing unacceptable behaviour (see point 7). This is linked directly to the flowchart in 6.2. At every stage the impact of behaviour on others must be considered.

7. Behaviour Levels

As a school, we believe that it is crucial that children understand what behaviour is expected, and what going *beyond* the expected looks like. We also believe that children should understand the

consequences of choosing not to meet these expectations. The Behaviour Levels are displayed prominently around school and are referred to by all staff on posters.

7.1 The Behaviour Levels Ladder will be displayed clearly in each class – and each child will have their name on a card. Their name can move up and down on the ladder each day to reflect their behaviour choices.

7.2 These levels are aimed to provide consistency and clarity (for staff, children and parents). However, we recognise that identified children (with specific needs) may be working towards individualised behaviour targets – and this must be taken into account. The overall aim of the targets (and additional support) is to enable every child to meet our high expectations.

7.3 The behaviour levels ladder is ongoing and children are encouraged to reach the top over the course of the day. At the end of the school day, each child’s name returns to ‘Ready to learn’ for the start of the next day.

7.4 Behaviour Levels Ladder

<p>If we show BRILLIANT behaviour...</p>	<p>...by...</p> <ul style="list-style-type: none"> Consistently showing expected or better behaviour Doing our very best Being absorbed with our learning Being in Learning Zone 1 	<p>...we may get...</p> <ul style="list-style-type: none"> To have hot chocolate with the Headteacher if we are Star of the Week A House Point A ‘well done’ from an adult Our learning shared with the Headteacher A positive message sent to our parents/carers
<p>If we show we are a ROLE MODEL...</p>	<p>...by...</p> <ul style="list-style-type: none"> Listening carefully Being polite Trying hard Telling the truth Being in Learning Zone 2 	<p>...we may get...</p> <ul style="list-style-type: none"> To line first for playtime or lunchtime A sticker A House Point Chosen for a special job
<p>If we show we are READY TO LEARN...</p>	<p>...by...</p> <ul style="list-style-type: none"> Coming into school and choosing a positive attitude Arriving on time Being properly equipped Trying our best Being calm and attentive Being in Learning Zone 2 	<p>...we may get...</p> <ul style="list-style-type: none"> A ‘well done’ from an adult A smile or a thumbs up The feeling of being successful
<p>VERBAL WARNING If we <u>choose</u> not to follow the rules...</p>	<p>...by...</p> <ul style="list-style-type: none"> Not listening Calling out Talking when someone else is talking Pushing in the line Making silly voices Being in Learning Zone 3 or 4 	<p>...we can expect...</p> <ul style="list-style-type: none"> To be spoken to by an adult To be reminded of the rules To miss out on praise Not to be chosen for a special job
<p>THINK ABOUT IT If we <u>choose</u> to continue not following the rules – or</p>	<p>...like...</p> <ul style="list-style-type: none"> Not learning Playing rough Running away 	<p>...we can expect...</p> <ul style="list-style-type: none"> To apologise To have a 5-minute time out away from our friends

something a bit more serious...	<ul style="list-style-type: none"> • Answering back • Using inappropriate words • Being in Learning Zone 4 	<ul style="list-style-type: none"> • To walk around the playground with an adult
MAKE BETTER CHOICES If we choose to keep on not following the rules – or do something really serious...	...like... <ul style="list-style-type: none"> • Hurting someone on purpose • Throwing something • Being rude • Breaking something on purpose • Not following instructions • Being in Learning Zone 4 or 5 	...we can expect... <ul style="list-style-type: none"> • To be moved to a different area of the school and spoken to by another teacher • To miss some of our playtime • Our parents/carers to be told by our teacher
FOCUS CARD If we choose to keep on not following the rules – or do something even more serious...	...we can expect... <ul style="list-style-type: none"> • To leave the classroom so everyone can safely continue their learning • To be spoken to by our Headteacher • To be given a Focus Card • To miss out on praise and motivational rewards • To miss out on playtime and lunchtime • Our parents/carers to be spoke to by our Headteacher 	

7.5 Scripts for encouraging positive behaviour

Step	Strategy	Script example
Golden rule reminder	<ul style="list-style-type: none"> • A positive reminder to follow the Golden Rules. 	<i>You are choosing to talk when it is not your turn. Choose to listen or choose to have time out.</i>
Take time to think	<ul style="list-style-type: none"> • A chance for a child to reflect on their choices. 	<i>You are continuing to choose to talk when it is not your turn. You are choosing to now have time out. What do you need to do to fix the situation?</i>
Make better choices	<ul style="list-style-type: none"> • Class teacher to speak to the child's parents/carers at the end of the day. • Class teacher will explain the behaviour choices and the consequences used. • A decision about the following day will be made 	<i>You are choosing to miss out on time with your friends because you are not following the Golden Rules. It's time to make better choices. When you return to class I expect you to follow the Golden Rules. Now, what do you need to do to fix the situation?</i>
Focus card	<ul style="list-style-type: none"> • Exit from class • Spoken to by Headteacher • Parents/carers informed • Focus card to begin 	<i>You are choosing to not follow the Golden Rules. You are now going to leave the classroom so that everyone else can safely enjoy their learning.</i>

7.6 Focus Cards. If a child reaches the Focus Card level on the ladder, they will start using a Focus Card. The Focus Card records a child's behaviour in every session over the course of a day. When moving to a Focus Card, a child will need to have their behaviour judged by the class teacher (or leading adult) in every session for a week. Parents will be shown the card at the end of every school day. At the end of the week, the child will show the Headteacher their Focus Card. A decision will then be made with the child as to whether the Focus Card should continue into the next week.

7.7 Playground and lunchtime behaviour

- Children who choose to break the rules will follow the same pattern of the Behaviour Levels Ladder.
- A reminder will be given first, then a 5-minute time out on the playground. This incident will be recorded in the playground behaviour book.
- If there is a third instance of repeated poor behaviour then the child will be removed from the playground.
- Staff on duty at break/lunch carry a playground behaviour book in which they record unacceptable behaviour.
- Any instances of children having time out on (or being removed from) the playground will be recorded in the behaviour book.
- This information must be passed on to the class teacher at the end of lunchtime. (*Here's what happened, here's I dealt with it, here's the consequence the child had.*)
- After 3 entries in this book in one half-term, a letter is sent home explaining that the child's behaviour will be monitored in school for the next 5 days – a Focus Card will be used.
- It is the responsibility of the class teacher to identify the third entry into the behaviour book.
- After 3 letters home, a parental conference will be called.

7.8 Next steps following a parental conference

- The purpose of the parental conference is to agree a way forward for a child to improve their behaviour.
- The conference will involve the parents/carers, a member of SLT, the class teacher and, if appropriate, the child.
- Behaviour targets will be set, any strategies will be discussed and the child will continue to use a Focus Card until the agreed number of days/weeks expires.

8. Procedures for dealing with behaviour of a serious nature

8.1 Staff must be aware that behaviour of a serious nature may be reactionary to the circumstances. The consequence given must take this into account.

8.2 In cases of extreme violence, immediate withdrawal will occur – this is where the child is putting themselves in danger, compromising the safety of other children and/or the staff working with them or using inappropriate language. The procedure should be as follows:

- Withdrawal from class for the rest of the day - this may be to a time-out table suitably situated in a supervised area away from peers. Learning tasks can be carried out here. The class teacher will need to provide suitable activities.
- Telephone call or letter to parents asking for a meeting with the class teacher. For children who persistently misbehave a further meeting will be held between the parents, class teacher, Headteacher and SENCO.
- The purpose of the meeting is to:
 1. Outline the behaviour which is being exhibited
 2. Record the frequency of the behaviour (x times per week)

3. Outline the strategies that will be implemented to support the child
 4. Devise the success criteria
 5. Set a target date (6 weeks later)
 6. Agree any external advice
- Children who persistently choose to misbehave will be considered for special educational needs support once the primary cause of their misbehaviour has been identified. They may then require an Additional Needs Plan with specific targets to address their needs. The Inclusion policy will outline in detail the procedure to follow in such cases to ensure consistency.
 - If another child or member of staff is injured as a result of severe behaviour or extreme violence is recurring, then fixed term exclusion procedures are implemented in line with DfE guidance.
 - Permanent exclusion will occur in consultation with the Chair of Governors. The governing body is informed of any exclusions.

9. Formal fixed-term and permanent exclusions

9.1 If a child seriously breaches the school's behaviour policy and they could seriously harm the education or welfare of themselves or others, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, learning will be set for the child to complete at home.

9.2 Following fixed-term exclusion the child and parents meet the Headteacher to discuss the child's reintegration to school. If appropriate, an individual behaviour plan will be drawn up for the child.

9.3 For cases of continued serious, unacceptable behaviour, or a significant incident, consideration will be given to starting the process of permanent exclusion from the school.

10. Use of reasonable force guidance

10.1 This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power.

10.2 This advice replaces "The use of force to control and restrain pupils – Guidance for schools in England".

10.3 What legislation does this guidance relate to?

Education Act 1996 and Education and Inspections Act 2006.

10.4 Who is this advice for?

This advice is aimed at governing bodies, head teachers and school staff in all schools. "All schools" include Academies, Free Schools, independent schools and all types of maintained schools.

10.5 Key points:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

- Senior school leaders should support their staff when they use this power.

10.6 What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

10.7 Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).
2. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

10.8 When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

10.9 Schools can use reasonable force to:

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

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

11. Record keeping

There is provision within the school's ongoing system of record keeping to record comments about the children's general behaviour. However, if a child's behaviour needs monitoring or is causing concern, more detailed notes must be kept by the class teacher on CPOMS. These are essential if, at a later date, outside agencies become involved. Notes made about specific incidents or meetings with parents are also kept.

The Headteacher also records incidents of a more serious nature on CPOMS.

12. Monitoring and review of school's behaviour policy

The Headteacher and Governors monitor the effectiveness of the school's behaviour policy in consultation with the staff and the children. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed on an ongoing basis during team and staff meetings as the need arises. The whole school behaviour policy is reviewed regularly and will be part of a whole school review.

13. Response to allegations (including malicious) against staff by children

1. Immediate Investigation of the Allegation

- **Fair and Thorough Investigation:** Once an accusation is made, the school should investigate it thoroughly and fairly, following its **safeguarding and complaints procedures**. The pupil should not face any disciplinary action until the investigation is complete.
- **Support for Staff Member:** While the investigation is ongoing, the accused staff member should receive appropriate support, and measures should be taken to protect their reputation and well-being.

2. Outcome of the Investigation

- **False vs. Malicious Accusations:** After the investigation, it's important to distinguish between accusations that are unfounded (but not malicious) and those that were deliberately fabricated with malicious intent.
 - **Unfounded but Honest Mistake:** If the pupil made the accusation in error or misunderstanding, the school might provide support to both the pupil and staff member, focusing on re-education, conflict resolution, and reintegration.
 - **Malicious Intent:** If it is determined that the accusation was made with the intent to deceive or cause harm, this would be considered a serious breach of the school's behaviour policy.

3. Disciplinary Action for Malicious Accusations

- **Serious Breach of Behaviour Policy:** Malicious accusations are treated as a significant breach of the school's behaviour policy. The pupil may face disciplinary measures which could include:
 - **Formal Warnings:** A formal written or verbal warning to the pupil about the seriousness of the offence.

- **Suspension or Exclusion:** In serious cases, the school may consider **suspension** (fixed-term exclusion) or, in extreme cases, **permanent exclusion**, depending on the age of the pupil and the severity of the accusation.
- **Restorative Justice:** The school may also implement restorative justice approaches, requiring the pupil to acknowledge the harm caused and take steps to repair relationships.

4. Support and Counselling for the Pupil

- **Understanding Consequences:** The pupil should be provided with support to understand the seriousness of making malicious accusations and the impact it has on individuals and the school community.
- **Counselling and Guidance:** Where appropriate, the school should provide access to counselling or mental health services, particularly if there are underlying issues leading to the pupil's behaviour.

5. Rebuilding Trust with Staff

- **Restoring Relationships:** After the disciplinary action, efforts should be made to restore the relationship between the pupil and the staff member where possible. This may involve mediation or support to rebuild trust.
- **Reintegration of the Pupil:** If the pupil has been suspended or excluded, careful reintegration planning is necessary to ensure they return to school in a way that promotes positive behaviour and prevents recurrence.

6. Parental Involvement

- **Informing Parents/Carers:** The school should involve the pupil's parents or carers at all stages of the process, keeping them informed about the investigation, its outcome, and any disciplinary action taken.
- **Parental Support:** Parents should be encouraged to work with the school to help the pupil understand the seriousness of their actions and prevent further incidents.

7. Record Keeping and Reporting

- **Maintain Accurate Records:** The school should keep detailed records of the allegation, the investigation process, the outcome, and any disciplinary action taken.
- **Report to Local Authority/Safeguarding Board:** If the malicious accusation is serious or involves safeguarding concerns, the school may need to report the matter to the local authority or the local safeguarding board.

8. Learning Lessons

- **Policy Review:** After any case involving a malicious accusation, the school may review its behaviour policy and procedures to determine if improvements can be made in how such issues are handled.

Strategies for promoting positive behaviour

Public praise

Public acknowledgement of good behaviour can be very powerful in a positive way. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

Three positives before a negative

This principle involves teachers aiming to have made three positive contacts with a child before giving them feedback on their learning. This encourages children to be more receptive to important learning points that a teacher is making. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

Give children a choice

This may be as simple as allowing a choice about which learning to try first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem. The children will also be reminded about making the 'right choice'.

Be consistent

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

Set high expectations

It is important for adults in school to set high expectations for all children with regard to their attitude and behaviour. This is not exclusive to the classroom and also applies to when the children are moving around the school and during school assemblies. Children need to be made aware of what the expectations of behaviour are and these need to be made clear to enable the children to follow expectations

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that are expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. For example, we don't shout, grab or chase children.

Listen to the children

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (e.g. "You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to feel secure in the knowledge that issues will be dealt with appropriately.

Maintain frequent contact

All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

Self-awareness

Adults in school need to communicate confidence and authority. In order to do this, it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

Catch children being good

Noticing and acknowledging anything that is in the direction that adults in school wish children to take, will encourage and reinforce positive behaviour.