



Gaddesden Row JMI

Behaviour Policy

This policy is a live document. Monitoring, review, and evaluation is built into the annual school self-review cycle.

The policy was last reviewed in March 2026.

Signature

Date

Headteacher

Signature

Date

Introduction

At Gaddesden Row JMI School, we take a positive and proactive approach to behaviour management. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is friendly, safe, peaceful and fair. Good behaviour is something that must be carefully developed, supported and sustained. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement. We understand that a positive and proactive approach should also be focused on developing the children's ability to self-regulate and manage their own behaviour in a range of situations.

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child.
- We believe that behaviour and self-regulation should be developed and taught over time;
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable.

Everyone at Gaddesden Row JMI School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards, consequences and learning opportunities within a secure and positive environment.

All staff, regardless of the purpose of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and our community.

Staff Induction

Prior to a team member starting at Gaddesden Row School, they are made familiar with our behaviour policy and ensure that every team member is aware of the policy in its entirety.

Regular training over the course of the academic year is completed to ensure that all staff keep up to date with any changes to legislation, changes to legal requirements and safeguarding.

Pupil Induction

Prior to a new child starting at Gaddesden Row, an induction takes place where child, parent or carer is aware of the school policy for behaviour.

Context

This policy has been produced with reference to *Behaviour and discipline in Schools: A guide for head teachers and school staff* (DfE: 2016). The legislative links are: Education Act, 1996; School Standards and Framework Act, 1998; Education Act, 2002; Education and Inspections Act, 2006; Equality Act, 2010; and Education Act, 2011.

The purpose of a behaviour policy, as set out in Section 89 (1) of the Education and Inspections Act 2006, is to set out measures to:

- | | |
|--|--|
| - Promote good behaviour, self-discipline and work; respect; |  Ensure that pupils complete assigned |
| - Prevent bullying; |  Regulate the conduct of pupils. |

The policy acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, also including The SEN Code of Practice (2015).

Visions and values

The staff and governors at Gaddesden Row JMI School are committed to being an inclusive community where strong relationships help to develop our values of -

G enerosity

A spiration

D iscovery

R esponsibility

O pen-mindedness

W elcoming

L istening

E njoying

A rticulating

R esilience

N urturing Relationships

E ncouraging

R emember more and know more

Behaviour Lead – Hannah Smith (Headteacher)

Chair of Governors – Miriam Barrow

Our values are reflected in the high expectations we have for our pupils. The small roll and small class sizes are distinctive features of our school and allow us to focus on the individual. We aim to nurture the academic, social, and physical development of our children, and create a safe and caring environment in which the high quality of teaching enables them to become lifelong active learners and independent, responsible citizens.

Aims

Our policy is intended to provide a consistent approach to behaviour management, safety, equality and access to the curriculum for all our pupils. “A clear school behaviour policy, consistently and fairly applied, underpins effective education,” (DfE: 2022).

Our Curriculum aims to ensure that all children show a positive behaviour towards their learning, life both in and outside of school. Behaviour at Gaddesden Row School is taught through daily teaching, weekly assemblies, modelling positive behaviour at break and lunchtimes, history lessons when looking at behaviour of historical individuals. **Behaviour is anything a person says or does, everything we see or hear.**

This means that every day in our school we aim to help pupils develop self-control, self-esteem, self respect, and responsibility for themselves in their work and play thus creating an excellent attitude to learning, having a strong, positive impact on their progress.

Staff training promotes the principle that when a child demonstrates unacceptable behaviour, it is the behaviour and not the child which is unacceptable. Our aim is to help pupils to understand and practise consideration and respect for others and to create an environment characterised by positive behaviour.

Rights and responsibilities

We value every individual within our school community and encourage their contribution to shaping a caring, safe and fair learning community for all. Pupils have a variety of opportunities to make their opinions known, whether informally through knowing that the teachers will, within reason, always listen to their concerns, or formally through the School Council structure, Big Conversation, Class Conversation or VIP monitoring.

Valued used to be termed pro-social and has been changed throughout the policy
Detrimental used to be termed anti-social and has been changed throughout the policy

Gaddesden Row JMI School encourages valued behaviour (good behaviour) through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Adults in our school are expected to model the behaviour that we wish to see our pupils develop. Our behaviour system clearly describes the behaviours that will be rewarded, or attract sanctions, at every level.

What is valued behaviour?

Valued behaviours are any actions which benefit the individual and others around them. For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identifying, understanding and accepting mistakes as learning opportunities, and using a growth mindset to persevere and challenge themselves to complete the task.
- identifying, reflecting and repairing detrimental behaviour choices.
- respecting the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

Valued behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When valued behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation, and attitude towards themselves, others and their education. When teachers make space for valued behaviour in education and social learning, then they can illustrate that what pupils are learning will have a direct impact on the world that they live in. Valued behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself. We aim to promote valued behaviour through recognition including:

- giving personalised and specific verbal praise and positive feedback
- communication with parents/carers to highlight valued behaviours.
- role modelling to peers throughout the school
- allocation of responsibilities and roles
- acknowledgement of demonstrating school values
- celebration and sharing of learning in whole.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning environment play a significant contribution in ensuring valued behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of detrimental behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Classroom management Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies

for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative; they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation.

Playground

High expectations for conduct and behaviour are applicable in all areas of the school community, including the playground. All staff are trained to ensure that pupils are safe and that procedures are carried out consistently throughout the school day.

Golden rules

We have an agreed set of Golden Rules which help us to work together for excellence to ensure that Gaddesden Row is a successful and happy school. All classes have the Golden Rules displayed and children are frequently reminded of them.

We are always kind and helpful – Do not hurt people's feelings.

We are always gentle – Do not hurt anybody.

We always look after property – Do not waste or damage things.

We always listen to people and show respect – Do not interrupt or be rude.

We are always ready to learn – Do not waste your or other people's time.

We are always honest – Do not cover up the truth.

In the autumn term, as part of their work on establishing a climate for learning, each class creates and signs a set of Class Rules which states they understand and agree to follow the rules. The Class Rules differentiate the six Golden Rules, making them accessible to children of all ages. Time is spent at the beginning of the school year introducing and reminding pupils of expectations and routines covering key areas such as: how we communicate, the way we treat one another, movement in, out and around our school, safety in our school, the use of learning time, presentation expectations in pupils' books and the way we settle problems.

Rewards and Consequences

Gaddesden Row JMI School has a range of rewards in place to reinforce and praise children who follow our Golden Rules.

Whole School Rewards

Team Points (attracting team prizes)
Speaking to parents/carers

Celebration Assemblies (certificates)
Times Table Challenge

Classroom Rewards

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

Smiles, encouragement, and praise which is meaningful, specific and refers to the child.

Sticker from Head/Senior Teacher

Stickers/badges/certificates

Showing significant achievements to Head or Senior Teacher, other teachers, subject leaders.

Being given a responsible job in the classroom

Whole class rewards

Sharing good news with parents/carers by conversation at the end of the day/phone call home

Celebration assembly

There is a separate assembly each week (led by the Headteacher or Senior Teacher) for which:

- Teachers choose three children from each class to be rewarded with a certificate in assembly for their social or academic achievement with the rest of the school. (Pupils may be selected for work or for demonstrating a specific school value).
- Team Points – the current half term combined score is announced each week and each half term the winning team chooses a team treat.
- The headteacher has a Golden Book, where children's work, achievements, and behaviour can be written in and celebrated in assembly.

Consequences

Despite focusing on rewarding positive behaviour, we recognise that, at times, children will find it difficult to follow the Golden Rules. The school implements consequences, that all staff use in a balanced way that will focus on the act and not the child. Children are helped to understand why their behaviour is not acceptable. We have high expectations for all pupils including those with special educational needs and disabilities.

Protective consequences: These are actions taken by staff to ensure all pupils and adults feel safe in the school environment.

These may include:

- **Managed** access to outside space
- Specific staff support given at breaks and lunchtimes.
- Differentiated teaching or learning spaces.
- Work requiring completion to be sent home and supported by home adults.
- Adaption of access to school trips, residential or extra-curricular activity
- Calm space
- An increased staff ratio
- Whilst all measures will be taken to support a child to avoid exclusion, there may be a time when exclusion from an area of the school or the school premises may be necessary.

Protective consequences are further supported through the 3Rs (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience. This time may also be used to understand the triggers behind the detrimental behaviour choices using various analysis tools (Roots & Fruits, Anxiety mapping – see appendices)

Educational Consequences: These are consequences put in place by staff to help children learn, rehearse or teach about their actions to aid internalisation of valued actions.

These may include:

- Third person role play to understand peer/adult feelings.
- Social stories
- Restorative meetings with child and parent
- Completing/redone tasks to the expected standard for the child

- Modelling valued behaviours to younger peers
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Reflection time

Where pupils choose not to make valued choices despite adult guidance, pupils will need to attend 'Reflection and 'Consequence'. This will enable the child to reflect upon their behaviour choices, repair and restore relationships, if necessary, thus allowing them to learn from their mistakes. This process will be supported by staff to ensure that the child embeds the understanding of the consequences of detrimental behaviour choices and how they can learn from this experience to help them make valued choices in the future (See Appendix 1 for steps). Reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising valued behaviours. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

A distinction must be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND, who may have specific needs relating to behaviour, will find it difficult to follow the Golden Rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Behaviour Outreach Schools, Educational Psychologist, etc.) Parents/carers will be involved in supporting the school in managing their child's behaviour needs. It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion (fixed-term or permanent). Fixed term and permanent exclusions may be issued as a consequence of unacceptable behaviour.

Risk reduction plan

The school's valued behaviour policy effectively works for most children. For some children they may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes places for all.

A plan will:

- be based on analysis from 'Roots and Fruits' and 'Anxiety Mapping' of the child.
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take.
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens.
- take into account the age, understanding, and competence of the individual learner.
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis.
- be based on the basic premise that *"Positive experiences create positive feelings and Positive feelings create positive behaviour"* (Hertfordshire's Behaviour and Attendance Strategy, 2014).

Our behaviour system

We expect all children to follow our school's Golden Rules. Children demonstrating consistent or exemplary behaviour in line with these rules may be awarded team points or a certificate in celebration assembly.

Children who are not following the golden rules will be supported using the following system:

Low level behaviour Including*: - Interrupting learning (e.g. calling out; not listening; not following instructions; being disrespectful towards peers or staff; refusal to complete work; not getting on with/completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; vandalising property) *this not an exhaustive list	Actions: • A friendly warning is given and a reminder of the golden rule which should be followed. • Following a second incident – a reminder will be given and a limited choice consequence e.g., "Would you like to complete that task at the focus table or in reflection time (break)?" • Following a third incident - a reflection consequence is given appropriate to the child and severity of incident
Disruptive, difficult, or dangerous behaviour Including: - Using violence - Repeatedly making detrimental choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response)	In addition to promoting valued behaviour, staff aim to actively prevent disruptive, difficult, or dangerous behaviour, including (as appropriate to the pupil and situation) by: • Having an inclusive ethos and positive learning environment • Being aware and applying a reflective approach to the needs and strengths of individuals • Acknowledging when a child might need a change of environment or sensory break • Offering verbal and non-verbal reminders of expectations • Giving pupils specific and limited choices • Identifying the basis of feelings that may drive detrimental behaviour (through Roots and Fruits analysis, if required (see Appendix 2)) • Predicting and preventing escalation (through Anxiety Mapping, as needed (see Appendix 3)) • Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy. These may include: an Educational Psychologist (EP); a member of the Child and Adult Mental Health Team (CAMHS); a school counsellor; Dacorum Educational Support Centre (DESC); the SEND Communications and Autism Specialist Advisory Services, Paediatricians, and other medical professionals.
Repeated disruptive, difficult or dangerous behaviour	Actions in addition to the above: • A Risk Reduction Plan will be put in place. • Fixed Term or permanent exclusion may be necessary

Negative behaviour incidents that persist or involve a pupil being hurt physically or emotionally (or involve bullying, racism, or sexism) are recorded on CPOMS. These are monitored by the Headteacher for patterns of behaviour amongst individuals or groups of pupils so that action can be taken to address issues arising.

Protective and educational consequences

Some behaviours exhibited can be identified as difficult and dangerous.

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Difficult behaviour = detrimental behaviour that is not dangerous) so that all adults are clear on what is difficult and what is dangerous. This leads to consistency when recording and reporting behaviour.

Our response to dangerous behaviours is set in the context of Hertfordshire Therapeutic Thinking approach to behaviour. Responses to these behaviours will aim to de-escalate and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Natural consequentiality or Logically Connected
- Educational consequences

Some examples of difficult and dangerous behaviours are:

Difficult	Dangerous
Frequent Shouting/ Calling out	Causing injury to others by hitting, pushing, kicking. (Violence towards others)
Refusing to follow expectations or instructions	Leaving or attempting to leave the school site.
Refusing to complete work or tasks.	Violently throwing objects, classroom furniture at peers or adults.
Use of negative or inappropriate language.	Significant damage to school property.
Swearing	
Making disruptive noises	
Standing on chairs	
Spitting	

Significant detrimental behaviour

The consequence for behaviour that is significantly disruptive, difficult or dangerous is that the child will see the Headteacher or a member of SLT and their parent/carer informed. In addition, or as an alternative to a consequence as set out above, this may also result in:

- An Individual Risk Reduction Plan being written detailing the individualised strategies that will be implemented to support the individual. The plan may include the use of clear targets with specific, individualised rewards and consequences to be used, which may be different to those examples given in this policy.
- Discussion with parents/carers concerning any further steps that may support the child in avoiding an exclusion (or example, with the express permission of the parent/carer, a

reduced timetable may help where steps to prevent and address detrimental behaviour have been exhausted with limited or no success).

- A fixed-term or permanent exclusion from school (see below).

Staff may seek guidance or advice from Herts Therapeutic Thinking Central Supervision Team or other agencies in determining the most appropriate response to any given instance.

De-escalating incidents

When detrimental behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult, or dangerous, staff aim to remain calm and/or de-escalate, using any, or all of the following strategies:

- De-escalation scripts which are used consistently by all staff.
- Using positive phrasing (for example, “walk slowly to be safe”, “when you’re calm, we can talk about this”, “you need to...”)
- Giving pupils specific and limited choices (for example, “phonics inside or outside...”)
- Disempowering the behaviour – usually by focusing on children demonstrating valued behaviours rather than on the individual demonstrating detrimental behaviour (for example, “I can see you’re listening...”)
- Using Therapeutic, positive physical intervention strategies (see below) to steer the child to safety
(noting that all school staff who meet children are trained in these techniques)
- Resources (such as Anxiety Mapping and Roots and Fruits analysis) to inform development of a Risk Reduction Plan

Differentiated Response

We recognise that there are times when a differentiated response is needed based on the individual circumstances of the child. If pupils find it hard to adhere to the valued behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is failing socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display valued behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a Risk Reduction Plan or a reduced timetable. External agencies may include:

- the Herts County Council Behaviour Support Team (Therapeutic Thinking Central Supervision)
- Dacorum Educational Support Centre (DESC)
- an Educational Psychologist
- a member of the Child and Adult Mental Health Team (CAMHS)
- Counselling

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (valued, difficult and dangerous) and specific responses put in place. (See Section 7 of our policy on Reducing the need for Restrictive Interventions.) This may include responses in addition to, or differentiated from, this policy in order to support the specific needs of the child. Behaviour analysis tools should be used to inform the Risk Reduction Plan. (For example, Conscious and subconscious behaviours checklist, Roots & Fruits, anxiety mapping – see Appendices.)

We acknowledge that disruptive, difficult or dangerous behaviour patterns may arise for a range of reasons, including poor self-image, life events, trauma, fear and fear of failure, because the child is not succeeding socially or academically, or as a result of Special Educational Needs/Disabilities (SEND). Where appropriate, the school uses tools (e.g. Anxiety Mapping and/or Roots and Fruits analysis) to seek to understand this better and may adapt the chosen prevention and de-escalation strategies, as well as the consequences, as necessary.

Where detrimental behaviour has become very significant, an Individual Risk Reduction Plan may be required. This would be shared with parents/carers and all staff coming into contact with the child and would provide a highly personalised approach to their specific behavioural needs.

Multi-agency involvement may also be considered for guidance or support where appropriate and particularly if there is a concern that reasonable adjustments that are already in place are not having, and appear unlikely to have, the desired effect (for example, for a pupil who is persistently displaying significant detrimental behaviour). In such instances, staff work with agencies and take their guidance to ensure a comprehensive understanding of underlying issues (including any previously undiagnosed Special Educational Needs or Disabilities as well as any mental health problems and/or family issues) in order that appropriate intervention strategies are put in place at the earliest reasonable opportunity.

Exclusion

Once all consequences described in this policy have been used, and serious misbehaviour is persisting, a fixed term exclusion might be given by the Headteacher.

Once all possible avenues have been exhausted, and in the very last resort, a permanent exclusion of a pupil might be given. In both instances this would be done with the full involvement of parents/carers and the governing body and acknowledging parents' rights to make representations to the governing body and to appeal decisions made.

Searching pupils

In accordance with the Department for Education's Searching, Screening and Confiscation guidance (2014), the Headteacher and/or authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

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

The Headteacher and/or authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Bullying and harassment

Gaddesden Row JMI School prides itself on its anti-bullying work throughout the year. Incidents of racism, sexism and bullying in our school community are unacceptable. Children are sent immediately to the Headteacher for any incidents involving bullying, racist remarks or physical injury. (See AntiBullying Policy)

Behaviour outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” as prescribed by Department for Education Guidance. This means that under the Behaviour Policy teachers may discipline pupils for: misbehaviour when the child is being educated off site -

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a child at the school. or persistent detrimental behaviour at any time, whether the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to themselves, another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school. The Headteacher may decide whether to exclude a child for a fixed term or permanently in line with the school’s Behaviour Policy taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community.

Positive physical intervention

In accordance with Hertfordshire Therapeutic Thinking, staff will use positive physical intervention to support pupils in the following ways:

- Open mits (open hands) to guide a pupil to a safe area.
- To give recognition, praise and re-focus to pupils such as: a high five, a tap on the shoulder
- To reassure a child if they are upset e.g., sitting close next to the child, a supportive hug. Staff will not allow pupils to sit on their laps.
- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g., scissors, PE equipment.
- Moving, handling and self-care e.g., nappy changing. Some pupils will have individual care plans where procedures are clearly highlighted. This list is not exhaustive and will depend on what is appropriate for the child.

Restrictive physical intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

Any incident involving restrictive physical intervention is recorded promptly and accurately on CPOMS, detailing the nature of the incident, the reason for the intervention, the actions taken, and the outcome. Parents or carers are informed as soon as possible on the same day, unless there are exceptional safeguarding reasons why this would not be appropriate.

Allegations of abuse against staff

Allegations should be communicated following our complaints procedure. If a pupil is found to have made malicious accusations against school staff, it may result in fixed term/permanent exclusion.

Procedures for evaluation and review

Our behaviour policy is a live policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- Involvement of pupils in learning walks and interviews;

- Parent/Carer feedback in Annual Questionnaire.
- Statistical data of pupils or groups who are regularly given consequences or rewards;
- Classroom observations;
- Observation of the day-to-day behaviour in the school.

Other policies

This policy should be read in conjunction with the following policies:

Anti-Bullying
Attendance (Pupils)
Equality, Diversity and Inclusion
Child Protection
Complaints Procedure
eSafety
Exclusions
Managing allegations of abuse
Offsite Visits
Teaching and Learning

Appendix 1: Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

Strategies are used to encourage the child to change his/her behaviour. These may include:

- Varying teaching styles
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander
- Knowing individual trigger points and avoiding them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smiling and show warmth
- Give and encourage the taking of responsibility
- Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved
- Have a quiet word in the early stages of misbehaviour
- Give non-verbal signals – a steady disapproving look
- Move the child nearer the teacher
- Isolate the child from an 'audience'
- Project a positive self-image – let the transgressor(s) know they are letting themselves down
- Focus all comments on the behaviour and do not make personal comments
- Avoid shouting at all costs
- Allow a child to 'cool down' before dealing with an incident
- Thinking time

Children should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All our children should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the 'victims'.

When problems do occur, staff should try to avoid over-reacting; focusing on remaining calm and listening to all sides. We do recognise, however, that dealing with challenging behaviour can be stressful for staff, and they may need to be given support by colleagues.

Appendix 2: Roots and Fruits

Analysis tool to explore behaviours, feelings and experiences

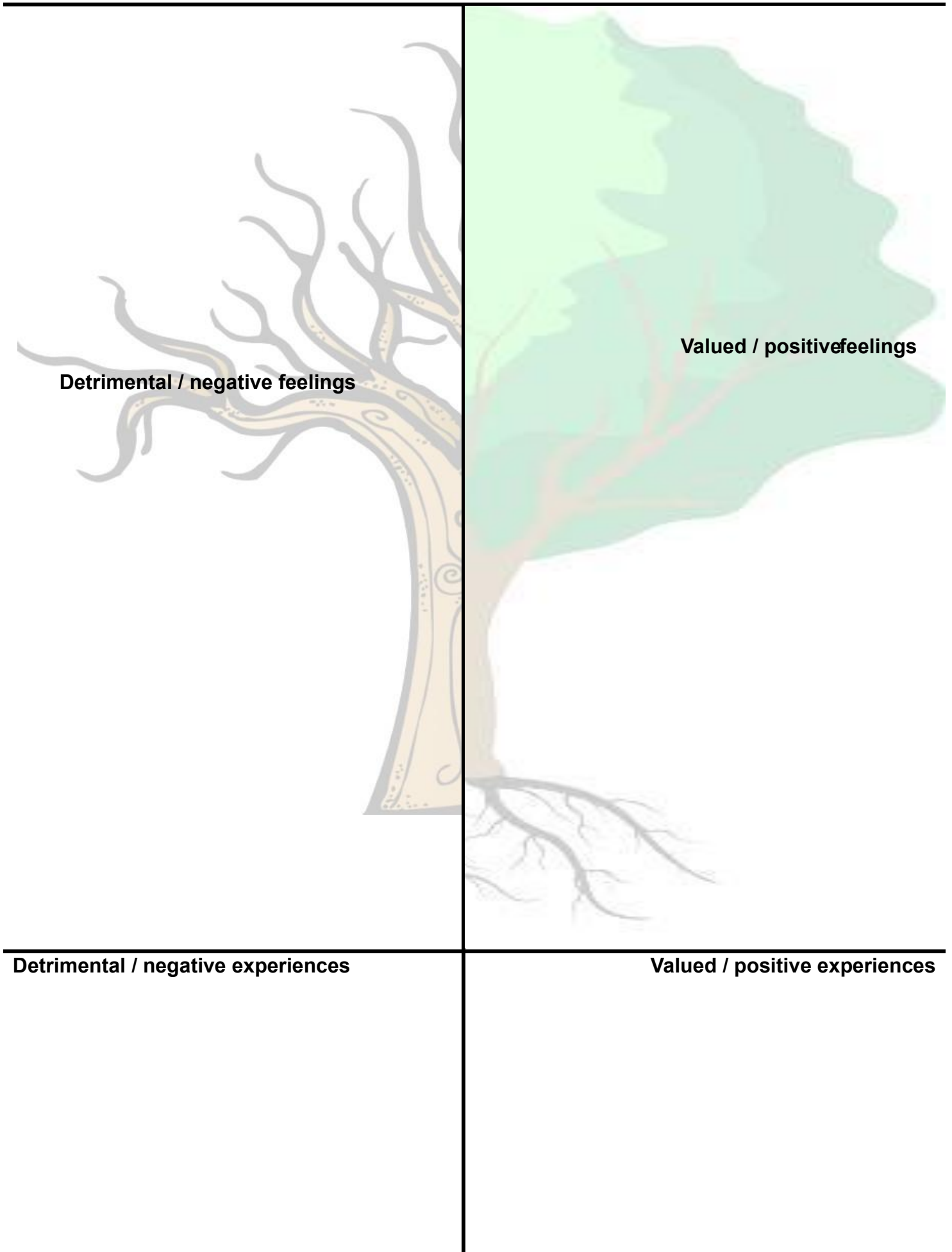
Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

**Detrimental / difficult / dangerous
Behaviours**

Valued behaviours

DEFAULT



Appendix 3: Anxiety mapping

Anxiety Mapping

