



# West Byfleet Junior School

## Behaviour Policy

2019

**West Byfleet Junior School** believes that the school Behaviour Policy should reflect the following principles:

1. **Safe environment** in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face.
2. **Respect** for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. **Pride** in both the school and their work.
4. **Pupils** are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.
5. **All members** of the school community have the right to expect a clear Code of Conduct with accompanying rules and regulations which are well publicised, clear and consistently implemented.
6. The school works in **partnership** with parents/carers and families and with other agencies who may be involved with a pupil.
7. The school is **fully inclusive** and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school Behaviour Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.
8. **All staff and pupils** should actively seek to keep the promises made in the school commitment.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

The Behaviour Policy should be read in conjunction with the following policies:

- Anti Bullying
- Teaching and Learning
- Inclusion
- Equality
- Safeguarding
- Parental Concerns
- E-safety

## **Parents/Carers**

West Byfleet Junior School aims to work in partnership with parents at all times. Parents/carers are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion. Parents/carers are expected to attend a Reintegration Interview following any period of fixed period exclusion. On admission to the school all pupils/parents are required to sign the school's Home School Agreement which can be found in the Appendix.

All parents/carers sign the Home/School Agreement when their child starts at West Byfleet Junior School and in doing so, agree to support the school in the implementation of the Behaviour Policy.

This policy is available on the school website and also in different languages/format upon request at the school office.

## **Pupils**

The school encourages pupils to behave well, develop a positive behaviour culture and show self-discipline and respect both in school and in the community. All pupils have the right to complete their work unhindered by poor behaviours of a minority. The school encourages pupils to take pride in their work and in their school. Pupils are encouraged to be active in challenging and preventing bullying.

**Staff** at West Byfleet Junior School must implement the policy fairly and consistently, always having an awareness of SEN/D needs of individuals. Staff have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school Code of Conduct or other rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where adults can teach and pupils can learn. We wish pupils to take a pride in both their school and their work. All staff are expected to model positive respectful behaviours at all times. This policy links directly to the school Staff Code of Conduct / Behaviour policy.

## **Anti-Bullying**

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

West Byfleet Junior School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti bullying can be found in the Anti Bullying Policy. The school is aware of the pressures and dangers that may present through new technology and our anti bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to school sanctions.

### **Behaviour Out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

West Byfleet Junior School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve West Byfleet Junior School pupils.

### **Promoting Good Behaviour**

At West Byfleet Junior School, we believe that good behaviour needs to be modelled and taught by all adults in the setting. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas. We ensure that all supply teachers are provided with a summary of both our Behaviour and Anti Bullying Policies and recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, tutor time, PSHCE etc) as appropriate. We also ensure that pupils new to the school (Year 3s or newly arrived pupils) are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti Bullying Policies.

### **School Rules**

The School Rules are attached as an appendix. Parent/carers will be informed of any additions/amendments by letter on an annual basis. An up to date version of the rules can be found on the school website.

### **Rewards**

West Byfleet Junior School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available (see Rewards section in Appendix).

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

## Sanctions

Teachers, Support Staff and other paid staff with responsibility for pupils at **West Byfleet Junior School** have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate sanction, always taking into accounts any special needs and or disabilities.

The school takes malicious allegations against adults very seriously, these may incur a very high level of sanction as deemed appropriate.

Where there are high level breaches of the school behaviour policy the school may involve outside agencies eg police / local community police officer (see Sanctions Hierarchy in Appendix).

### Pupils requiring Additional Support

West Byfleet Junior School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school.

The schools will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made, the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (eg CAMHS, Behaviour Support, Social Care).

### Use of Force

At West Byfleet Junior School we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. We are alert to pupils whose personal circumstances may make even this inappropriate.

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.

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.

### Staff at West Byfleet Junior School 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.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

In accordance with the Education and Skills Act 2006 any member of staff may on occasion need to *control* or in extreme circumstances *restrain* a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school

In the event of this requiring anything other than a light touch to the upper body, an Incident Report Form will always be completed and parents/carers informed. If a pupil requires restraint, parent/carers will always be informed, wherever possible on same the day, and a full debrief of pupil and staff involved held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

### **Screening and Searching**

The Code of Conduct and associated School Rules makes it quite clear what items are prohibited at West Byfleet Junior School. The staff reserve the right to screen all pupils for objects and items that are not allowed in school. It may occasionally be necessary to search a pupil with their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying such items that are not allowed in school.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other pupils.
- Suspicion may be aroused:
  - As a result of a positive screening
  - Because a pupil is acting suspiciously (eg attempting to hide something)
  - As a result of a 'tip off' – by a parent/carer or another pupil
  - Because of something said by the pupil.
- There will always be two members of staff present when a search takes place. Wherever possible, both members of staff will be of the same sex as the pupil.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

- If pupils refuse to be searched or if they abscond, the Police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and the Police called.
- All searches will be logged on a behaviour incident report form.
  - name, year, sex, ethnicity of every pupil searched
  - grounds of suspicion
  - time and place
  - who searched
  - who else was present
  - what if any reasonable force was used, and if so why
  - how the search began and progressed
  - the pupil's responses and how staff managed them (eg steps taken to calm the pupil)
  - outcomes and follow-up actions.
- Parents/carers will always be informed if a pupil has been searched and the result of that search.

## Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. All allegations must be reported to the Headteacher in the first instance. However, if the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the school's 'Staff Code of Conduct / Behaviour policy' in order to minimise the risk of allegations being made.

## Data

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Referrals to 'In house support'
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions
- Bullying incidents

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

Data is analysed at individual pupil level staff and is used to inform referrals to school based interventions, individual behaviour plans and referrals to outside agencies.

Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme.

Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

## **Exclusions**

West Byfleet Junior School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted.

Permanent exclusion is extremely rare and is never used for particularly vulnerable pupils. (eg for those who are 'Looked After' by the Local Authority or who have high SEN/D needs, where other alternatives are sought.)

The school seeks to use Fixed Period Exclusion extremely rarely believing that rewarding poor behaviour with a 'day off' is counterproductive. Where exclusion is used, the school conforms to the Local Authority and DfE Guidance.

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent/carers responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion). From Day 6 of exclusion, pupils will be expected to attend school. In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible, the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

## **Roles & Responsibilities**

All staff play an important role in positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their pupils. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

## **Review and Evaluation**

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

This policy is subject to regular review and evaluation by staff, governors, pupils and parents. It also links to our Child Protection and Safeguarding Policy.98521

## **APPENDICES**

- 1. School behaviour expectations at West Byfleet Junior School**
- 2. Rewards at West Byfleet Junior School**
- 3. Sanctions hierarchy**
- 4. Strategies for promoting positive behaviour**
- 5. Home School Agreement**

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021



## Appendix 1

### Behaviour expectations at West Byfleet Junior School

#### Classroom.

- Respect others' desire to learn.
- Demonstrate good listening skills.
- Follow instructions from adults.
- Respect others property.
- Have pride in their classroom.
- Be honest at all times.
- Be kind and caring to others.
- Display good manners in class.
- Demonstrate appropriate communication skills.
- Be sensitive to others.
- Help others to solve problems.
- Use equipment safely.
- Ask permission to leave the classroom.
- Keep ourselves safe.
- Tell a member of staff if we or our friends are worried or upset.
- Do what we are asked to do and being helpful.

#### Around School

- Respect all school property.
- Treat equipment with care.
- Look after school displays.
- Keep the cloakrooms tidy.
- Put things back in the correct place.
- Follow instructions correctly.
- Enter rooms quietly and politely.
- Walk around the school quietly and sensibly.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

Keep the school tidy

Help plants and animals to live and thrive.

### **Playground**

Be considerate to others at all times.

Value the opinions of others.

Show cooperation.

Follow instructions from adults.

Be inclusive.

Understand mutual tolerance.

Respect others right to play sensibly.

Use appropriate language.

Play safely.

Stop promptly on the first whistle.

Line up quietly and in single file.

Respect the school environment.

### **Lunchtimes.**

Show respect for the Midday Supervisors.

Eat sensibly in the hall at lunchtime.

Line up quietly for school lunches.

Leave the lunch tables clean.

### **Offsite**

Respect for the school community.

Represent the school with pride.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

## Appendix 2

### Rewards at West Byfleet Junior School

At West Byfleet Junior School we believe in positively rewarding good behaviour. We do so in the following ways:

#### (a) Individual

We recognise that positive rewards and recognition work best when they are part of the pupil/teacher relationship. We feel that we need a balance between tangible rewards and intrinsic motivation. At West Byfleet Junior School we aim to use the following to promote good behaviour and promote good self-esteem:

- ❖ Spontaneous praise by the teacher and time spent with the pupils.
- ❖ Sharing good efforts and achievement with the class.
- ❖ Verbal comments to parents, both formal and informal.
- ❖ Displaying children's work.
- ❖ Focused target setting which is achievable and can be praised.
- ❖ Positive written comments on work with supportive and developmental suggestions.
- ❖ A school agreed system of House Points. These lead to individual awards based on how many points the children have amassed.
- ❖ This system is based upon behaviour as well as achievement, progress and effort, and will vary according to a child's needs and abilities.
- ❖ Star of the Week – to be celebrated in assembly weekly and to be based on effort put into work and behaviour.

#### (b) Whole Class

The school believes that children need the opportunity through good behaviour management to learn co-operation skills and attitudes and to take responsibility for themselves in relation to the rest of the class and school. We aim to provide good whole class behaviour through:

- ❖ Housepoint chart/Individual Silver/Gold/Platinum awards/stickers.
- ❖ Praise by teachers and support staff
- ❖ Recognition by peers.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

- ❖ Formulation of class values displayed in the classroom.
- ❖ Children given responsibility in class.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

## Appendix 3

### Sanctions hierarchy

#### Using Sanctions

At West Byfleet Junior School we recognise the importance of clear guidelines for the consequences of misbehaviour. The following steps form the basis of a hierarchy of consequences resulting from actions by children.

#### **Sanctions (classroom)**

In the event of a child causing disruption in the classroom the following sanctions are applied.

1. Verbal warning given by the class teacher (1<sup>st</sup> step on warning chart)
2. Time out in the classroom or moving away from disruption (2<sup>nd</sup> step on warning chart and missing most of next playtime or 15 minutes of lunchtime. This is to be enforced by the classteacher. Teachers may at this time also feel it is necessary for the child to spend some time in another classroom..
4. Sent to Senior Teacher. Parents may be informed and appropriate time missed from play or lunchtime.
5. Sent to the Deputy Headteacher and parents informed. Details of the incident are recorded by the Deputy Headteacher. A letter of apology is to be written by the child.
6. A formal meeting with the Headteacher and the parents to discuss a possible behaviour plan or intervention by Behaviour Support.

**Any violent, racial or abusive behaviour using unacceptable language (swearing) is immediately referred to the Headteacher.**

All teaching staff will record any behaviours and concerns using the CPoms system. This will show whether the incident has been actioned or whether it needs to be. Teachers must ensure they are actioning an incident and keeping staff informed. This way continuous incidents can be monitored and prevented.

#### **Sanctions (Lunchtime)**

In the event of a child causing disruption on the playground or being involved in any incident of bullying the following sanctions are applied:

1. Verbal warning

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

2. If the incident is repeated, then the child will spend time out on the playground on their own on the time out bench, or in the case of being in the hall, sit on a time out table.  
Any physical incident (play fighting/fighting) requires the children to be sent into school straight away and the classteacher informed.
3. In the event of the child returning to the playground or the hall and still causing a disruption, then they will be sent into school to meet with their class teacher prior to the start of the afternoon. This needs to be logged into the incident book and recorded on the lunchtime behaviour slip. This will also need to go onto the behaviour log.
4. If incidents continue, then the class teacher will contact their parents and the incident is logged in a playtime incident book.
5. If incidents continue, they will meet the Senior teacher.
6. If incidents continue they will meet with the Deputy Headteacher to discuss sanctions and the Deputy Headteacher will meet with the parents formally.
7. If incidents still continue, then the parents are invited into school to meet the Headteacher.

Any violent, abusive or racial incidents must be immediately reported to the Headteacher. Incidents where children are physically aggressive to other children or teachers may face internal exclusion, exclusion from lunchtime, fixed term or permanent exclusion.

All these sanctions are clearly communicated to pupils and displayed in all classrooms.

Lunchtime Staff will record any behaviours and concerns using the CPoms system. This will show whether the incident has been actioned or whether it needs to be. Teachers must ensure they are actioning an incident and keeping staff informed. This way continuous incidents can be monitored and prevented.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

## Appendix 4

### STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

All staff are expected to adhere to the rewards and sanctions hierarchies. Pupils will perceive inconsistency as unfairness and will be to try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through. *Certainty* is more effective than *severity*.

All staff are expected to model the behaviour we expect to see in our pupils and in particular to address pupils courteously and with respect and avoid escalating situations by shouting and failing to listen.

#### START OF LESSON

1. Teacher to be there before students – if that is not possible, ensure pupils know they should line up outside and wait.
2. Teacher stands at door of classroom to 'meet and greet'. Ensure pupils understand every lesson is a 'fresh start'.
3. Ensure pupils sit in allocated seat (planned seating to be displayed).
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to.

#### DURING LESSON

1. High expectations of work and behaviour.
2. Good and outstanding teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues. Make learning EXCITING.
3. Stimulating environment with motivating displays of pupil work – pay attention to layout of room ensuring easy access/exit routes for latecomers/miscreants, that all can see IWB etc.
4. Ensure Code of Conduct, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
5. Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use reward system.
6. Know your pupils well and understand their needs (SEN etc). Ensure you use strategies recommended in ISP and EHCP etc.
7. Make opportunities to build positive relationships in unstructured time
8. Watch language, tone, posture, body language etc. Remain calm and cool at all times.
9. Plan the use of any additional adults to support students who need extra help to meet the lesson objectives.
10. Use of AfL encourages motivation and engagement.
11. Never threaten – promise. Ensure you always follow through on what you have said.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021

12. Criticise the behaviour – not the pupil. Avoid punishing the whole class for the actions of a few.
13. Follow up – if something goes wrong in your lesson even if SLT become involved, make yourself responsible.
14. Reflect!!!! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.

#### END OF LESSON

1. Allow time for plenary and reflection on whether Learning Objectives have been achieved – if not why not?
2. Orderly dismissal.

#### OUT OF CLASS

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed.
2. Duties – on time, in correct place. Take opportunity to build relationships with students.
3. Intervene whenever incidents occur – follow correct procedures.
4. Calming music to be played in public spaces as appropriate.
5. Corridors kept clean and tidy with motivating/informative displays.

---

*Policy:* Behaviour  
*Date:* 3<sup>rd</sup> June 2019  
*Nominated Staff Lead:* Deputy Headteacher  
*Nominated Governor Lead:* C and L Committee

*Status:* Statutory  
*Review cycle:* Two yearly  
*Next review date:* Summer 2021



## Appendix 5

### Home School Agreement

#### *Agreement for school*

##### *The school will*

- Provide a safe, happy and stimulating environment in which the children and staff work with enthusiasm and self-motivation.*
- Establish a framework to encourage the physical, spiritual, moral, social and cultural development of all pupils and to foster feelings of confidence, self worth and belonging.*
- Offer a broad and balanced creative curriculum in which children acquire a wide range of skills, knowledge and concepts in order to fulfil their full potential.*
- Develop confident and questioning children with a positive attitude to learning who can work both independently and cooperatively and who respect their surroundings.*
- Inform parents what the teachers aim to teach each term and any homework expectations.*
- Inform parents of their child's progress at teacher consultation meetings and be available for information consultation, should there be any concerns.*
- Offer a range of extra curricular activities designed to enrich the child's school experience.*
- Provide encouragement and praise by means of a merit system for individuals and house points for collective achievement.*

*Signature of teacher:.....*

*Signature of Headteacher:.....*

---

*Policy: Behaviour*  
*Date: 3<sup>rd</sup> June 2019*  
*Nominated Staff Lead: Deputy Headteacher*  
*Nominated Governor Lead: C and L Committee*

*Status: Statutory*  
*Review cycle: Two yearly*  
*Next review date: Summer 2021*

*Agreement for pupils:*

*I will do my best to:*

- Be kind, friendly, helpful and polite*
- Know the school values*
- Bring all my equipment I need everyday*
- Take good care of the school building and grounds*
- Wear the correct school uniform*
- Always do my best in lessons*
- Be a role model for the school in the wider community*
- Do my homework*

*Signature of child:.....*

*Name of Child .....*

*Agreement for parents:*

*To help my child at school, I will do my best to:*

- Make sure that my child arrives at school on time and is collected on time.*
- Make sure that my child attends school regularly and inform the school of any reason of absence by phoning the school before 9.30am or provide a written note of explanation.*
- Support the school in maintaining good behaviour and discipline.*
- Attend parent/teacher consultations and discuss my child's progress in school.*
- Ensure that my child wears the correct school uniform.*
- Encourage my child to do his/her homework and complete*

---

*Policy: Behaviour*  
*Date: 3<sup>rd</sup> June 2019*  
*Nominated Staff Lead: Deputy Headteacher*  
*Nominated Governor Lead: C and L Committee*

*Status: Statutory*  
*Review cycle: Two yearly*  
*Next review date: Summer 2021*

*projects.*

- Reply to any school correspondence e.g. permission slips in good time*
  
- Actively support and positively contribute the Governing Body and PTA and the school in the local community and respond to calls of help.*

*Signature of parent:.....*

---

*Policy: Behaviour*  
*Date: 3<sup>rd</sup> June 2019*  
*Nominated Staff Lead: Deputy Headteacher*  
*Nominated Governor Lead: C and L Committee*

*Status: Statutory*  
*Review cycle: Two yearly*  
*Next review date: Summer 2021*