



Sheepscombe Primary School

Behaviour Policy

& Written Statement of Behaviour Principles

Designated Safeguarding Lead:
Vicky Dangerfield

This policy was adopted at a meeting of:	FGB Meeting
Held on:	17th September 2024
Date to be reviewed	September 2025
Signed on behalf of the Governors:	
Name of signatory:	Mrs Debby Thacker
Signed by Head teacher	
Name of Head Teacher	Mrs Vicky Dangerfield

Sheepscombe Primary School and Little Lambs Nursery fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) – Vicky Dangerfield (Headteacher)

Deputy DSL – Richard Crocker, Rob Gardner, James Dangerfield,

Safeguarding Governor – Tessa Lentel

Gloucestershire Safeguarding Partnership Procedures

<https://www.gloucestershire.gov.uk/gscp/>

Gloucestershire Working Together procedures

https://www.gscb.org.uk/media/2090561/gcc_2544-working-together-2018-publication-document_final-30052019-v14.pdf

This policy should be read in conjunction with:

Anti-Bullying Policy

Code of Conduct/Staff Behaviour Policy

ICT Acceptable Use Policy

Safeguarding and Child Protection Policy

https://www.sheepscombeschool.co.uk/key_information/policies/policies.html

Keeping Children Safe in Education 2024

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

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In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

1. Introduction

The primary aim of the Behaviour Policy is to promote positive behaviour, so that people can work together with the common purpose of helping everyone to learn and be successful. This policy supports the school community, enabling everyone to work together in an effective and considerate way.

At Sheepscombe School and Little Lambs Nursery we will

- Provide a consistent approach to behaviour management
- Set out the rules and values for our school
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We want children to take ownership of their behaviour, to make the right decisions and to feel good about themselves. It is important that with good adult and pupil role-modelling and opportunities for responsibility and decision-making children will leave Sheepscombe School as confident, well-behaved, and well-rounded individuals.

We want to create a safe environment where children can make mistakes but learn from them; it is the children's school, and we want them to take responsibility for its smooth operation and care for the younger pupils.

We want the children to promote healthy and positive relationships with each other. We want children to be respectful for everyone in our community, to be kind to themselves and others and to be resilient.

We believe that this approach will support children's well-being and mental health, enhance their opportunities in and out of the classroom and give all children a sense of belonging within our small and nurturing community.

A consistent approach where positive behaviour is actively taught and a tailored targeted approach for specific individuals is adopted has been proved to improve behaviour in school (EEF, 2021)

2. Objectives

To build and maintain a happy, caring, and friendly atmosphere, where all children can learn, by promoting and expecting agreed standards of behaviour and self-control where individuals respect themselves, others, their surroundings, and the environment.

We believe each person has:

- The right to learn without disruption or distraction by others.
- The right to be treated with respect and spoken to using polite language.
- The right to be safe with no fear of physical or emotional abuse.
- The right to expect their property to be safe.
- The right to enjoy a clean, tidy, and organised school environment.
- The right to be treated equally, with no discrimination

In order to achieve these rights, we expect everyone to reflect our **school values**, which are shown below. Each class will have the opportunity to discuss these, both in September and through the year. Also, they will be discussed when the School Rules and Classroom codes of conduct are developed and in Values discussions and assemblies.

3. Our School Values and the terms when they are in particular focus:

Core Values (and additional linked value)

Term 1 Respect (which comes with Trust)

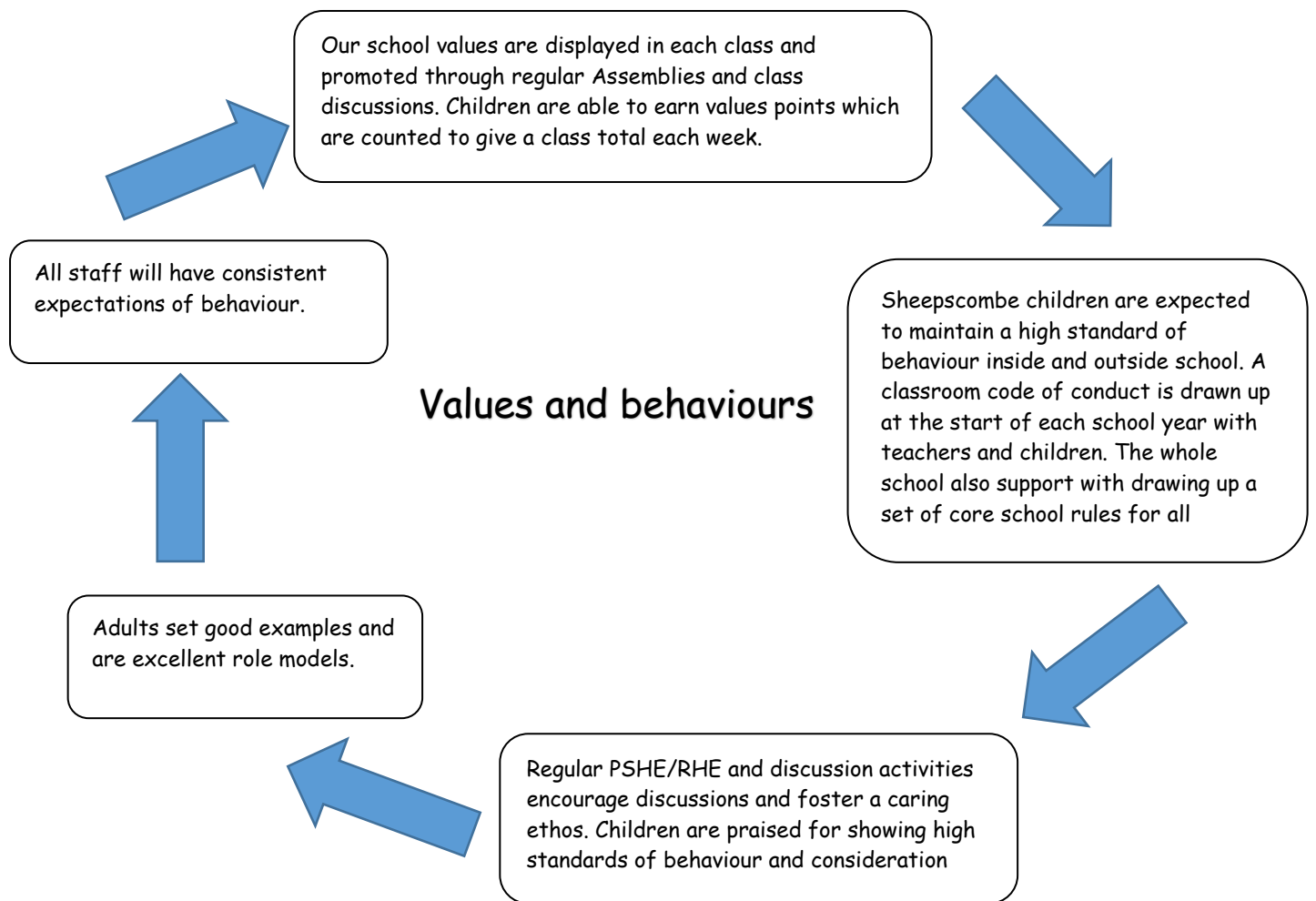
Term 2 Courage (which develops Resilience)

Term 3 Kindness (which comes with Compassion)

Term 4 Honesty (which comes with Responsibility)

Term 5 Thoughtfulness (which comes with Co Operation)

Term 6 Tolerance (which comes with Understanding)



4. Our Core School Rules:

The school join together at the start of each academic year to discuss and agree the rules that are written in the children's words.

For academic year 2024_25 the children have agreed that:

1. We are always kind
2. We always do our best to take part
3. We always keep safe
4. We always take care
5. We always solve problems
6. We always try to say how we are feeling
7. We always try to ask for help when we need it

5. Rewards within School

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. Children should feel good about their behaviour and work even without specific rewards and teaching practises across the school encourage children to be self-reflective and self-confident. PSHE/RHE lessons help to build these skills as well as making time and space to talk to children. Where rewards are given, we believe that everyone should have equal access.

The following rewards are used within our school:

- Teacher praise
- Peer group praise
- Family points
- Values points
- Visiting the Headteacher or other staff member to share work
- Speaking with parents at the end of the day in person or by email
- Special certificates in celebration assembly

Celebration Assembly is held weekly, and all parents are welcome to attend. At these assemblies, the following awards are given:

- Head Teacher certificate - these are awarded to pupils who are witnessed modelling our school values and are presented in our celebration assembly. One or two children are chosen from each class each week. All children are encouraged to celebrate the successes of themselves and others.
- Each class has a Celebration Book which teachers complete and bring to assembly. Children mentioned in the Celebration Book receive a special certificate.
- One Special Certificate may be given each week in Celebration Assembly for exemplary or improved behaviour seen within the school by staff
- A Reading Certificate is awarded for regular reading. Each time children achieve '40 reads' in their diaries they receive a certificate and will appear on the celebration notice board.
- Mathematician of the Week is also awarded.

6. Summary of actions for managing behaviour and minimising poor behaviour- in the classroom, at break and lunch times.

Staff should avoid punishments or sanctions of whole groups of children or punishments that humiliate pupils Staff needing advice and ideas for managing behaviour should ask another member of staff or speak to the Head teacher.

We believe that children displaying poor behaviour are not having their needs met in some way and that communicating this may be the cause of any difficulty. Staff will take time to speak with children to discover what might be at the cause of any presenting problem.

It is far more effective to reward good behaviour, and this will always be our first step.

Staff will always try to be pro-active and spot signs of distress and intervene early, rather than being reactive

We enforce a 'hands off' approach to play where play gets rough, or the risk levels rises. Children are taught this and reminded regularly.

We promote, spot and comment on good behaviour by:

- Every adult working within our school models, reinforces, praises and monitors behaviour of all children around the school.
- Standards and expectations of all children's behaviour are high, including when moving around the school, in assemblies and out on the playground.
- We display warmth and affection towards all children and work together to create a safe and stimulating learning environment.
- We provide high quality and motivating resources which enthuses, inspires, challenges and supports the learning of all children.
- We encourage the use of positive language to set an example and prompt positive behaviour from all children, rather than reprimanding unwanted behaviour.
- We demonstrate positive, open body language when teaching.
- We smile and are honest and fair with all children.
- We are a positive role model with/towards other members of staff.
- We are ready in the classroom to greet children before the start of the lesson.
- All staff are well prepared and organised.
- We are specific with the praise we give to ensure children know how to behave in the future, as well as offer opportunities for role models to be observed.
- Rewards are given for positive behaviours: tree points, Brilliant book, politeness tokens, golden leaves, stickers
- We avoid the use of sanctions when support strategies will suffice.
- We talk about the consequences of behaviour choices with the child.
- We ensure a positive and calm tone of voice is used when dealing with unwanted behaviour.
- We ensure children understand and are clear on the rules and expectations of the classroom and task at hand.
- We thank individuals by name and acknowledge by other means , for example: smile/a nod/a thumbs up
- Giving family or values points and explaining to children why they are receiving them
- Involving other staff e.g., sending a child to another member of staff or to the Headteacher to receive further recognition
- Speaking to a parent at the end of the day to give good news
- Recognising exceptional effort- for example- during the day in class or in celebration assembly

Agreed school routine for managing minor incidents:

- Children are taught 'Ask, Tell, Send, Mend' and this is our primary means of managing behaviour- staff make it clear to children they are 'Asking' them to adapt their behaviour,
- If there is no change then the request for change is repeated but made clear that they are being 'Told.'
- If there is still no change then children are 'Sent' to another area in the classroom for some 'time to think 'or to another classroom if necessary.

- If sent out of the classroom the receiving teacher will ask the child to explain why they have been 'sent' and will then help the child to 'Mend' the situation. 'Ask Tell Send Mend' will be displayed in each classroom as a first reminder.
- It is always the intention to resolve any unwanted behaviour at the 'Ask' stage. If children have 'fallen out' with each other than staff will always try to resolve the issue with discussion with both children either at the time or at the next opportunity
- Time to think when 'Sent' involves 5 minutes quiet time in the supervised location they have been 'sent ' to, followed by a discussion with teacher to explore and mend the problem, helping children to reflect and resolve it and a fresh start.
- For a second offence in the same session - missing a part of a break time or lunchtime will be enforced (time to go to the toilet and have a drink is essential).
- Parents are spoken to at the end of the day.
- Where children are finding it hard to regulate or improve their behaviour additional staff will support with break and lunch duties, or in the classroom if needed.

This includes non-adherence of any COVID-19 protocols that may need to be in place within the school, such as social distancing, teasing, name calling, and other anti-social behaviour connected with COVID-19. It also covers bullying including cyberbullying. (See Anti Bullying Policy)

If poor behaviour persists during the day and is unresolved through 'Ask, Tell, Send, Mend':

- Removal to opposite class or to the Head teacher's office with work to do. Any class work missed will be sent home.
- Send to Head teacher who will discuss the issue with the child and agree how the situation can be rectified. This plan will depend on the circumstances and may involve parents.
- Class teacher to record reasons for removal on the schools reporting software 'My Concern' which will be automatically shared with the Head teacher and DDSLs.
- Letter to parents or meeting arranged if appropriate. A Behaviour support plan or behaviour sticker chart may be implemented in the short term after consultation with the teacher and SENDCo, depending on the needs and the age and stage of the child.

Staff should recognise the importance of ascertaining pupils' views and finding out the antecedent to the behaviour.

The Head teacher should be advised of any recurring/persistent problems. Early communication with parents should always take place, Parents' evenings are not the place to find out about any problems.

If the behaviour happens whilst working with an adult other than the teacher, then the same principles should be applied. Class teachers should discuss the issue with the adult and agree next steps.

If the unwanted behaviour occurs at a breaktime or lunchtime, then it is the adult on duty's responsibility to share the information with the class teacher and to report using MyConcern if appropriate. All behaviour incidents should be dealt with promptly.

7. Pupil Suspensions and Exclusions in Exceptional Circumstances

The aim of the school is always to improve a child's general behaviour and it will only use suspension or exclusion when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that suspension or exclusion is unavoidable.

The school uses the Local Authority Exclusions Policy and will follow strict guidelines as detailed by the LA regarding any exclusion matter and procedures.

Suspensions and Exclusions should not be issued in the heat of the moment. Suspensions should be considered if there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to suspend a pupil, or permanently exclude, the Head Teacher should consult the Government's Statutory guidance as well as the Local Authority Guidance

The types of behaviour that may lead to suspension or exclusion are:

- Violent behaviour (child intends to or has physically harmed themselves, other children, or adults)
- Use of proven racist remarks or 'Hate Crime' (this needs to be recorded separately by the Head teacher)
- Verbally abusive such as by swearing/use of inappropriate/offensive language to other children or adults
- Serious defacing of school or other's property
- Bullying - child on child abuse (physical, verbal, emotional, racist, or sexual, including sexual harassment)
- Cyber bullying
- Possession of, or participation in the intake of, tobacco, alcohol, or drugs
- Possession of an item which may or has caused injury to themselves, other children, or adults (e.g., knives, B.B. guns etc.)

For an incident within school that is deemed serious but does not reach the threshold for suspension, an internal exclusion may be granted. The Headteacher makes this decision and a child would be removed, temporarily from where they were working, and excluded for a short period of time from their peers. This will be recorded on My Concern. Parents will be informed of this sanction.

8. Reasonable force and positive handling

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the following document: Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies 2013:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf Teachers in our school do not hit, push or

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slap children. The actions that we take are in line with government guidelines on the restraint of children set out in the document linked above or where this is superseded by new guidance by the government. Restraint will only be used as an act of care and control using the minimum amount of force necessary; the aim being for the child to regain control as quickly as possible.

Staff will always try to stop physical contact by pupils verbally and de-escalate the situation using a calm voice. Very rarely, a member of staff may be required to physically intervene with a pupil for example, if two pupils were fighting, or if a pupil was causing danger to others and needed to be removed.

A small number of our staff are trained in the Team Teach Approach where de-escalation strategies are needed as a last resort, should a child need to be removed from a situation that poses a serious risk to their safety or the safety of others. The trained persons should be called by staff to assist where possible but staff are also asked to use common sense – to try to stop the situation verbally, but if a child was in danger of seriously hurting themselves or another child then they should call for help of another staff member and decide on appropriate action so that the child was not hurt in the restraint.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder that creates risk to themselves or others
- Hurting themselves or others
- Damaging property
- Absconding from the premises

All Staff are required to recognise and apply the escalating stages in a conflict situation and use pre- physical approaches with children displaying disruptive behaviour.

This may include trying to defuse a situation by:

- Not shouting, lowering their voice and keeping calm.
- Actively listening to the child and recognising their frustration.
- Isolating the area or the child from the area so there is no audience.
- Removing of objects which may pose a risk if thrown.
- Leading the child away from a conflict situation.
- Involving a second or additional adult where possible and where appropriate.
- Being aware of open, conciliatory body language.
- Allowing time for the child to take up an idea or suggestion whilst expecting compliance when issuing an instruction.
- Offering a choice of resolutions.

Incidents of physical restraint must:

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

9. Special Needs

There are some children for whom standard behaviour management strategies may not work.

The needs of children with recognised emotional and behavioural problems should be assessed and met through the school SEND Policy and My Profile/My Plan/My Plan +.

All staff are to be made aware of these children and the structures in place to help them and help other children manage unexpected or inappropriate behaviour.

Parents and children will work closely with the class teachers and SENDCo to create bespoke plans when required.

A multi-agency assessment or the graduated pathway will be considered for pupils who display continuous disruptive behaviour.

10. Child on Child abuse

We recognise that children are capable of abusing other children . Abuse will never be tolerated or passed off as 'banter' or 'part of growing up.'

Most cases of pupils hurting other pupils will be dealt with under this policy or the school's anti-bullying policy, but the school's Safeguarding and Child Protection policy will apply to any allegation that raises safeguarding concerns.

We will minimise the risk of child-on-child abuse by:

- challenging any form of derogatory, discriminatory or sexualised language or behaviour.
- emotional abuse between children will be managed under this policy
- being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards male or female pupils, or the initiation of hazing type violence (either subtle, harassment or violent) whereby children become involved in activities or attitudes that breach standards of mutual respect such as placing new members on the receiving end of ridicule, embarrassment or humiliation in order for them to 'join a particular group.'
- physical abuse between children will be managed under the school's Anti bullying policy
- cyber bullying will be managed under the Anti bullying policy
- ensuring our curriculum and teaching helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidentially
- ensuring staff are trained to understand that a pupil harming another child could be a sign that the child is being abused themselves, and that could become a potential safeguarding concern

11. Supporting Pupils with persistent behavioural difficulties

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

If a child is persistently experiencing difficulties in managing their behaviour, then a behaviour focused MyPlan will be set up to address emotional needs using the Gloucestershire Graduated Pathway. This can be temporary or longer term.

A MyPlan is automatically set up for any pupil who:

- has had a fixed-term exclusion(s) that may lead to a permanent exclusion
- has been involved in a criminal activity and has been temporarily excluded
- has become vulnerable for exclusion
- is not achieving targets already in place according to the provision map for behaviour and emotional difficulties
- is at risk of failure at school through disaffection

This will be drawn up and agreed by:

- parents
- pupil
- staff of the school
- any other agencies relevant to a particular case

The school may request permission from parents to discuss their child with the Educational Psychologist or any other external Agencies (e.g., advisory teaching service). This may lead to the child being placed on the SEND Register. There may be a request made via the Early Help pathway for further support.

The MyPlan will:

- Provide specific targets, which will be broken down into manageable tasks.
- Identify rewards that can be achieved for meeting the targets.
- Identify sanctions that will apply if certain behaviours occur.
- Identify roles and responsibilities for the school, child, and parents.

Additionally, the Head teacher may decide to implement a suspension or exclusion if the pupil or other pupils' safety or welfare are at risk. If the MyPlan is ineffective over time, then a Team Around the Child will be arranged to move to MyPlan+ or ECHP and in the longer term a managed move for the child to another school may be considered.

12. Shared Responsibilities

The responsibility for creating and maintaining a caring, respectful, and positive learning environment is shared between pupils, parents, and governors as well as the school staff.

Pupil Responsibilities

All children should be given opportunities to take on responsibilities and make a full contribution to ensuring good behaviour is maintained in school in line with school ethos. There is a school and Sheepscombe Behaviour Policy 2024_25

eco council, where each year group is represented, which has regular meetings with the head teacher to discuss ideas, successes, and issues in a variety of areas, including behaviour.

Pupil responsibilities include (but are not limited to):

- Personal items
- Areas within the classroom
- Areas within school
- Messages and letters from school and home
- School Council membership
- Behaviour towards others

Parental Involvement

When parents join our school, they accept the principles laid out in our school behaviour policy. Parents are expected to reinforce the partnership between teachers, parents, and pupils. Parents have a crucial role in encouraging their child to behave well and be responsible to others. The children are expected to demonstrate certain standards of behaviour within school, and these are detailed in this policy. Parents accept when joining that there are 'rules for school' to be upheld which may be different to those at home, especially where a home parenting strategy such as 'no rules parenting' is adopted.

Teachers will work closely with parents to address behaviour management issues at an early stage. Any long-term decisions regarding behaviour management will be made after careful consideration and consultation with parents, Head and SENDCo.

Parents should be informed of:

1. Policy contents
2. Actions
3. Their role in supporting the policy

Governors

The Head teacher and teachers in consultation with the Governors will continue to evolve the School Behaviour Policy through: -

- reviews
- monitoring - through observation and the Head Teacher's report
- evaluating incidents and responses to those incidents

Governors, through the Headteacher, should ensure that teaching and support staff are given adequate training in the management of children's behaviour.

Governors should have a clear understanding of procedure involving disciplinary action, e.g., racial or sexual harassment, physical attack etc. and be aware of their role regarding exclusion as stated in the Education Act (No. 2) 1986.

Governors, teaching, and non-teaching staff should support each other in maintaining high standards and a consistent approach throughout the school.

School Staff

It is the responsibility of class teachers and other school staff to ensure that the school and class rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and whilst transitioning around the school. This should be positively presented and actively practised.

Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Staff will treat each child fairly and enforce the classroom codes consistently. The teachers treat all children in their classes with respect and understanding. No child is ever labelled 'naughty.'

If a child misbehaves repeatedly in class, the class teacher will record this on the My Concern school reporting software. In the first instance, staff will always deal with incidents him/herself in the normal manner following the Ask, Tell, Send, Mend procedure. However, if misbehaviour continues, staff will seek help and advice from the Headteacher or other Senior Teachers.

Staff must:

- Implement the behaviour policy consistently
- Model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents on My Concern

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules or their own classroom rules (agreeing these first with the Head teacher)
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Head Teacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 <http://www.legislation.gov.uk/ukpga/1998/31/contents> to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety, and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher monitors records of all reported serious incidents via the school's software My Concern (such as, but not limited to - bullying of any type, child on child abuse, any form of discriminatory or hate behaviour e.g., racism) of misbehaviour where pertinent to do so. Behaviour and Safeguarding is a standing item on every weekly staff meeting.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and the due Local Authority process followed.

The school follows the procedures set out by Gloucestershire Local Authority for Exclusion. The Headteacher (who is also the DSL), the Deputy DSLs and a Co-Chair of Governors have all undertaken Exclusion Training.

13. Defining Poor behaviour

At Sheepscombe Primary School we believe that every member of our school community should feel valued and respected and should be treated fairly and well. Our values are built on trust and respect.

Poor behaviour is defined as:

- Disruption or rudeness in lessons, shared spaces and at break and lunchtimes
- Non-completion of classwork
- Making poor choices
- Failure to follow the instructions given by a member of staff
- Misuse of resources or throwing /destroying resources

Seriously poor behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour of all types

14. Confiscation We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Head Teacher and parents, if appropriate.

15. Pupil transition

To ensure a smooth transition to the next class, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

16. Malicious accusations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will sanction the pupil in accordance with this policy.

Please refer to our procedures in our safeguarding and child protection policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Head teacher will also consider the pastoral needs of staff accused of misconduct.

17. Offsite behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on a residential visit, or at a sporting fixture.

19. Written statement of Behaviour Principles

The FGB is responsible for reviewing and approving the written statement of behaviour principles. Please see **Appendix 1**

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1:

Written statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers should set an excellent example to pupils at all times.
- Rewards and sanctions are used consistently by staff, as outlined in the behaviour policy.
- Reasonable force and the need for any physical contact are used consistently by staff, as outlined in the behaviour policy.
- Staff have the power to carry out searches of children and their property when there is a valid reason for doing so, such as having a banned item with them, as outlined in the behaviour policy.
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in fixed term suspensions and permanent exclusions.
- Pupils are helped to take responsibility for their actions and to improve any poor. behaviour, this includes behaviour or actions seen beyond the school gate.
- Families are involved in discussing behaviour incidents to foster good relationships between the school and pupils' home life.
- A multi-agency assessment or the graduated pathway will be considered for pupils who display continuous disruptive behaviour.

The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body annually.