

Behaviour Policy

SHINE Multi Academy Trust



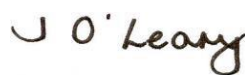
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Signed



Signed



Chair of the Board

CEO

Document history

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V1	March 2018	Judi O'Leary	23 March 2018	24 March 2018	To secure a behaviour policy to support SHINE academies
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Related policies

Policy	Website link
Complaints	https://www.shine-mat.com/business-and-personnel/
Educational visits	Contact individual academies ¹
Equality	http://www.shine-mat.com/pupil-welfare/
Exclusions	http://www.shine-mat.com/pupil-welfare/
General Data Protection Regulation (GDPR)	http://www.shine-mat.com/gdpr/
Health and safety	Contact individual academies
Addendum to the behaviour policy	https://www.shine-mat.com/special/pupil-welfare/

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¹<http://www.ironvillecodnorpark.derbyshire.sch.uk/policies/>
<https://www.johnhuntprimary.co.uk/general-policies/>
<http://www.langold-dyscarr.org/policies/>
<http://www.ranskillprimary.co.uk/key-information/policies>
<https://www.scotholme.com/policies.html>
<http://www.whitemooracademy.co.uk/policies/>

1 Introduction

1.1 SHINE Multi Academy Trust (SHINE) is dedicated to providing the best possible education and support for all pupils within its academies. This means having a clear, fair, and efficient behaviour policy. We adopt a positive approach to encouraging children to behave well and celebrate this throughout their time at school. SHINE prides itself on its desire for all children to succeed, therefore, all the academies involved within SHINE will endeavour to support children with their behaviour when appropriate. However, SHINE is also committed to providing an excellent education for all pupils and will tackle incidents of poor behaviour clearly, efficiently and fairly.

1.2 SHINE's Board of trustees (Board) welcomes feedback on the services it provides. Should anyone be unhappy with any aspect of an academy within SHINE, it is important that the Board and relevant academy learns about this. The Board recognises there is a difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage reduces the numbers that develop into formal complaints. The Board aims to ensure that concerns are handled, if at all possible, without the need for formal procedures. SHINE's formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. Where an individual may feel that an issue has not been dealt with appropriately it is important, for all involved, that there is a clear and transparent process for a complaint to be considered. SHINE's complaints policy is available via our website <https://www.shine-mat.com/business-and-personnel/> or by contacting our clerk via email clerk@shine-mat.com or asking for a copy at one of our academies.

1.3 This policy outlines how individual incidents of poor behaviour and persistent poor behaviour are dealt with by SHINE and its academies. Each individual academy within SHINE may have its own behaviour systems for celebrating good behaviour and dealing with poor behaviour. This is outlined at the back of this overarching policy.

1.4 With any policy it is important to acknowledge that special circumstances may apply for individual children. When dealing with a behavioural issue, it is crucial to recognise the individual child, the context of the incident and the impact the sanction will have on all parties involved.

1.5 All SHINE staff will be made aware of this policy and the CEO along with the headteachers will review it regularly in order to provide fair, consistent and clear procedures for all.

2. Legislation

2.1 SHINE academies will work closely with the School Council (pupil voice) to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child² that children should be encouraged to form and to express their views.

2.2 This policy will be annually reviewed, made available to all stakeholders³ and applied consistently throughout our academies in accordance with the School Standards and Framework Act 1998⁴.

² <https://www.cypcs.org.uk/rights/uncrcarticles/article-12>

³ Stakeholders; are staff, parents, pupils, trustees, governors, visitors, wider community

⁴ <http://www.legislation.gov.uk/ukpga/1998/31/contents>

2.3 As a multi-academy trust, SHINE strongly endorses the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

2.4 SHINE as an educational provider has a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010⁵.

2.5 SHINE believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006⁶
- Apprenticeships, Skills, Children and Learning Act 2009⁷
- Education Act 2011⁸
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 updated 2017⁹
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014¹⁰
- [Keeping Children Safe in Education 2019](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)¹¹

3. General principles and aims of our behaviour policy

3.1 Our behaviour policy will:

- encourage good behaviour across SHINE
- promote self-management of children's behaviour
- reflect the Take Care ethos of our trust
- be easily accessible and publicised on the academies' websites
- be simple to understand and follow
- be consistent, fair and clear for all children and adults
- respect that exceptions may occur, and incidents will be thoroughly investigated whilst taking into account individual needs
- acknowledge that each academy may reward or sanction behaviour in different ways
- address all concerns and provide an effective response and appropriate redress, where possible



⁵ <http://www.legislation.gov.uk/ukpga/2010/15/contents>

⁶ <http://www.legislation.gov.uk/ukpga/2006/40/contents>

⁷ <https://www.legislation.gov.uk/ukpga/2009/22/contents>

⁸ <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

⁹ <https://www.gov.uk/government/publications/school-exclusion>

¹⁰ <http://www.legislation.gov.uk/uksi/2014/2374/contents/made>

¹¹ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

4. Roles and responsibilities

4.1 Role of SHINE

4.1.1 It is the responsibility of the Board to communicate its ethos and core values which promote respect and celebrate diversity. These are the principles underpinning positive behaviour.

4.1.2 Whilst the procedures for promoting and maintaining positive behaviour may vary within our academies, our underlying maxims of 'Dare to be Different' and 'Take Care' are upheld as a constant.

4.1.3 As new academies join SHINE, it is our responsibility to communicate our values and expectations clearly so that our ethos and principles are consistently reflected in practice.

4.2 Role of the local governing body

4.2.1 The local governing body (LGB) has:

- the duty to set a policy framework of their policy on pupil discipline after consultation with parents¹² and pupils
- responsibility to ensure that their stakeholders comply with this policy
- delegated powers and responsibilities to the headteacher to ensure that personnel and pupils are aware of this policy
- delegated powers and responsibilities to the headteacher to ensure all visitors are aware of and comply with this policy
- a duty to appoint a coordinator for behaviour and discipline to work with the headteacher
- the duty to support the headteacher and personnel in maintaining high standards of behaviour
- responsibility for ensuring that personnel comply with equalities legislation
- a duty to nominate a designated Equalities governor¹³ to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring their part of this policy is maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- a duty to nominate a link governor to visit the school regularly, to liaise with the headteacher and the coordinator and to report back to the LGB
- responsibility for the effective implementation, monitoring and evaluation of this policy

¹² . Definition of parents: parent is defined as any individual who has or has had parental responsibility for or cares for or has cared for a child or young person under the age of 18. It includes a person who the child lives with and looks after the child, irrespective of what their relationship is with the child. Further the parent must be to someone involved in the full-time care of the child on a settled basis.

¹³ Within SHINE our appointed governor with designated responsibilities for pupils personal development, behaviour and welfare to ensure that appropriate action is taken to deal with all prejudice related incidents or incidents which are a breach of this policy and must inform the chair of the Board

4.3 Role of the headteacher

4.3.1 The headteacher will:

- determine the detail of the standard of behaviour that is acceptable
- ensure all personnel, pupils and parents are aware of and comply with this policy
- work hard with all stakeholders in their community to create an ethos that makes everyone feel valued and respected
- promote good behaviour by forging sound working relationships with all stakeholders involved with their academy
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure the health, safety and welfare of all children
- work with the School Council to create a set of rules that will encourage good behaviour and respect for others
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by analysing
 - pupil attitudes to attendance and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy
- report to the LGB on the success and development of this policy

4.4 Role of the coordinator

4.4.1 The coordinator will:

- lead the development of this policy
- work closely with the headteacher and the nominated governor
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- work with the School Council
- monitor school support systems
- undertake classroom monitoring
- track pupils through provision maps/ Individual Education Plans (IEPs)
- ensure pupils' behaviour is logged by staff¹⁴

¹⁴ Within SHINE pupils behaviour is logged on CPOMS - Safeguarding and Child Protection Software for Schools

- create links with parents
- deal with external agencies
- review and monitor
- report to the LGB on the success and development of this policy
- promote a positive ethos in relation to behaviour

4.5 Role of the nominated governor

4.5.1 The nominated governor will:

- work closely with the headteacher and the coordinator
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the LGB on the success and development of this policy

4.6 Role of staff

4.6.1 Staff are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- promote self-discipline amongst pupils
- deal appropriately with any unacceptable behaviour, including the use of force that is reasonable in the circumstances. See appendix 1. use of reasonable force
- log incidents of poor behaviour clearly and accurately with actions to move forward
- apply all rewards and sanctions fairly and consistently
- discuss pupil behaviour and discipline regularly at staff meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- ensure the health and safety of the pupils in their care
- identify problems that may arise and to offer solutions to the problem
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the academy's community

4.7 Role of pupils

4.7 Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times
- show consideration to others
- talk to others without shouting and will use language which is neither abusive nor offensive
- listen carefully to all instructions given by the teacher/relevant staff in charge
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the academy code of conduct and guidance necessary to ensure the smooth running of the academy
- obey all health and safety regulations in all areas of the academy
- co-sign and abide by the home school agreement
- liaise with the School Council to make suggestions about improving behaviour
- take part in questionnaires and surveys

4.8 Role of parents

4.8 Parents are encouraged to:

- comply with this policy
- have good relations with the academy
- support good behaviour
- sign the 'home-school agreement'
- ensure their children understand and value the meaning of good behaviour
- support rules and sanctions
- take part in periodic surveys conducted by the academy
- support the code of conduct and guidance necessary to ensure smooth running of the academy

4.9 Role of the School Council (Pupil Voice)

4.9.1 Pupil representatives will be given opportunities to discuss their opinions regarding their own academy's behaviour systems and any improvements which could be made.

4.9.2 This may happen in the following ways:

- pupil council meetings
- pupil questionnaires
- discussion e.g. in assemblies;
- through the personal, social, health and economic (PSHE) education curriculum programme

5. Poor behaviour and persistent poor behaviour

5.1 The academies within SHINE may have to deal with isolated incidents of poor behaviour and persistent poor behaviour differently.

5.2 In cases of an isolated incident, the needs of the children involved, and context of the incident will be taken into account before making a decision on the sanction.

5.4 It may be the case that the isolated incident requires the staff to follow the academy's exclusion policy. For example, in cases of unprovoked violence or damage to academy property.

5.3 If there is a persistent behavioural issue, additional steps will be considered, and support will be offered to the child to encourage them to change their behaviour. This support could include:

- a range of outside agency involvement such as a mentor from the behaviour support team, additional work from an Educational Psychologist or support from Child and Adolescent Mental Health Services (CAMHS). Note: this requires permission from the parent and relies on academy funding to facilitate so may not always be available
- Team Around the Child (TAC) meetings may be offered as a way of communicating with a variety of professionals in one place. These meetings may involve representatives from the academy, health and family services to work collaboratively for the child
- a 'time out' system where the children can leave the classroom to calm down
- additional steps within the behaviour policy to help them to succeed throughout the day
- social stories to help with particular triggers for poor behaviour. This can be linked to an individual reward system
- regular contact with the behaviour lead/appropriate staff. This could be a check-up in the corridor, a sit-down meeting or be an extra body in class for additional support
- a specific teaching assistant (TA) could be assigned to the year group to be on hand should the child need somebody to talk to when the behaviour lead is not available (funding permitting)
- sessions during the week where behaviour lead/ appropriate staff supports the class
- in-house behaviour programs such as a Take Care Club
- opportunities to work as a mentor for other children to boost self-esteem
- individual projects to work on with a TA. This can be a project about future ambitions or idols. SHINE and its academies will initiate projects that will benefit pupils in some way to raise self-belief and pride
- appropriate staff or P.E. lead to support lunchtime play

5.4 The academies within SHINE will update parents regularly about the support in place for their child and its impact on behaviour.

5.4 If persistent poor behaviour continues despite the additional support that has been offered, the academy may choose to issue a fixed-term exclusion.

5.5 If persistent poor behaviour still continues despite additional support and fixed term exclusions, the academy may choose to begin the process of a permanent exclusion. This process is outlined in SHINE's Exclusion Policy.

6. Bullying

6.1 SHINE strongly condemns bullying and strives to ensure that every child feels safe and happy at their academy.

6.2 Bullying is where a child is being physically or emotionally hurt on a regular basis for a period of time. The academies within SHINE have a common understanding of what bullying is.

6.3 If there is evidence to suggest that a child is being bullied within one of the academies, this will be addressed by the academy's senior leadership team and dealt with accordingly. The academy will then report back to the parents and children involved to ensure that all parties feel that the problem has been resolved.

6.4 If appropriate, support will be offered to the child and regular well-being checks will take place to ensure that they remain comfortable at their academy. The children will know who to go to if they are concerned about bullying within their setting.

7. Cyber bullying

7.1 SHINE and its academies recommend that children and parents adhere to the age restrictions on social media platforms. SHINE appreciates it can be difficult to enforce this outside of the academy setting, therefore, our academies offer advice and guidance to help pupils and their parents via assemblies and curriculum led activities.

7.2 SHINE and its academies address internet safety and appropriate use of the internet through our PSHE and ICT curriculum. Our academies also have regular E-safety assemblies to keep the pupils updated with rules and advice.

7.3 SHINE and its academies recognise that sometimes bullying can occur through social media and impact on the child's time in school. If cyber bullying takes place, we will do our best to resolve the issue and look after the child in question. However, we recommend that, if parents feel that the issue has not been resolved, they contact the police.

7.4 There may be incidents where the academy feels that it is necessary to involve other outside agencies, including referring to social care, if we are concerned that a child is accessing inappropriate media. This can include the disregard for age-restrictions on games or social media.

Appendix 1.

The use of reasonable force:

The following information is taken from the DfE guidance document: Use of Reasonable Force (Advice for headteachers, staff and governing bodies July 2013)¹⁵

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed to control pupils or to restrain them.
- Controlled means 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 should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Staff should adapt their approach as necessary and make reasonable adjustments when dealing with pupils who have Special Educational Needs and Disabilities (SEND).

Who can use reasonable force?

Under Section 93 of the Education and Inspections Act 2006, all members of staff have a legal power to use reasonable force.

When schools are allowed to use reasonable force:

The following list gives some suggestions but is not exhaustive:

- to prevent a pupil injuring themselves or others
- to prevent a pupil from leaving a specific area in the academy in a way that would risk their safety or lead to behaviour that disrupts others
- to remove a disruptive child from a situation where they have refused to follow an instruction to leave

It is always unlawful to use force as a punishment.

Power to search pupils without consent:

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

¹⁵ <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
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This is detailed in Section 5509ZB(5) of the Education Act 1996.

Academy specific Application of the Behaviour Policy



Management log

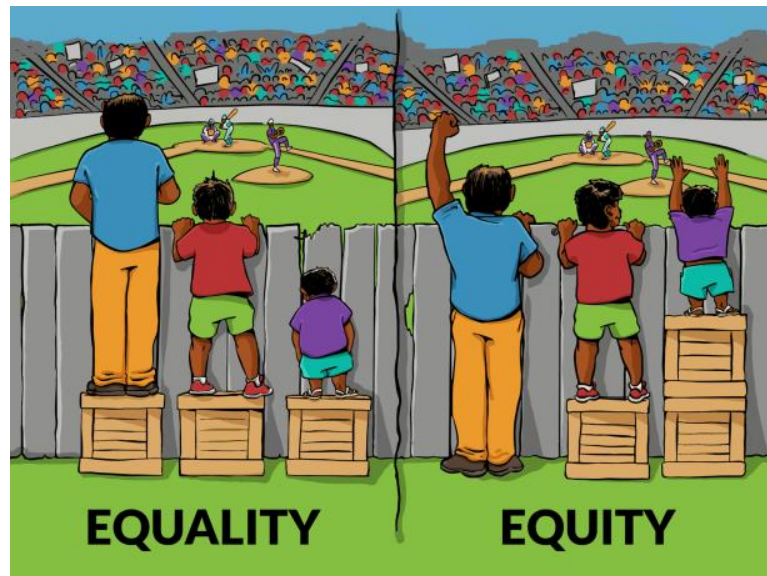
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Related Policies (in addition to those detailed on Page 2)

Anti-bullying

Online Safety

It is a principal aim of our school that every member of the school community feels valued and respected, and that each person is treated equitably.



We are a caring community, whose values are built on mutual trust and respect for all. Respect is an integral part of our school charter that is focused on “Take Care”. The school charter is shared with the children and each class has a class charter to ensure those values are communicated to the children in an a way they understand. The charter promotes: Take Care of Yourself, Take Care of Others and Take Care of the World and Take Care with your Work.



The school behaviour policy, therefore, is designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure enabling them to achieve their full potential, regardless of gender, personal background, level of educational need or any other protected characteristic.

Rules are used as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in allowing everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others and model respect and responsibility. All new parents and pupils are asked to read and sign the Home / School partnership – Going Beyond Together to make expectations clear.

Learning Behaviours

Learning Behaviours form an integral part of our expectations for pupils' behaviour and attitudes. Students who are more confident of their own learning ability, learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

Building Learning Power prepares youngsters better for an uncertain future. Pupils need to have learnt how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive.

Guy Claxton devised 4 R's of Building Learning Power: Resilience, Resourcefulness, Reflectiveness and Reciprocity. As a school, we took this idea and developed our own Learning Pals, bespoke for our children. We added a 5th 'R' to enable pupils to develop their understanding of Respect in line with our 'Take Care' ethos. Our Learning Pals are:

Resilient Rhino, Resourceful Raccoon, Reflective Robin, Reciprocal Rooster and Respectful Rabbit.

The Learning Pal characteristics are layered (EYFS, KS1, LKS2, UKS2) so that expectations are age appropriate and match the understanding and ability of pupils.

The Learning Pal Characteristics are displayed in every classroom.

The Characteristics of Learning are promoted in all school activities such as: class work, on visits, in assemblies, at playtime, etc.

Pupils who show the characteristics of a particular Pal are nominated for a 'Learning Behaviour Award' at the end of each week. (See Rewards.)

As part of our behaviour curriculum, these characteristics and what they entail are taught to all pupils.

Rewards and Sanctions

The safety of the children is paramount in all situations.

The school does not tolerate bullying of any kind. If a child threatens, hurts or bullies another pupil, the class teacher records the incident, and the child is dealt with in line with the school anti-bullying policy. The incident is referred to the Headteacher.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and may seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own Take Care Class Charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during PHSEE / circle time.

It is important that staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that good behaviour (including learning behaviours) will be praised and misbehaviour (including poor learning behaviours) will always be addressed.

We praise and reward children for good behaviour in a variety of ways:

- Class teachers congratulate children: they may be asked to move their names 'up' the behaviour ladder. Children may be given further praise by other teachers or the Headteacher.
- All classes use the electronic Dojo system that parents can join. This allows all staff to reward positive behaviour with dojo points and parents can get involved by sharing further information through the Dojo messaging service.
- Children can also be awarded stickers for good work and behaviour notes and postcards/Dojo messages may be sent home to parents detailing significant achievements and positive behaviour.
- Each week we nominate children from each class for 'Learning Behaviour Awards' and each of these children receive a certificate in the school assembly. The names of these children go on a regular newsletter sent out to all parents / carers via the website and Dojo. 'Learning Behaviour Awards' are based upon our 5 Learning Pals. (See Learning Behaviours.)
- Children have the opportunity to show good work or talk about their achievements in special class showcases. Governors and Parents attend these showcases as well as the rest of the school.

- Pupils partake in enrichment activities when they have exhibited good attitudes to learning and followed the school / class rules over a period of time.
- Personal Development Awards: Pupils who demonstrate our 'Take Care' values and behaviours over at least half a term can apply for a Personal Development Award. There are 3 stages: Take Care, Beyond Expectation and Profound Personal Development.
- At the end of each term, one child per class receives the Special Recognition Award in recognition of outstanding contribution or effort throughout the term. Kindness awards may also be given to any child who has demonstrated that trait over and above what is expected during the term.
- At the end of the school year, 4 children are rewarded for continually showing positive learning behaviours of: integrity, take care, beyond expectation and endeavour. One Year 6 child will receive the headteacher award for a positive contribution throughout the whole of their Ranskill career.

The school employs a number of sanctions to ensure a safe and positive learning environment.

We employ each sanction appropriately and equitably to each individual situation.

All children begin each day with the potential to be rewarded for good behaviour, regardless of previous actions.

- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Teachers warn children verbally if their behaviour is inappropriate and/or may use strategies to diffuse the situation. Teachers use their professional judgement to ensure each child is dealt with equitably.
- Further warnings given – for example a child's name is moved 'down' the behaviour ladder. If behaviour improves, the name is moved back up.
- If behaviour does not improve, 'Dojos' are lost and the child is seated away from classmates within the classroom to be given a chance to calm down, reflect and/or continue work silently. (Each classroom has a different set of Dojo sanctions which are age appropriate and created by the class and class teacher at the beginning of the year as part of the Take Care Classroom Charter.)
- If the child is still not cooperative after some time, then they will be sent to another classroom in the Key Stage (or the Deputy Head) to learn. The amount of time this happens for will depend on each individual child and situation.
- Further sanctions may be given depending on the severity of the behaviour. For example,

children may have to miss part of playtime, they may be given a loss of privileges or they may perform a school-based community service, such as tidying a classroom.

- The class teacher (mental health lead, deputy head, headteacher) will spend time with the child to discuss the situation: what caused the behaviour, why the behaviour was inappropriate, what the child can do to remedy that behaviour, etc.
- If a child is sent out of class twice in one week, the class teacher will speak with parents/carers about working together to resolve the situation. This may include general or targeted interventions.
- If there are persistent behaviour issues (over a number of weeks), the Headteacher / Deputy Head will formally invite parents to a meeting to talk through ideas for negating their child's undesirable behaviour – e.g. behaviour charts, reward systems, communication books, behaviour agreements (pre exclusion letters).
- Serious or extreme breaches of behaviour standards could result in suspension.
- Behaviour is tracked and monitored in school by staff using an electronic programme called CPOMS.
- Teachers need to ensure all staff, particularly TAs and midday supervisors know that a child is under sanction or has behaviour targets.

Note: Reference to this policy's content forms part of new members of staff induction and all staff review the policy annually.