

Standens Barn Primary School

Behaviour Policy



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Approval Authorisation

Authorised By	
Head Teacher:	<p>Signature:</p> <p>Print:</p> <p>Date:</p>
Chair of LAC:	<p>Signature:</p> <p>Print:</p> <p>Date:</p>

Why do we need a Behaviour policy?

The law requires schools to have a written behaviour and attendance policy. Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

This policy also reflects the DfE guidance offered in:

Behaviour in schools 2022

This publication provides advice to schools on behaviour in schools and the related legal duties of headteachers, and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour. This non-statutory guidance should not be taken as a complete or definitive statement of the law nor as a substitute for the relevant legislation. Legal advice should be sought as appropriate. It is for individual schools to develop their own best practice for managing behaviour. The purpose of the document is to provide guidance to schools and multi-academy trusts to support them to improve and maintain high standards of behaviour. Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

My BEST, Your BEST, Our BEST

BEST: Brave - Enthusiastic - Safe – Thoughtful

The true test of BEST is what you do when nobody is watching

Our vision is to ensure that all children at Standens Barn Primary School are the BEST that they can possibly be.

All children will be given equal opportunity to become independent, confident, self-led learners who are Brave, Enthusiastic, Safe and Thoughtful.

- Achievements and successes are shared and celebrated to promote self-worth, aspiration and confidence.
- BEST behaviours in all areas of school life are promoted at all times to ensure children develop responsibility towards themselves and others and to ensure they are respectful and tolerant of the rights of others.
- Positive relationships are promoted between everyone to ensure all feel happy, safe and secure.
- Challenge is provided in a supportive and encouraging environment across all the phases.
- All children are encouraged to build their resilience, attempt new things and make their BEST mistakes.
- All children are enabled to make progress to the very best of their ability and their individual academic potential.
- Our ambitious 7-year curriculum encompasses diversity and inclusivity of the world to enable our children to develop a respectful understanding of the different racial, ethnic and cultural backgrounds and all the protected characteristics.



Behaviour at the school is driven by our BEST values.

In order to show BEST, the children are taught and expected to be BRAVE – ENTHUSIASTIC – SAFE – THOUGHTFUL

The above values underpin the behaviours that we want to nurture, establish, and create within the children at the school. They will then become part of their character so that they influence children's behaviour choices. We want the children to make the correct independent learning choices based on these values.

Roles and responsibilities

The policy for the promotion of good behaviour will be kept under regular review with updated guidance and documentation. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear.

InMAT, our Academy Trust, will support the school in maintaining high standards of behaviour.

The head teacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the head teacher and senior leadership team. The senior leadership team will ensure that training and guidance is offered at staff induction, and through regular staff development and training.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

InMAT, our LAC, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour on and off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Implementing expectations

Positive behaviour management underpins everything we do in school. The values are therefore taught and consolidated at the beginning of each term. Teachers do this by:

- Explaining why classroom values are needed

- Teaching the values
- Checking for understanding
- Explaining the reward system
- Explaining the reason for having consequences
- Teaching the consequences
- Checking for understanding

Procedures

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

Policies, particularly equal opportunities, special educational needs and anti-bullying, have been established.

Involvement of outside agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

The headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the governing body informed.

InMAT and our LAC will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff, children and parents. The outcome of the review will be communicated to all those involved, as appropriate.

How do we implement our Behaviour policy?

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. School Systems
5. Rewards
6. Sanctions
7. Support Systems for Individual Pupil Need
8. Support Systems for Staff
9. Support Systems for Parents/Carers

School Ethos and expectations:

Our school uses the BEST motto to teach our core values:

- B- BRAVE (to accept challenge and to not fear failure)
- E- ENTHUSIASTIC (be motivated, positive and enjoy)
- S- SAFE (look after yourself, each other and property)

- T- THOUGHTFUL (treat everyone with respect, kindness and care)

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life and by all adults modelling good social behaviour within the school community. This involves using the principles and language of BEST.

All within the school community will follow BEST and demonstrate it by:

- Building, forming and securing positive relationships
- Leading by example
- Respecting, supporting, and caring for each other in school and in the wider community
- Be consistent in the management of behaviour
- Have and hold high expectations of all within the community
- Consistently meeting the educational, social and behavioral needs of the pupils through an appropriate curriculum and individual support

Curriculum

At Standens Barn Primary School, through our curriculum, we teach pupils the principles mentioned above. RSE and PSHE is taught including the SCARF curriculum and methodologies addressing our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should inform the children of what they are learning in a way which is understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Behaviour for Learning

Rewards

Standens Barn Primary School rewards BEST- it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour and deter anti-social behaviour.

Incentive schemes are in place to recognise attendance and achievements.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Class reward systems.
- Stickers, Certificates, Prizes.
- Special privileges.
- Participate in BEST time
- BEST assemblies
- Rewards awarded by a variety of staff in school.
- Special acknowledgement by the Head teacher or senior leadership team.
- Postcards and verbal communication to parents/carers.

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.
- Discussions and follow-up must include restorative practice and support the offender to enable them to understand the effect it had on the other person.
- De-escalation techniques and preventative measures should be used when and where applicable to ensure that children feel safe and calm
- Behaviours and consequences should be discussed with all children involved and then communicated with parents and carers

We divide unacceptable behaviour into three broad areas:

Level 1:

Breaking BEST on occasion. Misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant, non-teaching staff or Lunchtime supervisor.

Children and adult must be active participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. Discussions and follow-up must include restorative practice and support the offender to enable them to understand the effect it had on the other person. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? How did it make you feel? How did it make the other person feel? What can you do next time? How can this be repaired? What needs to be done to fix things? (Reflect, Repair, Reconnect or Listen, Link and Learn) Apologies must be conducted.

Discussions may take place with parents via telephone prior to the end of the school day depending on the incident.

Child may be asked to move BEST card to amber (this card may be moved to red/green dependent on if

further incidents occur).

Level 2:

Persistently breaking BEST or more serious misbehavior incident that is not so easily managed within the classroom or lunchtime environment. The school sanction system will then be followed. Repetition of misbehaviour child moves BEST card to red on the BEST expectations wall.

Children and adult must be active participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? Discussions and follow-up must include restorative practice and support the offender to enable them to understand the effect it had on the other person. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? How did it make you feel? How did it make the other person feel? What can you do next time? How can this be repaired? What needs to be done to fix things? (Reflect, Repair, Reconnect or Listen, Link and Learn)
Apologies must be conducted. Further sanctions may include missed lunchtimes, playtimes, and child 'restores' what they have done.

Teacher/SLT will contact parents via telephone prior to the end of the school day.
This may include lunchtime behaviour that has been reported to the teacher by a Lunchtime supervisor.

Notification of other staff and informal involvement of Senior Leadership Team/Head teacher and may lead to an individual behaviour monitoring plan being put in place, for example.

Incidents will be recorded onto My Concern.

Level 3:

Very serious misbehaviours (such as damage to property, physical aggression/violence, verbal aggression or abuse including swearing or serious safeguarding concerns) or where no improvements are being made over time when monitored.

Children and adult must be active participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? Discussions and follow-up may include restorative practice and support the offender to enable them to understand the effect it had on the other person. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? How did it make you feel? How did it make the other person feel? What can you do next time? How can this be repaired? What needs to be done to fix things? (Reflect, Repair, Reconnect or Listen, Link and Learn).
Apologies must be conducted. Further sanctions may include missed lunchtimes, playtimes, removal from classroom activities and child 'restores' what they have done.

Repetition of misbehaviour child immediately moves BEST card to red on the BEST expectations wall.

Formal involvement with the Head teacher, Deputy Head teacher or Assistant head teacher, class teacher, support staff, and parents and may lead to an individual behaviour report plan being put in place.

Additionally, education welfare and/or other outside agencies may become involved. These behaviours may also lead to a suspension or fixed term exclusion

Incidents will be recorded onto My Concern.

The Head teacher may also contact the central team at InMAT in order to seek further support.

Level 4

Suspensions (previously called fixed term exclusions)/Permanent Exclusion:

Should the inappropriate behaviour persist or a significant misbehaviour incident occur, the child may be excluded from the school for an appropriate period at the Headteacher's discretion. The suspension may range from half a day up to 45 days. Should the inappropriate behaviour persist or the behaviour is considered serious enough (see reasons outlined below), the Headteacher may invoke permanent exclusion. The head teacher will also seek support from the central team at InMAT.

As outlined in the following guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- Guidance for maintained schools:

Reasons and recording exclusions 15:

We are clear that we trust headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- *Physical assault against a pupil*
- *Physical assault against an adult*
- *Verbal abuse or threatening behaviour against a pupil*
- *Verbal abuse or threatening behaviour against an adult*
- *Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy*
- *Bullying*
- *Racist abuse*
- *Abuse against sexual orientation or gender reassignment*
- *Abuse relating to disability*

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. The Department collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. Schools must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

The behaviour policy is embedded into whole school practice and involves all staff and pupils. It is based on positive reinforcement, rewarding appropriate behaviour, and puts responsibility onto the pupils themselves for their behaviour. There is an expectation that all parents support the behaviour policy and model appropriate behaviour by example.

Support systems for Individual Pupil Need

If there is a persistent problem, the necessary staff will devise an individual support plan to support the pupil, in partnership with parents. All staff working with the pupil will be informed of this, including the SENDCo, non-teaching staff and lunchtime supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school may provide targeted pastoral support or mentoring by adults or peers.

Support Systems for staff

School will support all adults working with pupils to ensure they are following BEST. It is school practice to discuss behaviour issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy.

All staff have copies of the Behaviour policy in order that behaviour management is consistent throughout the school.

Staff having difficulties with an individual, class or group should speak to class teacher and/or Key Stage Leaders and/or Head teacher/Deputy Head teacher

Support Systems for parents/carers

School has an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted via telephone in readiness for the end of school day.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. This policy document was produced in consultation with the school community, including pupils, parents, school staff and governors. This document is freely available to the entire school community. It is also available on the school web-site.

Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/pupils
- Feedback from classroom observations
- Questionnaires for parents/staff/pupils
- Records maintained on My Concern
- Number of pupils sent to senior management
- Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff

development where necessary. Our policy and practice are regularly reviewed by staff as outlined above.

Child on Child Abuse

Our Trust recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- Is serious and potentially a criminal offence;
- Could put pupils in the Academy at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, up-skirting, Sexual assault, or sexually inappropriate pictures or videos (including sexting).
- If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:
- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Procedures are in place to minimise the risk of child-on-child abuse and to investigate and deal with allegations of child-on-child abuse. Child-on-child abuse will not be tolerated and individuals will be supported.

Different gender issues can be prevalent when dealing with child-on-child abuse. Child-on-child abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual abuse, on-line abuse etc.).

Staff are alert to the possibility that a pupil or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to pupils other than the current victim.

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff will not dismiss some abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

"Keeping Children Safe in Education" 2025 makes it clear that "Abuse is abuse and should never be tolerated or passed off as banter or part of growing up".

At Standens Barn Primary School, we try to minimise incidents of child-on-child abuse by:

- Providing a developmentally appropriate PSHE curriculum which develops pupils to understand acceptable behaviour and keeping themselves safe;
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Developing robust risk assessments where appropriate;
- Having relevant policies in place (e.g. Behaviour Policy).

At Standens Barn Primary School, we aim to minimise incidents of child on child abuse by:

- Providing a developmentally appropriate PSHE curriculum which develops pupils to understand acceptable behaviour and keeping themselves safe;
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Developing robust risk assessments where appropriate;
- Having relevant policies in place (e.g. Behaviour Policy).

Staff are also aware of possible cases of sexual violence or harassment between children and more detail about this is found in our **Safeguarding policy**.

Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a learner's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

Staff may confiscate or seize items in the possession of learners that are illegal or banned by the school and may confiscate, retain or dispose of a learner's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a learner's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other learners to be educated. Where appropriate a member of staff may retain or dispose of a learner's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

A teacher or someone who has lawful control of the child can search a learner **with their consent** to look for any item banned by the school. Learners must be first asked to empty pockets and bags themselves. If the learner refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

The HT and other members of staff authorised by them have the power to search a learner **without the learner's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers/ vapes
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm

Staff should keep a record of any searches conducted on learners via My Concern and inform parents that a search has been carried out as soon as reasonably practicable.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Use of reasonable force

Standens Barn Primary School strives to provide a safe learning environment for all learners. All members of staff (and anyone whom the Head teacher has given the responsibility to be in charge or in control of the learners) are **lawfully permitted to use reasonable force to prevent learners committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.**

This power extends to times when staff are lawfully in charge of learners but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, learners may get anxious or agitated and strategies used to help learners calm down such as using communication skills, de-escalation and distraction techniques and removing triggers may not yield results. On rare occasions, staff may have to use physical interventions to ensure the learner's own safety, the safety of other learners and staff, or to ensure that property is not seriously damaged.

All incidents where learners need to be held to help them to calm down will be recorded in the Bound and Numbered book, and parents will be informed as a matter of course.

Key members of staff have restraint training, and they should be called upon in the event of a child needing to be restrained. However, this may not always be feasible in all situations.

Pastoral Support Plans and Risk Assessments are in place for identified children where necessary and these are to be signed by parents / carers and all adults working with the child within the school.

Race, Equality and Equal Opportunities

We believe that it is important to prepare our children for life as citizens in a multi-ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with following our Behaviour Policy which is a comprehensive policy for children, staff, governors and parents/carers, visitors and contractors/sub-contractors and includes the possibility of suspension or fixed term exclusion.

However, a member of the senior leadership team will be informed immediately, and parents/carers will be informed if their child has been involved in a racist incident. Any related incidents will be recorded on My Concern.

A member of senior management will complete an incident form held centrally and inform Handsam in line with the recommendations outlined by InMAT.

Any decisions taken by senior management are based on the intent, purpose and age of the child.

REWARDS

- BEST stamps/smiley faces awarded for following and demonstrating BEST values
- BEST stickers awarded for exceptional effort within completed learning tasks
- BEST time rewards are open to all pupils who follow and demonstrate BEST values
- Individual responsibilities, clubs and representative teams are available to all/specific year groups for those children who demonstrate BEST values
- BEST pupil of the week certificates are awarded
- Bronze, Silver, Gold, Platinum certificates and prizes are awarded when the related BEST reward cards have been completed
- Individual postcards regularly sent home by all staff
- Verbal praise
- Verbal communication with parents
- Year 6 children all have the opportunity to be a House Captain if they consistently demonstrate and follow BEST values.
- Head teacher rewards
- Annual BEST awards

SANCTIONS

(Whilst there should be consistent approaches, routines and structures, staff should be conscious of the individual involved and be mindful of SEND and/or Adverse Childhood Experiences (ACEs) for example)

- **Level 1:**

Breaking BEST on occasion. Misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant, non-teaching staff or Lunchtime supervisor.

Children and adult must be active participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. Discussions and follow up must include restorative practice and support the offender to enable them to understand the effect it had on the other person. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? How did it make you feel? How did it make the other person feel? What can you do next time? How can this be repaired? What needs to be done to fix things? (Reflect, Repair, Reconnect or Listen, Link and Learn)
Apologies must be conducted.

Discussions may take place with parents depending on the incident.

Child may be asked to move BEST card to amber (this card may be moved to red/green dependent on if further incidents occur)

- **Level 2:**

Persistently breaking BEST or more serious misbehavior incident that is not so easily managed within the classroom or lunchtime environment. The school sanction system will then be followed. Repetition of misbehaviour child moves BEST card to red on the BEST expectations wall.

Children and adult must be active participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. Discussions and follow up must include restorative practice and support the offender to enable them to understand the effect it had on the other person. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? How did it make you feel? How did it make the other person feel? What can you do next time? How can this be repaired? What needs to be done to fix things? (Reflect, Repair, Reconnect or Listen, Link and Learn).

Apologies must be conducted. Further sanctions may include missed lunchtimes, playtimes, and child 'restores' what they have done.

Teacher/SLT will contact parents via telephone prior to the end of the school day.

This may include lunchtime behaviour that has been reported to the teacher by a Lunchtime supervisor.

Notification of other staff and informal involvement of Senior Leadership Team/Head teacher and may lead to an individual behaviour monitoring plan being put in place, for example.

Incidents will be recorded onto My Concern.

- **Level 3:**

Very serious misbehaviours (such as damage to property, physical aggression/violence, verbal aggression or abuse including swearing or serious safeguarding concerns) or where no improvements are being made over time when monitored.

Children and adult must be active participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. Discussions and follow up may include restorative practice and support the offender to enable them to understand the effect it had on the other person. This involves discussing BEST- Which one was broken? How was it broken? Why did it happen? How did it make you feel? How did it make the other person feel? What can you do next time? How can this be repaired? What needs to be done to fix things? (Reflect, Repair, Reconnect or Listen, Link and Learn).

Apologies must be conducted. Further sanctions may include missed lunchtimes, playtimes, classroom activities and child 'restores' what they have done.

Repetition of misbehaviour child immediately moves BEST card to red on the BEST expectations wall.

Formal involvement with the Head teacher, Deputy Head teacher, class teacher, support staff, and parents and may lead to an individual behaviour report plan being put in place.

Additionally education welfare and/or other outside agencies may become involved. These behaviours may also lead to a suspension or fixed term exclusion

Incidents will be recorded onto My Concern.

The Head teacher may also seek support from the central team at InMAT.

- **Level 4:**

Suspensions (previously called fixed term exclusions)/Permanent Exclusion:

Should the inappropriate behaviour persist or a significant misbehaviour incident occur, the child may be excluded from the school for an appropriate period at the Headteacher's discretion. The suspension may range from half a day up to 45 days. Should the inappropriate behaviour persist or the behaviour is considered serious enough (see reasons outlined below), the Headteacher may invoke permanent exclusion. The head teacher will also seek support from the central team at InMAT.

This policy also links to:

The Anti- Bullying policy for children.

Online Safety Policy

SEND policy

Safeguarding Policy

Exclusions Policy

