



*'Be strong and Courageous. Do not be Afraid.
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Joshua 1:9*

Behaviour Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy



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3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors and communal spaces between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Lighters
 - Stolen items
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



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4. Bullying

Our policy statement on bullying

Definition of Bullying, as defined by the school council, teachers, parents and governors:

We consider bullying to be repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing



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TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our attitude towards bullying

In all aspects of bullying, the principles and philosophy of the behaviour policy apply. However, we will not tolerate bullying in any form and will treat each incident with the utmost seriousness. Both victims and bullies are damaged by bullying because it affects performance, confidence and wellbeing during their time at school and in later life.

Bullying will be raised as an issue in class and in worship and assemblies in order to heighten the awareness of children to it and to give them confidence to speak out. We believe that children need an atmosphere of openness and trust and to know that their reports will be taken seriously. All children will sign an anti-bullying pledge, promising to never be a bystander and to stand up and speak out for what is right.

Responsibilities

Everyone connected with the school has a share in the responsibility for addressing bullying behaviour. This includes all staff involved with children, governors, parents and guardians and the children themselves.

Children need to know that bullying will not be tolerated in our school and that any incidents, which are observed or reported, will be investigated and dealt with quickly and effectively in school.

Our code of practice

- Reports of bullying will be taken seriously.
- Staff will refer to the behaviour choice and not the child specifically: children will not be labelled.
- Any consequence or sanction will be explained clearly.
- Staff will ensure that incidents are fully investigated before drawing conclusions.
- Incidents, which are deemed by the school's definition to be bullying, will be recorded on CPOMs.

Both these policy statements are written for all who come into contact with pupils at our school. Copies of the policy are available from the school website or on request directly to the school. All staff will be familiar with the policy and all other adults who from time to time come into contact with the children will be made aware of its existence and invited to familiarise themselves with the contents. Parents will be made aware of the policy and where to access it.

The policy statements are issued by the governing body on behalf of the school and they will be reviewed by the whole staff and the governing body in its cycle of policy reviews.



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5. Strategies to achieve our aims

Effective classroom management and organisation:

- We accept that where classroom teaching and organisation are good, there will be fewer disruptions due to poor behaviour choices. Children need a calm and purposeful classroom atmosphere built upon mutual respect. An effective curriculum, appropriately adapted to stimulate and engage children, is a key factor in motivating them and maintaining a positive learning environment. A positive environment in which adults can be constructive and positive and when they are specific about what behaviour is expected and what is not acceptable. Children are likely to behave better when they feel responsible for their learning and capable of success.
- With this in mind, the following strategies will be used:
- Staff will value pupil relationships and prioritise getting to know each child as an individual.
- Clear classroom rules and procedures will be set so that the children have clear boundaries and consequences.
- Positive reinforcement and praise will be used to encourage the children to make the right choices.
- A number of whole school rewards will be used consistently (Housepoints, star of the week, you've been spotted and stickers) and a class reward individual to each class will also be used.
- Poor behaviour choices will be handled quickly and calmly adhering to the behaviour policy.

Parents as partners

- We believe that parents have a vital role in supporting the school behaviour policy and fostering good behaviour. An active partnership between parents and the school offers mutual benefits.
- We hope that parents will work with the school if poor behaviour choices have been made and reinforce the school's efforts at home. We will try to encourage parents to ensure that their children take their school work seriously and would ask them to actively encourage and reward progress. Parents are to be made aware and have access to the school's behaviour policy.
- Good behaviour, as well as unacceptable behaviour, will be drawn to a parent's attention and early notice given of particular difficulties with an individual child. Parents will be told of the relative seriousness of the behaviour and offered an early opportunity to discuss the matter.
- Parents are asked to inform us of any circumstances outside school that may affect their child's behaviour in school. Such information will always be dealt with sensitively and shared with all necessary individuals and recorded on the school's CPOMs record log.



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- Copies of this policy are made available to all parents on the school website or on request.

Provision of a range of extra-curricular activities and lunchtime clubs / Child Leadership roles

- We believe that a wide range of extra-curricular activities, both in school time and outside of school time, will help to foster self-discipline and self-motivation and thereby have a positive effect on behaviour choices. School value developing each child as a whole; children have different talents and interests so school offer a wide range of extra-curricular clubs to motivate and engage each child. Children as leaders will help develop a sense of belonging, independence and responsibility along with other life skills such as communication and organisation. Children leading clubs and activities during lunchtimes widens the offer and opportunities for all ensuring there is something on offer for all children at these times.

Involvement with external agencies

- School will work collaboratively with external agencies to provide expert advice and support for children, staff and families to encourage positive behaviour choices. Bespoke support will be developed and implemented in the best interest of the child suiting the needs of each individual child if necessary.

How we encourage good behaviour

Behaviour Zone Boards (PIP Praise in public & RIP Reprimand in private)

Each class will have behaviour zone boards (red, yellow, green and white). White and Green will be public and visible for all to see in the classroom whilst the yellow and red board will be kept private. Each child will begin each day on the white zone, which is called 'Ready to Learn'. Teachers can give recognition for good behaviour by moving pupils up to green. When pupils reach green, a text is sent home to parents to celebrate that their child has achieved 'green'.

If pupils' display unwanted behaviour, a verbal warning is given, if the behaviour does not improve then the pupils name will be moved onto yellow (done privately) If a child continue to display unwanted behaviour, then they will have their name moved to red (privately) In this instance pupils will receive a sanction and miss their break time or part of their lunchtime where they will complete a reflection sheet about the behaviours they have displayed, parents will be informed that day by a phone call and a record of the behaviour kept on CPOMs. For pupils who are on red 3 times in a half term, SLT will have a meeting with parents and, where appropriate, implement a bespoke behaviour plan so that parents and school can work together to support the child. Pupils who display serious behaviours may be moved immediately to red: physical violence, use of inappropriate language, discriminatory comments, racial comments, bullying and other behaviours deemed severe by staff.

At any point in the process children can work their way back to 'Ready to Learn' or even to green. Teachers work in partnership with pupils to enable them to make the right choices for a positive outcome. Where children are moved to red after afternoon break, staff will work in partnership with parents to ensure a consequence will be given at home and they will miss break time the next day to complete the reflection.



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Red Sanctions: miss break or part of lunchtime, complete reflection sheet, identify wrong choice, apologise to necessary child/ren, phone call home, record on CPOMS.

Children who are moved to yellow in class, will be recorded on a 'class log': this will include when they have been moved to yellow and for what reason to identify patterns. These will then be brought to SLT on a fortnightly basis by phase leaders to discuss children with low level disruption in the previous week. At this meeting, SLT will discuss with phase leaders any specific monitoring needs that may need to take place, and any intervention or strategies that need to be put into place to support specific children. For children who are persistently yellow this will be discussed further and recorded on CPOMS.

Children at St Maxentius are always aware that each day is a new beginning, and as such, any sanctions given during the day are forgiven to start a fresh the next day. This is rooted in how forgiveness is shown in the Bible.

*"Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you."
Ephesians 4: 32*

St Maxentius 'Code of Conduct'

(This is shared across school and referred to by members of staff to reinforce positive behaviour)

- Respect others and treat them as you would like to be treated
- Listen and work sensibly in lessons so not to disturb the learning of others
- Care for everyone in our school, the buildings and equipment, and for the quality of the environment
- Move around the school quietly and sensibly
- Look after school property and the property of others
- Have pride in our school and be a good ambassador for it
- Be a courageous advocate, standing up for what is right and never being a bystander
- Be kind and promote positive relationships

House Points

House points form our whole-school reward system at St Maxentius. They encourage a team ethos across the school and allow children of all ages to have a common goal.

The House system is an effective way of promoting team spirit and encouraging children to aim high and take pride in achieving house points. As children from every class are in every house, the system is an effective way to mix year groups and encourage older children to take care of younger ones and set an example for them.

We have four houses – Gryffindor, Slytherin, Hufflepuff and Ravenclaw.

Allocation of Houses

Children are allocated to a house on admission to school, however, children in Reception will only begin to earn house points in the spring term.

In all classrooms, house point charts are displayed whereby children can add their house points throughout the week and work collectively with the class to win the weekly trophy for their house.

The house that has received the trophy for the most number of week throughout the term will receive a house reward.



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Alongside the four heads of houses (Mrs Cousen, Mr Braicegirdle , Mr Stringfellow and Mrs Clarkson) all members of staff, are allocated to one of the houses. Staff members of houses are expected to support their house, but also promote the unbiased use of house points to all pupils.

House Captains

There are two captains for each house. At the beginning of each new academic year, year 6 children will be given the opportunity to nominate themselves as house captains. The captains will wear badges to show their position in the school.

Captains will be expected to:

- Promote good behaviour amongst pupils in their house;
- Act as a role model for all pupils in their house by being an example of exemplary behaviour and attitude;
- Be a buddy to younger children in their house;
- Propose ideas that will improve the house system;
- Represent the pupils on sports days and in-school events.
- Captains whose behaviour or attitude is not a good example to others will be asked to stand down from the position.

Awarding house points

Any member of staff can award house points to any child, at any time and for any reason, however we strongly try to award house points for demonstrating positive learning behaviours, illustrating our school values, being polite and well-mannered to those around them and moving around school in a calm and well-behaved manner. House points can be given to children for achievement in any aspect of their learning or behaviour.

Rewarding winning houses

The winning team across the school will be announced in the Friday Praise worship and the trophy awarded to the head of the house or house captain and displayed in the school hall for the following week. At the end of each half term the house team which has won the trophy the most will receive a reward. 6 rewards are chosen by the house captains and agreed with HT, at the start of the year (the house captains will put all 6 into a hat and draw one out)

Vision, values and the parables and teachings of the Bible

All staff use the teachings of Jesus : key messages from parables in the Bible to influence children to make positive choices. The school vision and value is referred to and used to reinforce positive behaviours.



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6. Roles and responsibilities

The governing board

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils



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- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.



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Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force 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 CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).



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Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils



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- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Use of teaching assistants
- Short-term behaviour plans- PBP Positive behaviour plan
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))



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- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.



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7. Monitoring this policy

This behaviour policy will be reviewed by the headteacher annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by governors.

Prepared by: Mrs L Cousen (Headteacher)

Reviewed: January 2025

Next Review Date: January 2026



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Amber Behaviour Log

Behaviour log- to be taken to fortnightly SLT meetings

<u>Name</u>	<u>Date/Time</u>	<u>Reason for yellow</u>



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Appendix 4. Positive Behaviour plan

Child's Name:		<u>My targets</u>					
Week commencing:		<ul style="list-style-type: none"> • • 					
	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	SLT comment at the end of the day	
Lesson 1							
Break							
Lesson 2							
Lunch							
Lesson 3							
Break							
Lesson 4							
Worship							
Comments from parents at the end of the week:							



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Reflection Sheet

1 What wrong choice have you made and why?

2 How have your actions affected others?



5 Moving forwards, how can you make sure you are living out our vision and values?

4 What can you do now to ask for forgiveness?

3 What would you do differently if you were in this situation again?

Reflection Sheet



Name _____

Date _____





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