Richard Lee Primary

Promoting Positive Behaviour Policy

Local Level Policy

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Review Cycle	Annually
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Committee approved by	Richard Lee Local Governing Body
Author	Mrs Jenny Stafford

Part of the Castle Phoenix Trust
Leading Learning and Excelling Together

1.Our Introduction and Aims

Our 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

At Richard Lee we aim to create a caring and nurturing atmosphere in which teaching and learning can take place and we recognise that this can only happen when children feel safe, happy, valued and cared for. In order to achieve this, we strongly believe in promoting positive behaviour and celebrating achievements as much as possible ensuring that we all have high expectations and a clear understanding about what is inappropriate and not acceptable. Our whole school community plays a part in ensuring that we can achieve these aims. Collectively, our children, parents, teachers, support staff, lunchtime leaders and governors must all contribute to the focus upon creating a positive learning climate through promoting our school values and ensuring that we follow the strategies and systems detailed in this policy.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Our School Approach

At Richard Lee Primary School, our approach is to encourage strong and positive relationships between all members of our school community so that we can all work together with the common purpose of helping everyone to learn and grow. We all have a strong desire to **'be the best that we can be'** no matter what our role within the school community. At Richard Lee, we expect everyone to behave in a considerate and respectful way towards others demonstrating a strong commitment to our school values of kindness, honesty, pride, unity and resilience.

Even when things go wrong and when consequences are required to address inappropriate behaviour choices, we consistently approach things with respect and care. We ensure that, where possible, children are able to understand their behaviours, accept their mistakes and communicate effectively where things went wrong. We engage our children in discussion and recognise the importance of every child feeling that situations and incidents have been dealt with fairly.

Our children deserve to develop a strong sense of self-worth, as staff we have a huge desire for them to go out into the world as confident, independent and successful individuals who demonstrate positive personal behaviours with life skills that will assist them in securing their futures. The rewards, the consequences, the systems and the approaches we use every day at Richard Lee will heavily influence and shape the way a child feels day in and day out and will undoubtedly impact on who they become as a person. Therefore, we have to get this right!

Our school values



All members of staff are expected to positively promote the school values and should consistently refer to these when having conversations with children about behaviour both when they make the right choices and when they make inappropriate choices. All Classrooms should display our school values to support this expectation. Assemblies will also play a key role in promoting the positive behaviours expected as well as our many reward systems.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

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: • 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, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

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

5.2 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 values 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)

5.3 Teachers and 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
- Considering their own behaviour on the school culture and how they can uphold the school values and expectations
- Recording behaviour incidents promptly (use of CPOMs/Arbor)
- Challenging pupils to meet the school's expectations

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

5.4 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, whilst 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.

5.5 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 values and routines
- The rewards they can earn for meeting the behaviour expectations and following our school values.
- The consequences that will be implemented if they don't meet Richard Lee Behaviour expectations or follow our school values.

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.

6. Responding to behaviour

6.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and refer consistently to our School Values
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive Behaviour Management Strategies

Rewards

At Richard Lee we believe that children who consistently behave well and follow our school values deserve rewards and recognition. Therefore, we focus relentlessly on positive behaviours and celebrate these in a variety of ways.

Our Weekly 'In the Spotlight' Star of the week

Every Monday morning one member of the class is chosen. A photo of this pupil is placed on display and over the week as many positives as possible are collected and displayed creating a poster. Positive contributions can come from any member of staff or another pupil and should relate directly to our school values and how the pupil has demonstrated these over the week.

At the end of the week in our 'Achievement assemblies' the posters will be shared and the pupil will be celebrated for all of their positive characteristics and achievements. They will their poster home. Parents/carers will be invited to the assemblies, this must be done on Monday to give them advance notice.

Our weekly Richard Lee 'Always child'

Every week, one pupil will be chosen from each class as an 'Always child'. This child will have been selected as a role model pupil who has demonstrated their dedication towards consistently following our school values and the high expectations set at Richard Lee. These children will be revealed by class teachers each week in the Phase Assembly. On Friday, as a reward for being the 'Always Child' that week they get to go to the 'Party with the Head' which takes place every Friday afternoon.

Positive Postcards Home

Every week, a child must be selected from each class to receive a positive postcard home. This can be for any reason identified by members of staff who work with the class. Children and

parents will not be informed in advance, they will simply receive a postcard to their family home addressed to the pupil with the reason for receiving it written on it.

Golden Tickets and Golden Time

All members of staff within school will distribute 'golden ticket' rewards to children when they recognise that a pupil is following our school values. It is important that when a child receives a golden ticket they are given positive praise from the adult and are informed of which value they have demonstrated. After receiving a golden ticket, children write their name clearly on the back and place their ticket into their class jar or box. Children are responsible for their own tickets and they must be encouraged to look after them as lost tickets cannot be replaced. Over time the class jar will fill up, once it is filled the class will have a class 'Golden Time' where they will choose their class activity. This is to last between 30 minutes and one hour. There should be a maximum of two Golden Times within each half term ensuring they are a special and exciting reward time for all children in the class. *Please see appendix 1*

House Teams

All Pupils at Richard Lee are part of a House Team:



Our House Team names represent the following meanings:

Astra – Stars. *At Richard Lee we want every individual to 'reach for the stars' and achieve their ambitions!*

Fortitudo – bravery and courage. *At Richard Lee we want everyone to have the courage and bravery to keep going even when things are challenging and tough. We are resilient!*

Potentia – power and capacity. *At Richard Lee we want every individual to recognize the 'power' they have. The power of our voices, the power of our influence and the power of our leadership!*

Superbia – Pride. *At Richard Lee we want every individual to demonstrate pride in all they do. Everyone will be proud of themselves and proud of their achievements!*

Golden Tickets will have house team shield images on and when children receive a Golden ticket it will relate to the House Team they belong to. Each time a class jar is emptied the total number of golden tickets for each house team will be counted. These will be added together as house team points.

Each term there will be activities and events for House Teams to participate and compete in to earn House Team points. These events will also contribute towards supporting children and staff's sense of belonging to Richard Lee Primary School and will also further promote our school values, culture and ethos.

Every term there will be a House Team Prize/Award for the team with the most points.

Wow Awards
Each child will have a Wow card to collect 'wows' for high quality 'wow work' specific to that individual pupil. When children have collected five 'wows' they will receive a bronze award, ten 'wows' for a silver award and 20 'wows' for a gold award. The idea is that children will achieve their bronze in Autumn, silver in the Spring and Gold by the end of the year. If children receive their Gold Award within the academic year, they can have another card and work towards a Platinum Award. These awards are distributed to children in weekly Phase Assemblies. *Please see appendix 2*

Half Termly Awards

Every half term, each teacher chooses three children from their class to receive the following awards:

Most improved presentation Award
Outstanding progress Award
Richard Lee Values Award (A different value each half term)

These will be awarded in the final 'phase' assembly of each half term. *Please see appendix 3*

6.4 Responding to inappropriate behaviour

Our Approach to tackling inappropriate behaviour

Our focus is always to resolve any issues as quickly as we can and return to learning. We deal with inappropriate behaviours in a timely manner, we ensure that we carry out discussions in private spaces and we always show respect to our pupils. There are clear systems in place and adults are calm and consistent in dealing with any issues. (See these outlined below)

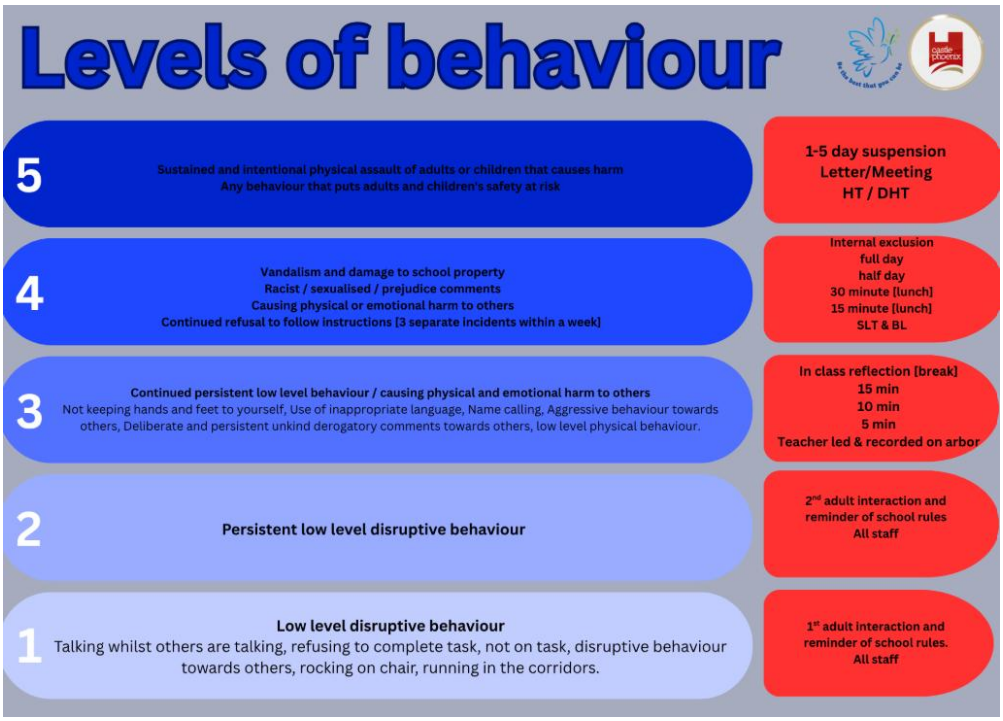
We understand that all behaviours are a form of communication and it is always the priority to ensure that children are calm, safe and happy before we expect them to be able to engage in their learning. If, for any reason, a child is struggling with being 'ready to learn' there are areas/zones based within each year group or phase which are to be used to support them in regulating their emotions, calming down and then returning to learning. We use the Vital Relational Functions (VRFs) to ensure that we deal with such situations effectively:

Attunement – be alert to how a child is feeling and their emotional state. Show understanding of their feelings.
Validation – Validate their experience or feeling. 'I understand…it must be so difficult…'
Containment – Support them in dealing with it. Make it bearable for them.
Soothing – Support them in feeling calm and help to soothe them.
Regulation – Offer strategies and guidance in how they can regulate their emotions and get back to a calm place.

Restorative Approach and Consequences

When children are calm and ready to discuss their behaviours we then seek to find resolutions. We ensure that all pupils involved have the opportunity to share their thoughts and feelings as well as their version of events. It is always essential that pupils understand that any consequences given are fair and proportionate. Discussions relating to behaviour do not take place during learning time. Playtimes and lunchtimes must be used if a significant amount of time is required to resolve an issue. Pupils must recognise that their learning is the priority and as long as children are calm and able to access their learning, situations can be resolved at another appropriate time.

All staff and children at Richard Lee are very clear about levels of behaviour and the related consequences. These are clearly discussed and communicated whenever a consequence needs to be issued to a pupil. Behaviour levels and consequences are displayed in a poster which is displayed in every classroom and around school to ensure everyone has clarity – *see appendix 4*



Children with Special Educational Needs

Some children will be, what we call, 'beyond' the normal reward and sanction systems. (Approximately 10% of pupils) This means that they may need additional support, other than the systems in place, to enable them to successfully access their learning at school. If this is the case, then Phase leaders should already have a knowledge of who these pupils are. It may be agreed that some individual pupils will require individual reward and sanction systems, particularly pupils who have an identified SEN need.

For children who present disruptive behaviours regularly, it may be appropriate to put in place very specific targets with recognisable and agreed rewards and sanctions (above and beyond those used as a whole school approach). These targets, and their success or otherwise, will need to be reviewed regularly to ensure their effectiveness. A behaviour contract agreed and signed by the child, parent and teacher, works in a similar fashion. This gives all those involved the opportunity to share expectations, to identify areas or times which are particularly difficult, and ensures agreed procedures are carried out at home and at school.

It is extremely important that pupils who have individual reward and sanction systems, or who are receiving specialist support and intervention, have the opportunity to celebrate their positive behaviours with their peers.

Maintaining Records

The school keeps a variety of records relating to rewards and consequences

Individual members of staff and class teachers should keep their own individual record of children who have received any rewards such as positive Postcards home, 'Richard Lee Always children' 'In the spotlight' awards, bronze, silver or gold awards etc. This is to ensure that children are treated fairly. Class teachers should also keep a log of any children who have lost minutes of playtime or lunchtime and also of any minor behaviour incidents they have dealt with in class. The Behaviour Lead will maintain a log on Arbor of any pupils who have lost amounts of their playtime/lunchtime as a result of a Level Three behaviour consequence. Senior Leaders will maintain logs of any pupils who have had internal exclusions as a result of Level Four behaviour consequences. The Headteacher and Deputy Headteacher will ensure appropriate record keeping where there are any fixed term suspensions or Permanent Exclusions.

Class teachers, Phase Leaders and members of SLT must record any behaviour incidents which they have dealt with on CPOMS. All related consequences and actions must also be recorded on CPOMS.

Any monitoring of behaviour or letters home to parents/carers will also need to be scanned and uploaded onto CPOMs.

6.5 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
- Committing an offence

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 and reported to parents (see appendix 3 for a behaviour log)

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.

6.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Parents/carers would be contacted prior to any search unless it is believed that the pupil will harm themselves or others in which case the above DfE guidance would be followed.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items that are listed within the 'Searching, screening and confiscation' DFE guidance Searching, screening and confiscation advice 2018 including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

6.7 Off-site misbehaviour

Consequences 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

Consequences 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

Consequences 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).

6.8 Online misbehaviour

The school can issue behaviour consequences 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

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

6.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.11 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.

7. Responding to misbehaviour from pupils with SEND

7.1 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

7.3 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 to create the plan and review it on a regular basis.

7.4 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

8. Use of Mobile phones and devices

Mobile Phones and devices (e.g smart watches) are not permitted and pupils must not have these in their possession during the school day. Pupils who bring their mobile phones and devices to school must hand them in at the start of the day. They will be stored in the school

office and should be collected at the end of the school day to take home. Pupils who are found with their phones in school must hand them in to be stored. If they refuse to hand them in this will result in the parent/carer being contacted and an appropriate consequence issued. Richard Lee Primary School cannot take responsibility for the safekeeping of mobile phones or be held responsible in the event of loss or damage.

8. Pupil transition

8.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

8.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Our School's Promoting Positive Behaviour Policy
- The proper use of restraint by SLT (Trained members of staff only)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

10.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The CPOMS/Arbor data will be regularly analysed by the Headteacher, SLT and the Inclusion Team (SENDCo and Pastoral Leader)

The data will be analysed from a variety of perspectives including:

- At whole school level
- By Year group/classes
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

10.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher, the Senior Leadership Team and the Local Governing Body (LGB) at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the LGB.

11. Links with other policies

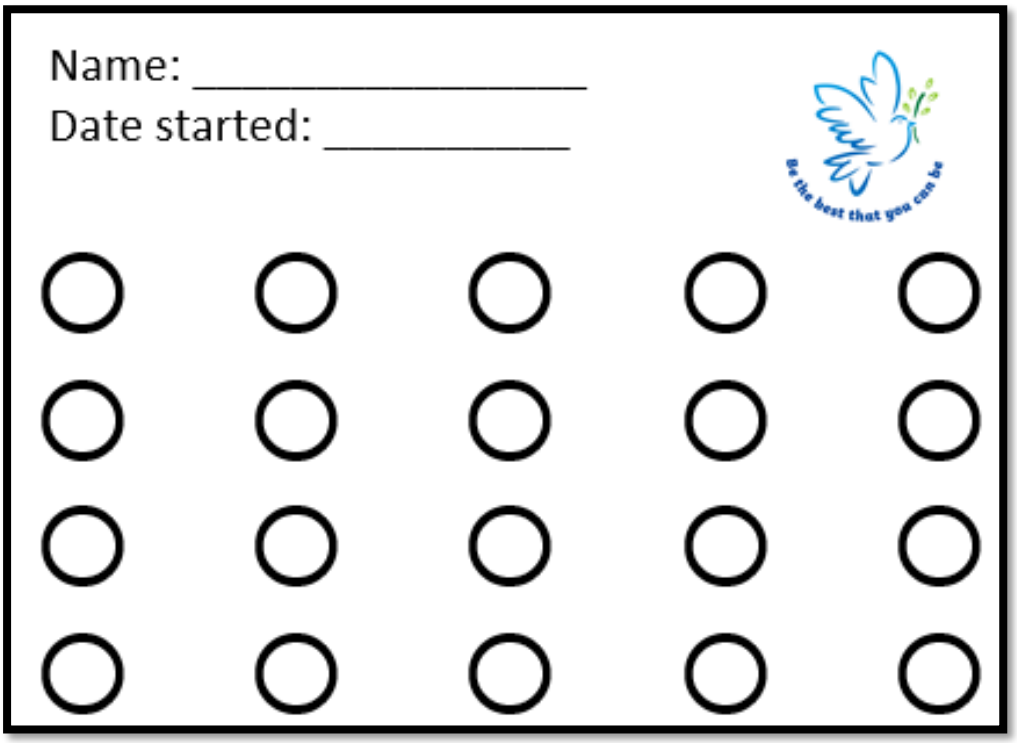
This Promoting Positive Behaviour policy is linked to the following policies:

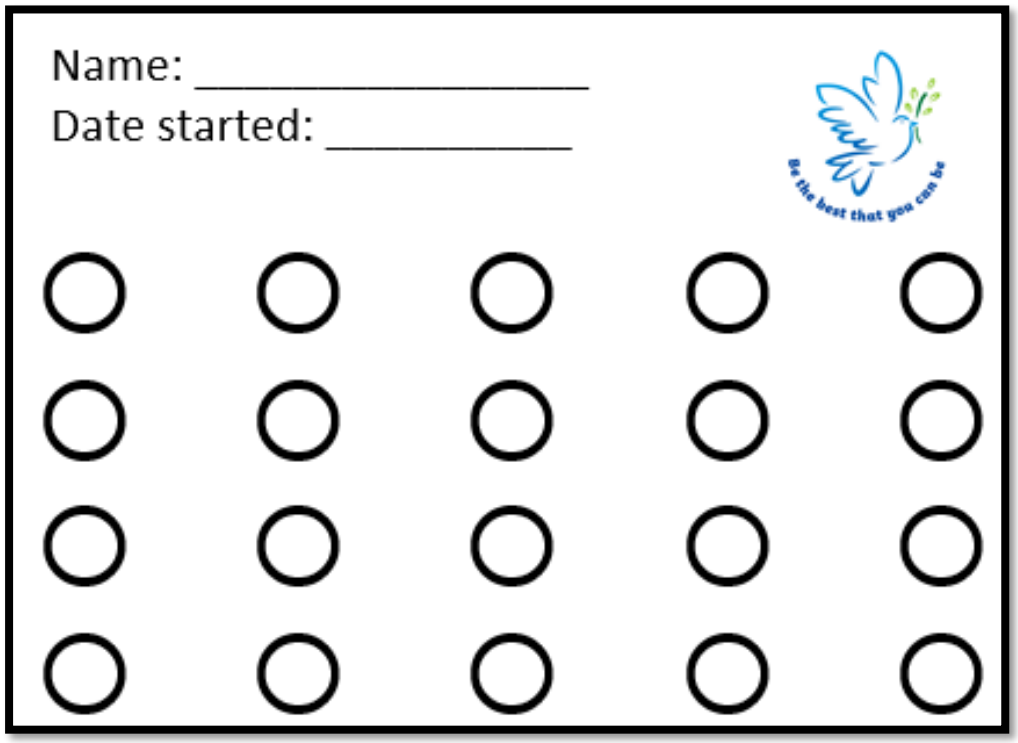
- Exclusions policy
- Anti-Bullying Policy
- Child protection and safeguarding policy
- Physical restraint policy

Appendix One - Golden Tickets



Appendix Two - WOW Cards

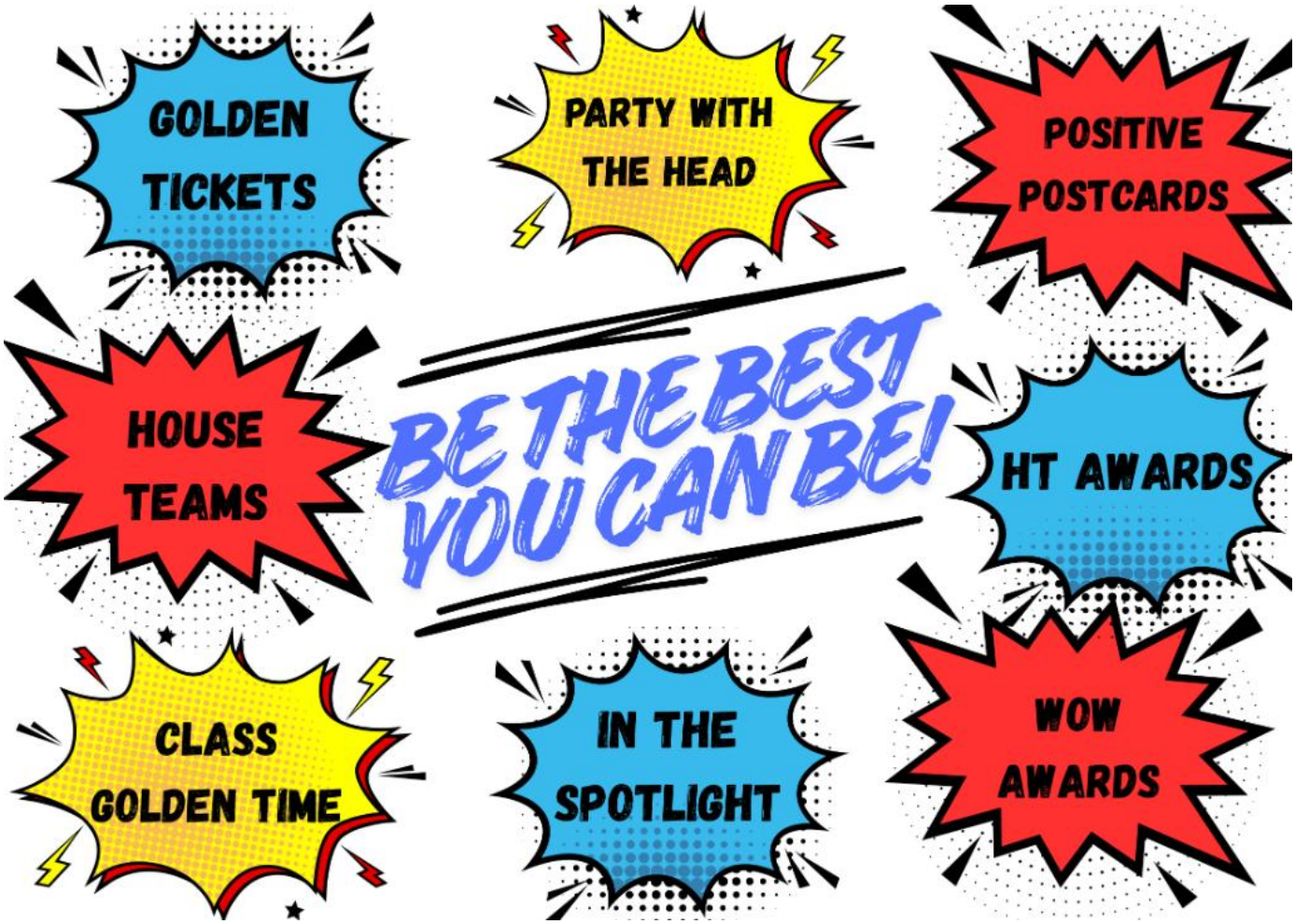




Appendix Three – Half Termly Awards



Appendix Four - Positive Rewards Poster



Appendix Five – Levels of Behaviour Poster

