

Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament

Stepney Greencoat

Church of England Primary School



Behaviour and Relationships Policy

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1. Policy Statement/Rationale

At Stepney Greencoat, our staff recognise that children communicate their needs via their behaviour. The adults in our school are encouraged to consider the needs of individuals and to recognise that children need support to keep emotionally regulated and to cope in both every day and more challenging social situations.

All members of the school are expected to help promote an atmosphere conducive to learning, where a clear set of expectations guides them towards positive behaviour choices and ensures children feel safe.

We strive to equip all children with core skills that enable them to understand the consequences and impact of their actions through the implementation of our behaviour curriculum. Our staff promote calmness, connection, curiosity and co-operation to enable effective learning and to help our pupils build empathy and esteem for themselves and others.

The school actively builds an ethos which promotes trust, restoration of relationships and looks to repair harm at every opportunity. A restorative approach is integral to our school community – for pupils, staff, parents/carers and governors. We believe that by using a restorative process, and bringing those harmed by conflict and those responsible for the harm into communication, we can enable everyone to play a part in repairing the harm and finding a positive way forward.

Above all, our school focuses on establishing emotional safety and valuing relationships. This approach ensures children, staff and the wider school community feel valued, respected and heard when any behaviour strategies and interventions are employed.

2. Aims

The aim of this policy is to:

- Promote high expectations for pupils' behaviour and conduct
- Ensure behaviour expectations are understood by all staff, pupils, parents/carers and governors
- Ensure that the policy is applied consistently and fairly by staff
- Create a calm, safe and positive environment for learning in which bullying is not tolerated
- Ensure staff are supported in managing pupils' behaviour through clear guidance, shared approaches and systems
- Provide a consistent framework by which all pupils can be supported to improve and meet behaviour expectations – ensuring reasonable adjustments are made for pupils where needed
- Set the expectation that behaviour does not disrupt teaching, learning or school routines and that proportionate action must be taken to restore an acceptable learning environment
- Develop and promote positive attitudes towards education and personal development from staff and pupils
- Ensure that pupils and parents / carers understand that all behaviour choices have consequences which are applied consistently and fairly within school in a calm and considerate manner.

3. Statement of behaviour principles

At Stepney Greencoat, the full governing board annually reviews and approves a statement of behaviour principles that the school agrees to uphold. This written statement can be found in Appendix 1 of this policy which is published on our school website.

4. Equality and Inclusivity

In accordance with our school aims, we ensure that each child has the right to be treated fairly and to learn in a safe, secure environment.

Each child should understand their rights and responsibilities and the way in which these concepts are mutually dependent.

Each adult should strive to support our Behaviour and Relationships policy by implementing our agreed procedures and through their actions as role models.

5. Useful Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, during school trips and during before and after-school enrichment
- Non-completion of assigned classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated incidents of misbehaviour
- Repeated breaches of the golden rules
- Any form of bullying (see bullying definition below)
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments; Sexual jokes or taunting; Physical behaviour like interfering with clothes; Online sexual harassment, such as unwanted sexual comments and messages (including on social media); sharing of nude or semi-nude images and/or videos; sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: Knives or weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and cigarette papers; 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)

6. Roles and Responsibilities

6.1 The Governing Board

The Governing Board are responsible for:

- Annually reviewing and approving the written statement of behaviour principles (Appendix 1)
- Regularly reviewing the Behaviour and Relationships policy with the leadership team
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The Headteacher (and Leadership team)

The headteacher (and leadership team) are responsible for:

- Reviewing this policy annually in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour and relationships
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Providing new staff with clear induction into the school's behaviour 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 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 that the policy works alongside the Safeguarding Policy to offer pupils sanctions and support where necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

6.3 Teachers and Staff

The teachers and staff are responsible for:

- Creating a calm and safe environment for pupils to learn
- Establishing and maintaining clear boundaries for acceptable pupil behaviour
- Consistently and fairly implementing the Behaviour and Relationship policy
- Communicating the school's expectations, routines, values and standards through every interaction with pupils
- Modelling expected behaviour and acting as positive behaviour role models by upholding school rules and expectations
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents promptly
- Challenge pupils to meet the school's expectations
- Apply pre-emptive strategies when necessary
- Encourage time for pupils to reflect on behaviour
- Have an assertive but respectful tone when challenging bad behaviour and be aware of body language when dealing with pupils to avoid confrontational situations
- Approach problems with a calm and positive manner
- Positively praise pupils doing the 'right thing' and those who have amended their behaviour

6.4 Parents and Carers

Parents and carers, where possible should:

- Get to know the school's Behaviour and Relationships policy and reinforce it at home where appropriate
- Adhere to the Home-School agreement and support their child to do so
- Inform the school of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Do not approach other parents/families outside of school regarding any behavioural issues within school (including contact via social media, WhatsApp etc.) – any concerns should always be dealt with through the school and in collaboration with school staff
- Take part in any pastoral work following misbehaviour (for example: attending meetings with staff and reviewing specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Engage with school life and support the school ethos

The school strives to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and will update parents on any changes made to the school behaviour policy. The school works in collaboration with parents to address behavioural issues.



6.5 Pupils and the wider school community

Our Golden Rules (Appendix 4) are central to the way we manage behaviour and relationships at our school. They apply to all members of the school community and are posted around the school building and in classrooms.

We expect and support our pupils and the wider school community to uphold the Golden Rules.

Pupils are regularly made aware of the expectations for behaviour and are supported to meet these standards.

Pupils understand that they have a duty to follow the school rules and routines, and are made aware of the consequences they will face if they do not meet expectation.

We also encourage children to identify **3 trusted adults** and **2 trusted friends** within school who they would be happy to approach to discuss any concerns

or worries they may have. This may include concerns they have around managing their own behaviour or the impact of someone else's behaviour upon them.

7. School behaviour curriculum and promoting positive behaviour

7.1 Our Behaviour Curriculum

At Stepney Greencoat, we strive to equip all children with the core skills needed to approach school life with confidence, curiosity, self-discipline and kindness.

Our behaviour curriculum is implemented daily through our classroom management, staff interactions with pupils, promotion of our school values, consistent routines, PSHE curriculum, collective worship, targeted behaviour support, targeted therapeutic support and specific 're-set' sessions with individuals or groups where necessary.

Some of the core skills we expect our pupils to develop during their time at Stepney Greencoat include:

- **Self-regulation / self-awareness** – the ability to accurately recognise their own emotions, thoughts and values and how they influence behaviour. We aim to help pupils develop a personal 'tool-kit' of strategies to help manage de-regulation
- **Self-management** – the ability to successfully regulate their emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses and motivating oneself – the ability to set and work towards personal goals
- **Social-awareness** – the ability to take perspective of and emphasise with others. The ability to understand social and ethical norms for behaviour.
- **Relationship skills** – to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure and negotiate conflict constructively
- **Responsible decision making** – The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.

Further details on core skills can be found in the Education Endowment Foundation document [*Improving Social and Emotional Learning in Primary Schools*](#).

The development and progress of these core skills may present differently for pupils with additional needs and we adapt our behaviour curriculum accordingly.

7.2 Promoting positive behaviour

We promote the importance of positive behaviour in each aspect of the school day and we encourage children to describe and recognise what successful behaviour looks like:

- In class
- In the playground
- Moving in and around the school
- On trips
- In before and after school care
- During enrichment activities outside of class time

We also help our pupils to consider how standards and routines might look different or be adjusted for classmates with additional needs.

7.3 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 environments that encourages pupils to be engaged
- Establish clear routines
- Display and refer to the Golden Rules any other class specific rules agreed
- Collaborate with pupils to produce a class contract at the beginning of each school year
- Develop a positive relationship with pupils
- Greeting pupils at the beginning of the day/lesson
- Communicating expectations of behaviour using verbal and non-verbal methods
- Highlighting and promoting good behaviour in class
- Concluding each day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption that is communicated with the whole teaching team
- Using positive reinforcement

8. Responding to behaviour

8.1 Safeguarding and behaviour

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or support. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm outside of school.

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.

8.2 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff recognise it with positive recognition and reward.

Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and school ethos. These reinforcements and rewards may be used to recognise individuals, groups or whole classes.

Positive behaviour may be recognised or rewarded with:

- Verbal praise
- Certificates and special mentions in collective worship
- Responsibilities around the school e.g. book monitor/plant watering
- Positive messages communicated to parents/carers in person, by phone or in written form

- Individual reinforcement such as visiting another member of staff to celebrate their behaviour
- A headteacher sticker
- Whole class rewards e.g. a trip to the park
- In class reward system

8.3 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour (Appendix 2 - Flowchart for Behaviour Escalation.)

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Pre-emptive or de-escalation strategies may be used to help prevent further behaviour issues arising, such as e.g. highlighting positive choices, changing the pace, allowing for movement, giving feedback etc.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will consider the developmental age and specific needs of the pupil to decide on appropriate outcomes, as well as consider the child's emotional and physical state at the time. We believe that a 'one size fits all' approach is not appropriate and this should be kept in mind when deciding upon an appropriate consequence or outcome.

The school may use one or more of the following consequences in **response to misbehaviour**:

- A verbal reprimand and reminder of expectations of behaviour
- Think it Through reflection sheet (Appendix 3)
- Expecting work to be completed at break or lunchtime under supervision
- Loss of privilege e.g. book monitor responsibility
- Setting of a written task such as an apology note
- Giving the pupil some supervised time away from class to regulate
- Informal conversation with parents/carers

The school may use one or more of the following consequences in **response to serious misbehaviour or repeated instances of misbehaviour**:

- Sending a pupil to complete work in another classroom for some of the lesson time
- Break or lunchtime reflection time (Think it Through) with a member of Senior Leadership team
- Referring the pupil to a senior member of staff
- Phone call home to parents and a formal meeting
- Agreeing a behaviour contract or behaviour report card for a period of time
- Internal suspension – when a child attends school but not within their classroom for set amount of time

- Suspension – when a pupil is removed from school for a fixed period
- Permanent exclusion, in the most serious of circumstances

The personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.4 Positive Handling

Positive handling covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use positive handling or 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 Positive Handling policy for further details)

When considering using positive handling, staff should (when considering the risks) carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.5 Confiscation and searches

Confiscation

Any prohibited items (see section 5) found in a pupil's possession will be confiscated. These items will not be returned to the pupil and parents/carers will be informed.

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's possessions

A member of Senior Leadership or authorised member of staff can use reasonable force to search for any prohibited items identified in section 6, but not to search for items that are only identified in the school rules.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher or by the headteacher or a member of the senior leadership themselves. The senior leader will decide whether to use reasonable force to search the pupil. This decision will be made on

a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The senior leader may search a pupil's outer clothing, pockets, possessions, desk or bag. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Possessions means any items that the pupil has or appears to have control of, including bags and desks.

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 5) 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 5
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 5), including incidents where no items were found, will be recorded on CPOMs.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 5). 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.

8.6 Off-site misbehaviour

Consequences can 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 identified 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

8.7 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

8.8 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, 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 sanctions, 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.

9. Serious Outcomes

9.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove a 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 that is meaningful, but may differ from the mainstream curriculum. If a pupil is not ready to learn outside of the classroom, a member of staff will support the pupil to regulate so that they can access their learning as soon as possible.

Removal from class will only be used in response to serious misbehaviour (including persistent incidences of 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 may be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils and/or staff
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of a member of the leadership team.

Pupils should be reintegrated into the classroom as soon as 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.

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

- Meetings with a designated member of staff to check-in
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Depending on the circumstances of the incident, staff will record the removal of a pupil from the classroom on CPOMs along with details of the incident that led to the removal.

9.2 Suspension and permanent exclusions

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 interventions and consequences.

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

Please refer to our Suspension and Exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour can 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.

Some of the strategies deployed to anticipate and remove triggers of misbehaviour for our SEND pupils include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural consequence 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 because of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

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

10.3 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.

10.4 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.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet our behaviour standards by familiarising them with our behaviour policy and our wider school culture. This may be done through the use of classroom buddies and by sharing the Golden Rules and class contracts.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next school year, pupils have transition sessions with their new teaching team before year end. In addition, staff members hold transition meetings to prepare for the arrival of a new cohort.

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.

12. Training

Our staff are provided with regular training on managing behaviour, including both in-house and external training. This includes training on areas such as:

- The specific needs of the pupils at our school
- How SEND and mental health needs impact behaviour
- Classroom behaviour strategies
- Trauma and Attachment
- Quality First Teaching strategies

All staff receive an annual behaviour CPD session updating staff on existing policy and procedures as well as highlighting any new governmental guidance.

Our Early Career Teachers have behaviour CPD included within their programme of development.

Behaviour management also forms part of continuing professional development and is discussed within line management.

13. Legal duties, 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 and 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

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

In addition, this policy is based on:

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

14. Monitoring

14.1 Monitoring and evaluating school behaviour

The school keeps records of behaviour incidents using a combination of 'Think it through' record sheets and CPOMs digital record system. The leadership team regularly monitor and audit behaviour to highlight any areas for concern.

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 and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives and the results of this analysis will be used to make sure the school is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified, the school will review its policies to tackle it.

14.2 Monitoring this policy

The Leadership team monitors the effectiveness of this policy, and reports on behaviour regularly to the Governing Board. Our policy is published on our website and shared with parents annually.

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

14.3 Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy
- Child protection and Safeguarding policy
- Special Educational Needs and Disabilities policy
- Positive Handling policy

Appendix 1: *Written Statement of Behaviour Principles*

Stepney Greencoat C of E Primary School

Written statement of behaviour principles

At Stepney Greencoat C of E Primary School, we are guided by the following behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected.
- Every pupil has the right to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspension and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

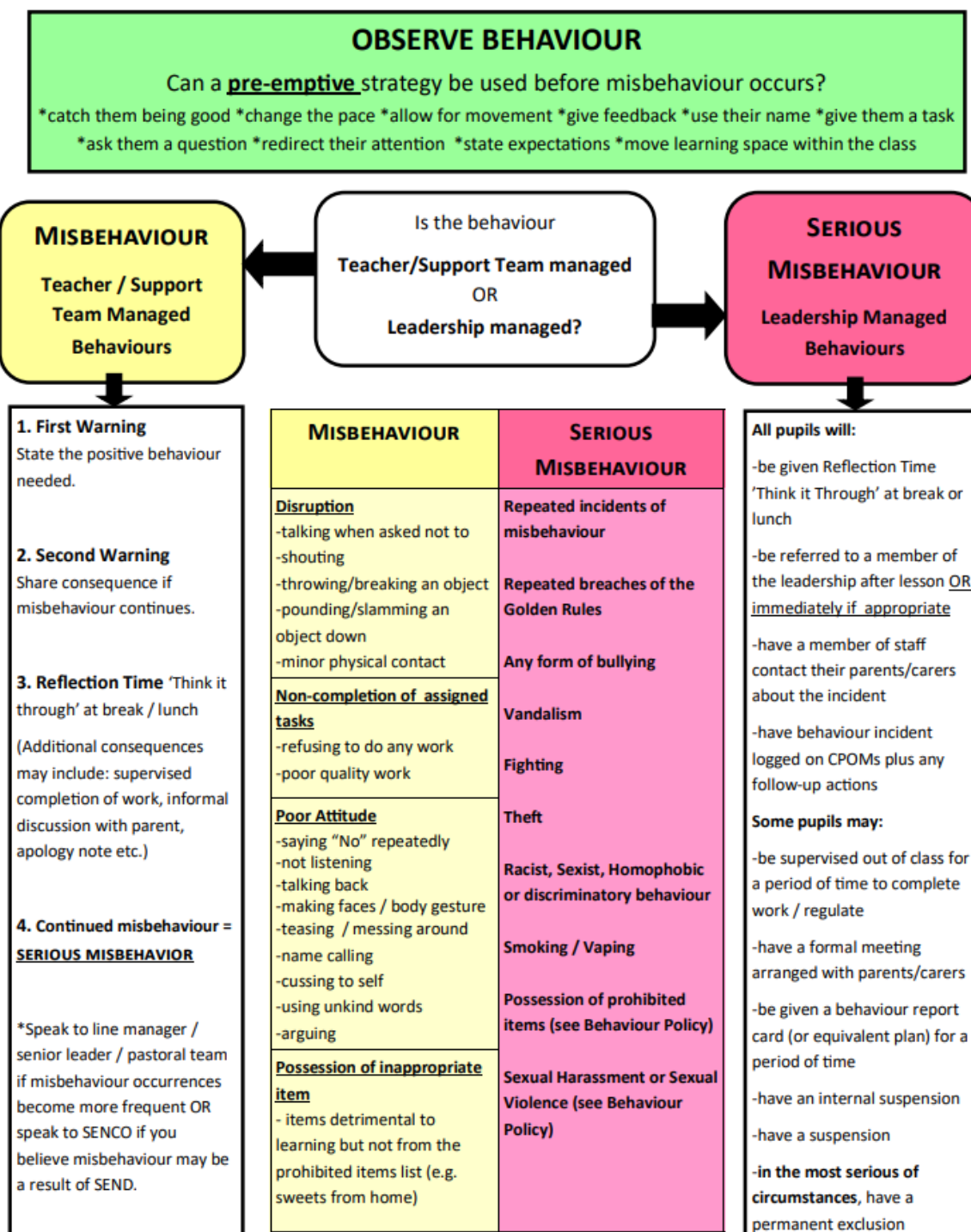
This written statement of behaviour principles is reviewed and approved by the full governing board annually

Appendix 2: Responding to Behaviour Flowchart



Stepney Greencoat Primary Responding to Behaviour Flow Chart

This flowchart allows for a **consistent yet flexible** approach to responding to behaviour on a case-by-case basis in order to meet the needs of all pupils.



Appendix 3: Examples of Think it Through sheets

Think it through

Name _____ Year _____ Date: _____

Who saw  the incident? _____

1. What was happening around me before the incident happened?

I was  thinking that...

I was  feeling ...



2. How the trouble **started**...

I was  thinking that...

I was  feeling ...



Think it through

3. What happened next?

I was  thinking that...

I was  feeling ...



4. In the end?

Started

I was  thinking that...

I was  feeling ...



Who has been affected by what happened? (hurt, upset)

★ GOLDEN RULES ★

WE ARE GENTLE

We don't hurt others



WE ARE KIND AND HELPFUL

We don't hurt anybody's feelings



WE WORK HARD

We don't waste our own or other's time



WE LOOK AFTER PROPERTY

We don't waste or damage things



WE LISTEN TO PEOPLE

We don't interrupt



WE ARE HONEST

We don't cover up the truth

