Policy Title	Behaviour for Learning
School/WBC	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	This policy should be read alongside : Whistle Blowing Policy Allegations of Abuse Policy Positive Handling Policy Staff Code of Conduct Exclusion Policy
Written By	School
Staff Approval Date	Jan 2021
FGB Ratification Date	Agreed under Chairs Actions 4.2.21
Signed by Chair of Governors	N. Spencer 4.2.21
Review Date	Feb 2022

Contents

Rationale

Evelyn Street Primary maintain a friendly, sympathetic and caring atmosphere where everyone in school treats each other with courtesy, respect and tolerance. We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We also believe that it is important to develop positive self-images and attitude.

Policy Aims

To reflect Outstanding Behaviour practice with a policy that:

- Provides a fair and consistent approach to behaviour management
- Is clearly articulated and simple to implement, understand and follow
- Is collaboratively developed and delivered across the school to foster buy-in
- That supports early identification of issues and intervention
- That defines what we consider to be unacceptable behaviour
- To maintain clear and high expectations of behaviour, ensuring that the consequences of not meeting expectations are fully understood
- Is focussed on achievement and codes of conduct and not solely rules for behaviour
- To follow a positive behaviour strategy which rewards good behaviour, effort and achievements in all areas
- To provide an open school that promotes health and well-being and continually develops effective partnerships with parents and the wider community

Legislation and Statutory Requirements

This policy follows advice and guidance from:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Section 175 of the Education Act 2002
- Sections 88-94 of the Education and Inspections Act 2006

Also:

- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice

WPAT Guiding Principle and Core values

WPAT Guiding principle

"To deliver a first class education through partnership, innovation, school improvement and accountability."

Core Values

Children First — We have high expectations for every child. Everything we do as an organisation is in the interest of children first and foremost

Resilience — We are unrelenting in our pursuit of excellence whether it is for educational outcomes or for the business function of WPAT

Pioneering — We are passionate about learning about our practice that will improve our children's lives and their outcomes

Evelyn Street School Values

Our school values reflect the Trust principles and values in that, we work to create a learning environment where everyone feels valued, secure and motivated to learn. We encourage high standards of work and behaviour emphasising praise and positive reinforcement. We ensure that all adults and children treat each other with mutual respect and consideration.

School and classroom rules

- Do as well as you can
- Do as you are asked
- Do work well
- Do listen

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupils understanding of the schools expectations.

Behaviour Management & Definitions

Positive behaviour management is led by adults in school developing high quality relationships so that children can independently make positive choices and manage their own behaviour in line with the expectations outlined in the codes of conduct, and in support of our school 'rules'.

Behaviour Definitions:

Low-level inappropriate behaviour/ Misbehaviour includes:

Discourteous
Shouting out
Name calling
Pushing
Not responding to reasonable requests
Talking at in appropriate times
Time wasting in learning time
High levels of unnecessary movement

High-level inappropriate behaviour/ Misbehaviour includes:

High frequency of low level behaviours
Religion and belief bullying
Gender bullying
Transgender bullying
Racist bullying
Disability bullying
Spoiling things with intent
Threatening behaviour; high probability they may be hurt (victim impact)
Leaving without permission
Cyber bullying
Engaging actions that could harm self or others
Physical assault

Note: A written set of Behavior Principles can be found in the Behaviour for Learning support pack.

The Pastoral Team Roles and Responsibilities:

Behaviour lead	Kay Tobin
Safeguarding Link Governor	Nigel Spencer
Safeguarding DSL/Head Teacher	Jenny Hindley
SENCO	Staci Cooper
Medical Lead	Liz Dickenson
Welfare Co-Ordinator	Beth Goodier
Learning Mentor	Lynzi Pepperell
Behaviour Link Governor	Nigel Spencer – Chair of Governors

Structure, roles and responsibilities:

In school, the assistant head – Behaviour Lead, monitors the impact of behaviour initiatives and policies. The Headteacher has overall responsibility for ensuring the safety and wellbeing of all pupils and adults. They delegate the day to day classroom responsibility to class teachers and teaching assistants who are expected to maintain a calm and purposeful learning environment.

Class teachers deal with behaviour issues within their classrooms with support from year group leaders. Liaising with parents to keep them informed of any poor behaviour at the end of the day is an expectation.

The Pastoral / Behaviour Team co-ordinate and collaborate so:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes

- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills

- Pupils who consistently follow the rules are noticed and rewarded

Our Team approach allows for the following:

- A consistent approach that can be used by all staff

- Whole class and individual reward system

- Least intrusive approaches are used to manage behaviour

- Teaching of specific behaviours and routines

Role of the Governing Board

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

Role of the Headteacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to Local Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the schools Local Governing Body have been notified.

Role of the Behaviour Lead

The assistant headteacher - Behavior Lead, and phase leaders are responsible for dealing with more serious behaviour problems or incidents that cannot be resolved at year group level. They will meet with parents and teachers on a formal basis, decide on the consequences and, if appropriate, set up monitoring systems (report cards or such like) or contact external agencies to ensure that there is a support package in place to improve behaviour and address any underlying issues.

The assistant headteacher – Behaviour Lead, with support from the senior leadership team together with pastoral as required, monitor's behaviour and the effectiveness of policies and initiatives relating to behaviour on a regular basis. The assistant headteacher reports to the governing body on the effectiveness of policies and practices and, if necessary, makes recommendations for further improvements.

Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehavior continues, the class teacher seeks help and advice from the Key Stage Leader then the assistant Head Teacher and if necessary the Head Teacher.

The Learning Mentor is employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Senior Management Team, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the Senior Management Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Behaviour Lead and the Head Teacher) if there are concerns about the behaviour or welfare of a child.

Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Head Teacher and Head Teacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Code of Conduct for Children

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Code of Conduct for Adults

The Evelyn Street code of conduct applies to all adults working in our school whatever their position, role or responsibility in either a paid or unpaid capacity. A copy of the Code of Conduct can be found in the **Behaviour for Learning support pack** – see Pastoral Team for copies.

Child Protection and Safeguarding

This document has been written with reference to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" produced by The National Network of Investigation and Referral Support Co-ordinators.

The name of the designated person for child protection is Mrs J Hindley Head Teacher.

Sharing Safeguarding Concerns and Recording Incidents

All adults should:

- Be familiar with their school system for recording concerns
- Take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace

The school has an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or the workplace. Staff are also directed to the WPAT Whistleblowing Policy on the Trust website.

<u>Rewards and Sanctions – The Pathway to Success:</u>

VIVO Stars Reward System

Vivo is an online rewards system, allowing you to award pupils points called "Vivos" which they can then save and redeem against the rewards they want from an online catalogue.

You will be able to access the system from any web-connected computer either at school or home, by visiting www.vivoclass.com and entering your login details.

To reward an individual student, begin typing their name in the Find User box and click Reward. Choose the category you wish to reward them for (pre-set by the school) and click Submit. Details of this reward will appear on that student's account the next time they log-in.

You can reward multiple students by clicking on the class you are teaching (listed down the left-hand-side of the page). If you have any classes missing, click on the Lists tab > View All and then "copy" any classes over.

Alternatively, you can browse by tutor group, or create your own lists of students who you regularly come into contact with via the Lists tab.

To see a full list of the rewards you have issued, click on the Transactions tab. To view any student's or group's Vivo record, search for them via the Search Users and Groups tabs respectively.

Within Evelyn Street Primary School the reward categories follow our school rules.

They reflect the main school values and are displayed throughout the school.

Any staff member can award a Vivo(s) to any pupil at any time during the day.
The ethos behind awarding a Vivo is based on the concept of positive praise for following the school rules and once awarded cannot be removed as a sanction/consequence for not adhering to the school rules.

Positive behaviour will also be rewarded with (some or all):

- Verbal (specific) praise

- Award of team points

- Use of stickers

- Phone calls or text messages or notes home to parents/carers

- Special responsibilities/privileges as determined in class

In order to support staff with implementing the Pathway to Success method, guidance notes have been drawn up for our:

- Graduated behaviour code
- High & low behaviour incidents (see Behaviour for Learning support pack)

<u>The Graduated behaviour code applied through" The Pathway for Success"</u>

This system relies heavily on the use of praise to modify behaviour. Any evidence of child self-modifying must be highly praised by all staff. It is primarily a non-verbal sanction. The card should be given/shown to child with little or no disruption to the lesson.

- Stage 1- All staff to have a set of cards laminated and attached to their lanyards

- Stage 2- Each class has a small timeout area/table with pencils and reflection forms available at all times

- Stage 3- When a reflection form has been completed, it must be annotated/signed by the class teacher, placed in the class reflection file and parents to be notified. This is how we record and monitor low level behaviour incidents. This file will be monitored by the behaviour lead fortnightly

- Stage 4- Daily sticker chart used to monitor behaviour by phase leaders/behaviour lead and parental involvement

- Stage 5- Incidents recorded in the blue file which is kept centrally

<u>"The Pathways to Success"</u>

We have adopted a behavior programme called 'Pathways to Success". In our school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility.

If pupils continue to make the wrong choice about their behavior staff will apply the graduated behaviour code:

Graduated Behaviour Code		
STAGE	**PERSON**	**ACTIONS**
Stage 1 • Low level incidents - shouting out, chatting, nudging, wandering around the classroom	Class Teacher TA / MDA	• Thinking card • When behaviour is modified, child highly praised and card removed
Stage 2 • Persistent repetition of stage 1 behaviour Or immediately if… • Name calling or not keeping hands and feet to themselves	Class Teacher TA / MDA	• Time out Card (10 minutes at time out table/zone continuing to listen/work) • When behaviour is modified, child highly praised, card removed and child returns to group. Child to apologise
Stage 3 • Continuation of disruption throughout stages 1 and 2. Or immediately if… • Child is not compliant to previous sanctions or their behaviour could be dangerous	Class Teacher & Parallel Class Teacher	• 10 minutes in partner classroom (escorted if necessary) • Completion of reflection form (sent home with child if refusing to complete) • Contact with parent/carer at the end of the day. (In person if possible otherwise by telephone) • If child has missed work, complete this at break time

Stage 4 • Two reflection forms completed in one half term Or immediate if… • Fighting/hurting a child • Swearing at a child or adult	Class Teacher Phase Leaders Behaviour Lead Parents	• Parents invited into discuss • Time during break/lunch to write a letter of apology (class teacher) • Child sent to phase leader • Daily behaviour diary
Stage 5 **See Behaviour Incident Record – High Level** • Persistent stage 4 behaviour Or immediate if… • Physical assault/possible harm to self or others • Bullying • Threatening • Leaving • Spoiling with intent	Head Teacher	• Parent meeting with class teacher and principle Behaviour and support plan and risk assessment • Loss of full play time(s) • Isolation • Involvement of external agencies- SEN/CAF • Exclusion • High Level Behaviour form completed (Decision dependent on the context of incident)

Note: Also See Behaviour for Learning support pack for examples.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behavior. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The Reflection logs from each class will be monitored weekly by Kay Tobin and Beth Goodier. The information will be collated to provide an overview of pupil progress in order to enable targeted support for vulnerable pupils.

Children who continue to cause concern will be referred to the welfare care meeting within school to be discussed with a view to providing additional support.

"Pathways to Success" logs are drawn up to offer additional support. "How best to support me" sheet can be found in the Behaviour for Learning support pack – see The Pastoral Team

This information will contribute towards:

- Pupil Passports

- Pastoral Support Programs

- Support from outside agencies

Record keeping and reporting

All incidents are entered into our EdAware safeguarding system by the class teacher. We have created a list of criteria so that all High level and low level incidents can be captured.

Reports are produced periodically so that analysis can be shared and actions can be quality assured. The Behaviour Lead is responsible for reporting every two weeks to the Joined up Care group, preparing half termly analysis for school leaders and Termly reports for Governance and Trustees.

Staff use graduated response guidance to identify high or low levels incidents and the steps to take.

Behaviour Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity

- Travelling to or from school

- Wearing school uniform

- In some way identifiable as a pupil

- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the schools

In the incidences above, The Head Teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of school behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools

- Good behaviour on the way to and from school

- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public

- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school

- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site

The same behaviour expectations for pupils on the school premises apply to off-site behavior.

Sanctions applied for offsite poor behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehavior

- The extent to which the reputation of the school has been affected

- Whether pupils were directly identifiable as being a member of one our schools

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehavior was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Drug and alcohol related incidents

It is the policy of our school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social care will also be informed.

Multi-Agency Working and Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour

- Increased communication between home and school

- Individual pupil passports

- Support from the SENDCo (Special Educational Needs and Disabilities Coordinator), identified teaching assistants, teachers

- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.

- Additional English or Mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour

- Alternative curriculum provision

- Temporary reduced timetable

- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self- control have been exhausted.

The Local Governing Body   have taken account of advice provided by the DfE - *Use of reasonable force: advice for Principals, staff and local governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Please always refer to this more detailed guidance if needed. **See Positive Handling Policy Guidance in Behaviour for Learning support pack.**

Anti-Bullying Guidance – What is bullying?

The Local Governing Body, staff and pupils of Evelyn Street Primary School accepts the following definition of "bullying" taken from: Preventing and Tackling Bullying Oct 2014 DFE.

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2.   It is deliberate and targeted
3.   It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

Acts of bullying can include:

- Name-calling
- Taunting
- Mocking
- Making offensive comments
- Kicking
- Hitting
- Pushing
- Taking belongings
- Inappropriate text messaging and emailing
- Sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites
- Producing graffiti
- Gossiping
- Excluding people from groups
- Spreading hurtful and untruthful rumours

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Bullying happens in every school and the effects can be long lasting, sometimes devastating so we at Evelyn Street have developed a set of "Red Lines" for the removal of bullying from our school:

- We take bullying seriously in our schools and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem.
- We also react to bullying decisively and consistently with appropriate sanctions. Children are not "bullies" or "victims". Bullying is not a character trait but a set of behaviours.
- Even "perfectly nice" and popular children can use bullying behaviours on occasion. "Witnesses" to bullying also have a role to play.
- All "sides" in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

In addition:

The school takes part in National Anti-Bullying Week through assemblies, Class Worship Time and PSHCE lessons.

Children are provided with a clear message about bullying "TELL" – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual schools procedures. Incidents may be then referred to Head Teacher. Pupil voice is important at our school and pupils are encouraged through various means to report any incidents of bullying behavior which they encounter personally or become aware of. This is reinforced via assemblies, anti-bullying week, PSHE and during class time.

The Whole School Behaviour for learning Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A central log will be maintained of racist incidents and information on incidents of bullying.

Tackling Bullying
The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for dealing with Bullying

Disciplinary sanction imposed either time out, removal of privileges or in extreme instances exclusion Engage promptly with parents to ensure their support and involvement.

- Restorative justice approaches taken as appropriate

- One to one interviews with staff or peer mentors

- Counselling offered

- Work with the educational psychologist or other outside agency

- Anger management strategies discussed

Strategies for supporting the victim of Bullying

- Disciplinary sanctions as appropriate applied to the bully

- Counselling offered

- Mediation

- One to one parental interview, parental support and involvement

- Private diaries given

- Self-assertive strategies discussed

Staff Development and Support

Note: Allegations of Abuse against Staff – Our Policy ref can be found in Behaviour for Learning Support Pack – see Pastoral Team for copies.

All staff are inducted into the school behaviour policy by the assistant headteacher for behavior – Behaviour Lead and the child protection and pastoral support lead. The assistant headteacher for behaviour maintains the tracking sheets and records patterns of behaviour and addresses them.

They also monitor the consistency of approach to assertive discipline so that all staff are giving the same messages to the children. Any generic issues are addressed at the communication meeting or at briefing meetings.

The assistant headteacher for behaviour is always available for individual sessions if any teacher needs clarification or behaviour management strategies.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development. A staff training log can be found in the Behaviour for Learning support pack.

Monitoring and Review

This behaviour policy will be reviewed by the Headteacher, Behaviour Lead and the full Governing Body every two years.

Application of the policy will be monitored by the SLT and others within routine school self-evaluation activities.

The written statement of behaviour principles (see support pack) will be reviewed and approved by the full Governing Body every two years.

Student / Parent voice records:

Evelyn Street collect evidence of data from children, parents and staff re- the **School Behaviour culture** – Evelyn Street use a regular cycle of survey's, (Survey Monkey and Better Place 2 Work) findings are responded to and recorded. Reports are regularly made to Trustees.

We always engage and encourage active engagement with parents / wider community in the life of the school.