



Hook Norton C of E Primary School

Behaviour Policy

2024-2025

Our Vision

At Hook Norton CE Primary School, we seek to promote positive behaviour based on mutual respect between all members of the school community. The Christian ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school.

Behaviour Policy

High expectations of behaviour develop respect, responsibility and positive relationships. Parameters of behaviour need to be discussed, agreed and set, thus ensuring the safety and well-being of all. Good behaviour is encouraged by having clear and simple rules, rewards for pupils, encouraging pupils to take responsibility for improving their own behaviour and that of others, using restorative justice and providing pastoral support for all pupils. To work, approaches have to be consistently and fairly implemented as part of a whole-school approach.

Classroom management is key to promoting good behaviour. At Hook Norton we expect all classrooms to have:

- A positive classroom tone
- Clear classroom rules displayed which have been agreed by the teacher and the class
- Clear expectations about work and work that is set at an appropriate level for the child
- An attractive, tidy, well-cared for environment
- A well-planned environment so that children can move easily, can find resources, respect property easily etc.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table.

Ten simple guidelines for positive behaviour management

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Keep reprimands as discrete as possible to avoid class humiliation.
9. Avoid the use of sanctions when support strategies will suffice.

10. Use the school's monitoring, reporting and analysis of behaviour systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Our definition of acceptable and unacceptable behaviour

Acceptable behaviour: We define acceptable behaviour as that which promotes respect, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers and other school staff and with visitors or other persons within and outside of the school premises.

Unacceptable behaviour: We have identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage or theft to property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image and other physical characteristics, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying).

Emotional Literacy

At Hook Norton, we actively teach Emotional Literacy through everything we do. This is the ability to feel and express emotions with real understanding and with enough confidence to be open, honest and positive, even in difficult situations. For us, education is about much more than academic standards and we believe that Emotional Literacy is a fundamental building block our children need in order to grow into responsible members of their community.

How can do we teach the behaviour we want to see?

- Relationships – we work hard to develop good relationships with every child – this means they want to display positive behaviour
- Role modelling – this is essential – for e.g. we have to show them how to 'play nicely' by playing with them
- Consistency
- Routines – but with flexible thinking referring to individual circumstances and quick wins
- Prioritising positive behaviour - really valued in every child – thanking them, proximal praise
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement – should be given freely and unexpectedly, not as a form of bribery
- Feedback and recognition – give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- Comfort and forgiveness – understanding and know that we will do it differently tomorrow
- Ignoring - unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours
- Positive language – tell children what you would like to see, not what you don't e.g. Please walk rather than don't run
- Restorative Practice – follow up the behaviour, it's impact and consequences at the appropriate time after regulation has taken place/provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Our one-word rule

All members of our school community are encouraged to accept responsibility for maintaining excellent behaviour throughout the school day. Expectations of behaviour, including 'Stop It, Please!' (said if a child does not like what is being said or done to them) and our one-word rule, 'Consideration', were agreed with all pupils. These are displayed around the school and are reinforced regularly during PSHE and through Acts of Collective Worship. If a child does not show consideration or respond to 'Stop It, Please!', then an adult will intervene.

We want Hook Norton CE School to be a place where being kind, gentle, honest, hardworking, careful and a good listener is valued and encouraged; we want our children to understand themselves as people with these qualities. These moral values underpin all the choices and decisions made by the school and its pupils. Our rule provides the expectation for everyone's behaviour and attitudes.

Behaviour routines

- Getting everyone's attention – for example using a clapping rhythm that the children follow and then face the adult in silence awaiting instruction.
- End of break times – the bell is rung at the end of each break time and all children are expected to stop playing and stand still quietly. The adult in charge will then invite the children to walk quietly into school.
- Lunchtime routines – children enter the hall and sit to eat or line up for a cooked meal. When lunch is finished and the table is tidy then the children are dismissed from the hall.
- Assemblies – children are expected to enter the hall quietly and sit down in their class rows facing the front. After the final prayer, children walk out quietly when instructed by an adult.
- Moving around school – we do not allow children to run around inside as this is dangerous. All adults are responsible for reminding children to walk.

PSHE

In line with our school vision (*Live, Love, Care, Think, Learn, Dare*), PHSE enables our children to become healthy, independent and responsible members of society with the tools to **LIVE** fulfilled lives. We provide opportunities for pupils to **LEARN** about rights and responsibilities, to **CARE** for themselves, others and their world, and equip them to make choices as they grow. Our pupils are encouraged to develop their sense of self-worth by contributing to school life, the local community and the wider world. It will help them to understand how they develop personally and socially, while enabling them to **DARE** to tackle many social, moral and cultural issues that are part of growing up. A **LOVE** of life and all its opportunities is encouraged as we equip our pupils to **THINK** through the challenges that face them.

Our Reward Systems

Celebration is an important part of building confidence in our learners. Each Friday we have a celebration assembly where children are awarded achievement certificates. We also hold special class assemblies through the year for parents and friends who come to see a showcase of the learning which has happened in their child's class.

As a school community we have agreed the following rewards:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up

- Written remarks about good work
- Stickers
- Sending children to another teacher or Head Teacher to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate children's success
- 'Well Done' mention in the newsletter
- Golden Time
- Notes home
- House points/tokens
- Head teacher's golden stars.

Our aim is to use extrinsic motivation as a form of celebration and to work on developing intrinsic motivation where children work hard to please the people they care about and for their own fulfilment.

Managing challenging behaviour

We use a range of strategies at Hook Norton to manage unwanted behaviour:

- Non-verbal messages – The Look, moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.
- Tactical or planned ignoring – The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- Simple direction – Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as asked.
- Question and feedback – Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here girls?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.
- Time to think and consider choices – enabling a child to take responsibility for his/her own actions. The adult then moves away to give the child thinking or 'take-up time' before using the consequence if they continue to behave inappropriately.
- Consequences – if the poor behaviour continues then a fair and consistent sanction will follow. Sanction of whole groups for an individual's actions are avoided and all consequences are in proportion to the offending behaviour. Teachers take an individualised approach to any sanction in order to make sure that it is appropriate e.g. unfinished work may be completed in a child's free time, scribbles may need to be cleaned from a table, 'time-out' may be used to give a child some thinking space.

Exit procedures - On rare occasions, when none of the strategies the teacher or other adult has used has been effective, it may be necessary for the child to be asked to work in another classroom or be sent to the room of a member of the Leadership Team to work. If a child is removed from class, the follow-up meeting where his/her re-entry is discussed is vitally important.

This table summarises our approach and the steps we work through.

Low Level Behaviour Parents may be notified if persistent	Serious Behaviour Parents will be notified
For example (this list is not exhaustive): not listening, talking at inappropriate times, unkind words, rudeness, off-task, distracting other learners, low level disruptions in class. Breaking the One School Rule.	For example (this list is not exhaustive): persistent swearing, deliberately hurting another child, willfully breaking/damaging property, fighting, homophobia, racism, cyber-bullying, extremism.
Verbal warning	Incident to be noted in CPOMS
Red traffic light/red card	Refer to senior member of staff
Time out (may be self-elected)	Time out
Loss of playtime or lunchtime or walking with an adult during these times/completion of unfinished work at break times.	Additional loss of playtime/privileges to complete a repair sheet.
Discussion with family	Suspension / Exclusion – following statutory guidance

Continual behaviour issues

The SENCo and Head teacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible strategies
Placing the child on the SEN register for social, emotional difficulties (behaviour is no longer considered a special need in itself.)	Focus on the causes of the behaviour and ensure positive changes happen quickly.	Look at making reasonable adjustments to the learning environment and curriculum.
Establish a behaviour plan with parents and child.	Focus on strategies to enable a change in the child's behaviour.	Time out, stickers, Golden Time rewards, play therapy, pastoral support sessions/nurture group.
Referral to outside agencies, including Behaviour Support, EP, PCAMHS	Provide additional strategies and support to school and family beyond our expertise	
Implementing a more focused monitoring programme.	Records must be kept to gather a picture of the behaviour, including when things are going right.	Lunch/playtime book, log of aggressive incidents.

The Anti-Bullying Policy contains further details pertaining to incidents of bullying.

Restorative Justice

We believe children who have positive relationships with those around them will achieve their full potential. We therefore put the building, maintenance and repair of relationships at the heart of everything we do. In school, we all use the process of Restorative Justice so that children can have modelled and internalise the process of repair and reparation over and above the need for assigning

blame and dispensing punishment. This approach is a huge investment of time but we believe that it is worthwhile.

Our aim at Hook Norton is to deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff. The child/children will be asked to consider their behaviour, its impact and how they can make the situation better. We aim to discuss wrong choices with the person(s) affected. If a child hurts or upsets another child, they will be asked the following questions:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- Who has been affected by what you did?
- How do you think they feel now?
- What do you think needs to happen next?

The person affected by the behaviour will be asked the following:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- What do you think needs to happen next?

These questions are in line with a restorative practice approach where the questions are neutral and non-judgemental. They require the children to reflect on who has been affected by the behaviour and how they can make it better as well as developing empathy.

Break times

During lesson times and playtimes when staff are on duty each teacher will use their professional skills to resolve the issues and support all of those involved using the strategies outlined in this policy. However, if there is a challenging incident, such as a child is aggressive towards others or shows a total lack of respect for adults or children, then an adult should involve the Head Teacher.

At lunchtimes those on duty should also use their professional skills to resolve challenging situations but must always send for support if necessary.

We use CPOMS to log any serious behaviour incident and this is analysed and reported on to Governors regularly.

Power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Head Teacher who will follow-up the incident in-line with procedures agreed within this Policy.

The teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity

- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

If teachers witness unacceptable behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. The Head Teacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

Screening and searching

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Head Teacher should be informed immediately. The property should be given to the Head Teacher who will make contact with parents and invite them into school, to reclaim the item.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

Sexual violence

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping Children Safe In Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Therefore, pupils at Hook Norton are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

All staff are aware of, and will respond appropriately (as outlined below) to all reports and concerns, including those outside the school and or online.

Hook Norton staff are aware of the importance of:

- Making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.
- Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- Understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.
- Communication barriers and difficulties overcoming these barriers. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs).

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school may overhear a conversation that suggests a child has been harmed, or a child’s own behaviour might indicate that something is wrong. If staff have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told. The school’s initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. They should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead (or a deputy).

Child on child abuse

This can take many forms, such as:

- Abuse in intimate personal relationships between peers

- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party.

The staff at school are aware that:

- Safeguarding issues can manifest in child-on-child abuse
- Technology is a significant component in many safeguarding and wellbeing issues
- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content.

The school will decide how to respond to an incident on a case by case basis. Factors such as the age, frequency and nature of the incident will be taken into account. The response to each incident should be proportionate. A 'lower-level' incident such as a sexist comment may be addressed through the curriculum, a circle time and the ongoing ways that the school promotes respect.

Other appropriate sanctions include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- A period of internal exclusion (length dependent on incident)
- Suspension (length dependent on incident) or permanent exclusion (in a very severe case).

Note: a referral to MASH may also be appropriate. If in doubt, speak to the DSL.

Whilst these kinds of incidents will not be tolerated, we will always support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour. We will also take the wishes of the victims into account, but the final decisions about what happens next will be made by the Head Teacher. Incidents involving sexist remarks will be logged.

The role of pupils

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. It is very important to educate the whole child, and by giving them responsibility and encouraging self-discipline, we are preparing them as citizens of the future. Pupils should understand that disliking behaviours and attitudes is separate from disliking individuals and that the implementation of sanctions does not mean that the pupil is disliked, merely the behaviour. We encourage children to take responsibility for their own learning and to discuss their targets and expectations with their teachers. We give older pupils the opportunity to act as good role models.

Through after-school clubs and activities, we offer pupils the chance to further interests and talents - thereby focusing on the whole child, rather than purely academic success. Through our programme for PSHE pupils have an understanding of their differences and similarities, but most importantly their own self-worth. Children are encouraged to take an active part in our local community - for example, contributing toward food parcels at Harvest and supporting other charity events.

The role of staff

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

- Support the maintenance of an emotionally safe, calm and positive working environment
- Get to know children as individuals and to understand them well
- Praise children regularly for positive behaviour and effort
- Use rewards and sanctions clearly and consistently
- Be a good role model
- Have fair and consistent expectations
- Involve children in setting targets and expectations for the class and individuals
- Be aware of vulnerable children, and avoid labelling
- Deal firmly but fairly with any inappropriate behaviour, calling on the support of senior staff if appropriate
- Be aware of any particular problems which are happening outside school which may affect a child's behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises and in such cases will follow government guidance.

The role of parents and carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be expected to work in partnership with the school to assist the school in maintaining high standards of behaviour. Early working relationships are established through induction meetings with key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. We have an open-door policy and parents are encouraged to come in and discuss any issues with the teaching staff.

Parents are welcomed as additional volunteers within the classroom. However, we actively discourage parents helping in their own child's class as this can have a negative effect for both the parent and child. Our parents need to help the school by encouraging pupils to develop attitudes of self-respect, self-discipline and honesty. They should expect pupils to complete homework regularly and to take pride in their learning.

We believe that parents and carers are a crucial part of the support team for the child at school. We want parents and carers to fully understand how we develop positive quality relationships at school and how we promote good behaviour. We also want them to understand our system for managing challenging behaviour or a poor attitude to learning. We will keep parents informed of situations where the Head Teacher has been involved.

The role of the Head Teacher

It is the role of the Head Teacher to ensure the health and safety of every child in their care including having a strong Behaviour Policy to support staff in managing behaviour.

The law says the Head Teacher must:

- Set out measures in the Behaviour Policy which aim to:
 - Promote good behaviour, self-discipline and respect
 - Prevent bullying
 - Ensure that pupils complete assigned work
 - Regulate the conduct of pupils.
- Publicise the school Behaviour Policy, in writing, to staff, parents and pupils.
- Set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against staff.
- Ensure the standard of behaviour expected of all pupils is included in the school's Home-school Agreement which parents must be asked to sign following their child's admission to school.
- Acknowledge the school's legal duties under the Equality Act 2010 in respect of pupils with SEND.

Behaviour Incident Reports are monitored by our Link Safeguarding Governor each term. The findings, including any particular patterns of behaviour are reported back to the full Governing Body in the Head Teacher Report.

Any more serious misconduct may lead to suspensions or permanent exclusion and LA guidance will be followed in these exceptional circumstances.

The role of the governing body

The law says that Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governors support the Head Teacher in implementing the Policy and being aware of its effectiveness.

Specifically, the Governing Body should:

- Provide clear advice and guidance to the Head Teacher on which they can base the school's Behaviour Policy. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. They must not include 'no search' or 'no contact' policies in their guidance.
- Through the Behaviour Policy help members of staff better understand the extent of their powers and how to use them.
- Instruct the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Recording of behaviour incidents

All incidents of significant unacceptable behaviour are recorded on CPOMS. This should be completed by the member of staff witnessing the behaviour, or to whom the incident was reported. If unacceptable behaviour continues for a particular child, the class teacher or Head will notify the parents of the child/ren concerned and seek their support in bringing about improved behaviour. CPOMS is used to identify issues and patterns, and to support appropriate intervention; it is monitored termly by the Link Governor for Safeguarding in terms of:

- Type of incident (including prejudice-related incidents)
- Critical days/times in the week
- Critical places within the school and grounds
- Pupils involved
- Profile of pupils involved (ethnicity, gender, disability, age, SEN)
- Outcomes

In the case of serious incidents of unacceptable behaviour, an investigation will be conducted by the class teacher and Head Teacher. Parents/carers of both the targeted child/ren and the aggressor will be contacted promptly to notify them of the incident, and to offer/seek support. The school will notify the police and other relevant bodies of incidents where it is appropriate to do so. All referrals to external agencies will be made by the Head Teacher, Deputy or SENCO.

The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

Monitoring and review

It will be important to know that our policy is working effectively and the extent to which it is having an impact on promoting positive behaviour and in tackling and avoiding bullying. Discussions on behaviour will take place regularly at staff meetings. Pupils' views need to be expressed through child focused discussions, pupil questionnaires and the School Council. Parental views will be obtained through Parent View. As a school community we need to make sure that we are all following a consistent approach to promoting positive behaviour in our school.

This policy was agreed at a full governing body meeting – Autumn 2024. It is reviewed annually.

Signed Joe Williams

Chair of Governors

Review Date: 01/09/2025