ST AMBROSE
CATHOLIC PRIMARY
SCHOOL

Behaviour and Relationship Policy

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Post Holder Responsible for Review:	Mrs Louise Bury

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed. a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these. policies are reviewed regularly in this regard.

This Behaviour Policy has been approved and adopted by Saint Ambrose School in October 2026 and will be reviewed in October 2027.

Signed by the Chair of the Local Governing Body for Saint Ambrose

Helen Black

Helen Black

Signed by the Executive Principal for Saint Ambrose

Mrs Louise Bury

Mrs Louise Bury

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1. Safeguarding

At St Ambrose school we play a crucial role in preventative education. Preventative education is a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. The curriculum is inclusive and developed to be age and stage of development appropriate in line with Keeping Children Safe in Education 2025.

2. GDPR and Data Protection

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

3. The Catholic Curriculum

Through the development of a Catholic Curriculum all staff have the knowledge and understanding of the Catholic Social Teaching themes. Staff ensure that through the whole curriculum there are opportunities for the pupils to develop their own knowledge and understanding of the key principles of the Catholic Social Teaching themes. Pupils are also encouraged to use this gained understanding to make, age appropriate links to their everyday lives and the world around them. The CAFOD resources are used to support this learning and it is also enhanced through trips, visitors to school and experiential days as well as involvement in charitable organisations.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships. We aim to emphasise the following positive qualities through our Catholic Values, which are lived out in all areas of school life.

- Grateful & Generous
- Attentive & Discerning
- Compassionate & Loving
- Faith-filled & Hopeful
- Eloquent & Truthful
- Learned & Wise
- Curious & Active
- Intentional & Prophetic

4. Behaviour Policy Principles

At St Ambrose, we aim to live our Catholic Mission: 'We do our best by following Jesus' in all that we do. Our aim, as a school community, is to put Christ at the centre of everything and to follow Jesus' example in the way we treat each other with care and consideration.

St Ambrose is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Creating a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere

to the values of being: 'Respectful, Ready, and Safe' and it is our primary aim that everyone feels valued and respected and that each person is treated fairly. Also following the practices of Trauma Informed Schools, we support all children and recognise the needs behind the displayed behaviours.

At St Ambrose we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

5. Aims and Objectives

To provide simple, practical procedures for staff and children that:

- Encourage children to set good examples to others as they endeavour to live out our Catholic Mission: 'we do our best by following Jesus'.
- Foster the belief that there are no 'bad' children, just 'bad choices'
- Support children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Follow the Trauma Informed approach so that staff ae aware of feelings, thoughts and actions

<u>All staff must:</u>

- Embrace the Trauma Informed approach to support individuals
- Take time to welcome children at the start of the day
- Always monitor children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Be ready to be the 'Emotionally Available Adult'

The Executive Principal and The Senior Leadership Team must:

- Be a visible presence around the school
- Be ready to be the 'Emotionally Available Adult' and support others through supervision
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/push notifications/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

6. Keeping Children Safe in Education

- All staff receive support and guidance to implement measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, in line with Keeping Children Safe in Education (KCSIE 2026).

- All staff understand that children can abuse other children (child-on-child abuse), and that this can happen both inside and outside of school, face to face and online.
- All staff are familiar with the school's safeguarding policies and procedures relating to child-on-child abuse and recognise the important role they play in preventing, identifying and responding to concerns.
- All staff understand that the absence of reports does not mean abuse is not taking place. Child-on-child abuse may be unreported, and staff should remain vigilant to indicators and concerns. Any concerns should be shared promptly with the Designated Safeguarding Lead (DSL).
- Staff understand the importance of challenging inappropriate behaviours and attitudes at the earliest opportunity. Dismissing behaviours as "banter", "part of growing up", "just having a laugh" or "boys being boys" can contribute to a culture of unacceptable behaviour, misogyny, an unsafe environment and the normalisation of abuse.
- Staff recognise the escalatory nature of harmful behaviours and understand that early identification and intervention can help reduce the risk of harmful sexual behaviour, sexual harassment and sexual violence.
- Child-on-child abuse can take many forms and may include, but is not limited to:

    - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    - racist, homophobic, biphobic, transphobic, sexist or misogynistic language, comments or behaviour;
    - abuse within intimate personal relationships between children (sometimes known as teenage relationship abuse);
    - physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm, including online behaviours that facilitate, threaten or encourage physical abuse;
    - harmful sexual behaviour (HSB);
    - sexual harassment, including online sexual harassment;
    - sexual violence, including online behaviours that facilitate, threaten or encourage sexual violence;
    - causing someone to engage in sexual activity without consent;
    - consensual and non-consensual sharing of nude and semi-nude images and/or videos;
    - upskirting, which typically involves taking a picture under a person's clothing without their permission; initiation or hazing-type violence and rituals.
- The school recognises that child-on-child abuse is a safeguarding issue and that allegations and concerns will be taken seriously, recorded appropriately, and responded to in accordance with the school's safeguarding and child protection procedures.

7. Trauma Informed Schools (TIS)

As a Trauma informed school, we are aware of children's ACES that have an impact on their behaviour and learning. We follow Panksepp's effective neuroscience theory, and all staff have had training on using PACE to support children when regulating their emotions.

'all challenging behaviour is seen as a form of communication where there may be unmet need that requires support, understanding or empathy'

TIS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TIS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self- regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

<u>The Role of a Trauma Informed Behaviour and Relationships Policy</u>

Our Trauma Informed Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to promote positive behaviour, living out this approach by reflecting on ten key aspects of school practice:

1. A consistent trauma-informed approach to behaviour management

2. Strong and dynamic school leadership

3. Effective classroom management

4. Consistent rewards and consequences

5. Clearly evident use of trauma informed strategies within teaching and consistent modelling of good behaviour

6. Continuous staff development, training and support, with staff wellbeing always considered.

7. Clear and effective pupil support systems

8. Regular liaison with parents/carers and other agencies

9. Dynamic, effective and relevant planning and managing of pupil transition

10. Ongoing evaluation of organisation, resources and environment to ensure the most effective outcomes for all.

Trauma Informed Educational Practices

St Ambrose Catholic Primary School has invested in supporting the very best possible relational health between:

Parent and child
Child and child
Child and school staff
Parent and school staff

School staff
School Staff and Senior Leads
School staff and external agencies.

8. **PACE Protect, Relate, Regulate and Reflect.**

To this end St Ambrose Catholic Primary School is committed to educational practices, which Protect, Relate, Regulate and Reflect.

Protect

- All teachers to use increased 'safety cues' in all aspects of the school day through the use of meet and greet by members of SLT at the school gate also teachers and TA's at the classroom door. If children are late then they are greeted by the teacher or TA when they arrive.

- School staff to be trained in the PACE modes of interaction (Hughes 2015): being warm, empathetic, playful and curious.

- School staff are to ensure that interactions with children are to be socially engaging and not socially defensive.

- There is a whole school commitment to use calm, emotionally regulated voices when using 'wine' questioning to investigate incidents regarding pupils.

- School staff will 'interactively repair;' the occasions when they themselves move into defensiveness.

- To use 'I wish my teacher knew' boxes to enable children to feeling safe enough to talk about, if they wish, painful life experiences, which are interfering with their ability to learn and quality of life.

- All vulnerable children have easy access to at least one named emotionally available adult.

- School staff need to adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non- judgemental way from situations they are not managing well in. This maybe children who keep 'triggering' into alarm states in the main playground given access to a separate calmer, smaller playground.

- Provision for children of a clear, confidential and non-shaming system of self- referral for help/talk time.

- The nurturing and supporting of all school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagements.

Relate

- All school staff to be trained in emotional coaching and in relating to children in terms of the four key relational needed for secure attachment, affect attachment, empathy, soothing and containment.

- There will be a whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger and self-blame.

- There will be relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the change from 'blocked trust' (not feeling psychologically safe with anyone) to trust and from self-help to seeking help.

Regulate

- The implementation of interventions designed to bring down stress hormone levels (eg toxic to tolerable) in vulnerable children to allow them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and later in life.

- Evidence based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally enriched regulating and playful, enriched adult- child interactions.

- The emotional well-being and regulating of staff is treated as a high priority to prevent burn -out, stress-related absence or leaving the profession through stress-related illness, secondary trauma and feeling undervalued, blamed or shamed.

- School provides designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Staff have been trained and are becoming more developed in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions and giving lectures, WINE questioning)

- **WINE Questioning Definition...**

Wondering how the child is, what they are feeling, what they are thinking
Trying to **Imagine** what the child is going through
Showing that you are **Noticing** certain behaviours in a non-confrontational way
Once again being **Empathetic** to what the child has or is experiencing.

- Provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.

- Within the context of having an established and trusted relationship with a member of staff, children are to be provided with the means to symbolise painful life experiences through images rather than solely through words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e. art/play/drama/music/sand-play/emotion worksheets.

- PHSE will be informed by current research (psychological and neuroscience) on mental health, mental ill-health, relationship health, family, parenting, intimate relationships and tools for how to do life well. The curriculum content will enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.

9. Behaviour for Learning

St Ambrose School principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.'' Paul Dix, Pivotal Education

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Being present at the start and end of breaktimes 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language 7. End of the day well wishes	1. Class reward systems e.g. Zone boards 2. Recognition boards 3. Certificates 4. Stickers 5. Phone call/push notification home 6. Verbal praise 7. Notes home 8. SLT praise 9. Class Rewards 10. Show work to another adults 11. Well done book/ Executive Principal award/ Head of School /postcards 12. Recommendation to Executive Principal

Our Rules Visible Consistencies Over and Above Recognition

1. Be Ready

2. Be Respectful

3. Be Safe

10. Understanding the School Rules

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a clear understanding of these rules and what they 'look like' in practice.

These rules will be referred to throughout the day by all adults in school. Children are encouraged to consider them in all areas of the school and all times of the school day. Examples of behaviours might include:

In class/assembly/on the playground

Ready Coming into the classroom promptly in the mornings and after playtime / lunchtime Showing the 4 rules of good listening: sitting still, looking at the person who is speaking, keeping quiet and listening to all the words. Getting involved in class / group discussions Facing new challenges Being resilient Wearing correct uniform Lining up quietly and sensibly Responding to the playtime whistle

Respectful Being kind and polite Caring for school property and the property of others Being honest Following instructions the first time we are asked Waiting our turn to speak Showing good manners Wearing correct uniform Keeping the school rules Understanding that not everybody has the same views

Safe No bullying Keep hands and feet to ourselves Use lesson resources / playground equipment for what they are supposed to be used for Four chair legs on the floor Know and follow the fire procedures No play fighting or rough play Treat other people kindly Safe conduct around school e.g. in the dining hall, walking inside school, walking in from playtimes etc.

Class Reward Systems:

In each classroom, children are praised for following the three school rules, following our school mission: 'we do our best by following Jesus' and for going over and above. Each class has their own reward system e.g. Zone Board, raffle tickets, house points etc. which are explained to the children at the start of the year and constantly referred to. These systems are carefully considered (with discussions with previous class teacher) and tailored to support the needs of each cohort of children.

Sanctions:

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Sanctions Ladder - Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ……) (learner's name), Do you remember when …… (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example -

'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. TIME OUT I noticed you chose to …… (noticed behaviour) You need to…….(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to …….(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*

4. FOLLOW

UP/PUT IT RIGHT What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

A weekly log of children who have gone onto the 'ladder' is recorded in class and monitored. If a child has got to stage 3 or stage 4 on the sanctions ladder this is logged on Safeguard.

Sanctions Ladder – Remember to praise in public, reprimand in private Before going on to the "ladder", the adult will give the child a look or a sign.

<u>Sanctions:</u>

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously

2. Not apply to a whole group for the activities of individuals.

3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

<u>Sanctions need to be in proportion to the action</u>:

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour IDENITIFY the behaviour we expect

- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

- Language around Behaviour

At St Ambrose, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.
- Incidents are logged in the class file at the staff member's discretion.
- To communicate school rules and reinforce good behaviour, staff use micro-scripts:
- What adults repeatedly say in response to poor behaviour is important. Here are some key phrases.
- 'I've noticed.....'
- Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the learner to defend against, and avoids accusations and arguments.
- 'I need you to.... thank you"

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing choice in the moment is not helpful, 'You can choose to do this now or at break time' will tempt many learners to go for the latter and that is not the outcome you really wanted. Thanking the child when they have done as they have been asked models courteous behaviour, and can help to develop your relationship with the child.

'You are better than that...' "I know you will..."

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well, it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

'I care about you'

Lets the pupil know that you believe in them and want good outcomes for them.

"Be that as it may...I still need you to.. Some children need take up time and will not comply immediately. It can help if you say this and then turn/ walk away, and it avoids a win or lose situation.

"Thank you for... This approach assumes that the will do it.

<u>BEHAVIOUR PATHWAY</u>

Reminder

Warning

Time Out

Follow up/ Put it Right

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Put it Right Conversation then follow the guidelines below:

Sent to Key Stage Leader/Head of School /Executive Principal

Parents phoned

Parents called to school

Suspension

Exclusion

11. Physical Attacks on Adults

At St Ambrose Catholic Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. All staff should report incidents on Safeguard and directly to the Executive Principal or Head of School. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Permanent exclusion or suspension will only happen once we have explored several options and have created a plan around a child.

12. Suspensions, Exclusions and Out of School

We follow the DfE Suspension and Permanent Exclusion Guidance

<u>Suspension</u>

Suspensions will occur following extreme incidents at the discretion of the Executive Principal. A fixed-term suspension will be enforced under these conditions:

The child needs time to reflect on their behaviour

- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Executive Principal.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

<u>Exclusion</u>

Exclusions will occur following extreme incidents at the discretion of the Executive Principal. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Executive Principal.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.

The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy

The risk to staff and other children is too high

The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions. The school will record all serious behaviour incidents on Safeguard.

13. Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school 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 from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school
- online behaviour concerns

In the incidences above, the Executive Principal 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.

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

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- 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 behaviour.

14. Off-Site Behaviour - Sanctions and Disciplinary Action

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 misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- 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 misbehaviour 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.

15. Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

16.Monitoring and Review

The Executive Principal and Head of School monitor the effectiveness of this policy on a regular basis.

The School keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Executive Principal and Head of School record those incidents in which a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give oral feedback to class teachers at an appropriate time.

The Executive Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Local Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the School abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Local Governing Body will review this Policy every year. The Local Governing Body, however, review it earlier than this if the Government introduces new regulations, or if the Local Governing Body receives recommendations on how the Policy might be improved.