

Sir Henry Fermor CE Primary School

BEHAVIOUR POLICY

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 2 Policy against the Trust Governance Plan.

Review Body:	LGB
Approved:	October 2024
Next review:	September 2025
Review Period:	1 year

This policy was approved by the LGB for implementation on the date above and supersedes any previous behaviour policy.

Inspire Believe Achieve

Rationale

At Sir Henry Fermor we firmly believe that positive experiences create positive feelings and positive feelings create positive behaviour. This underpins our behaviour policy. We also see behaviour as a subject which needs to be taught and supported in order for all to achieve highly.

All adults at Sir Henry Fermor analyse behaviour rather than moralise about it. We are curious about behaviour and look for the root cause. Behaviour is a form of communication and it is the responsibility of all adults and children to seek to understand what the behaviour is communicating. We all have the right to feel safe, we all have the right to work and learn, we all have the right to be respected and we all are responsible members of our school community.

The school behaviour policy uses elements of Therapeutic Thinking and The Empowerment Approach for all children, however we are aware that a few children may need personalised adaptations. These approaches prioritise the prosocial experiences and feelings of everyone within the dynamic. In addition to this, some children may require an Individual Behaviour Plan to formalise strategies that differentiate from policy.

School vision

Sir Henry Fermor enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. **Inspiring** children and adults, **believing** in God at the heart of all we do, through Christ's love and guidance; all in the Sir Henry Fermor family flourish, **achieving** fullness.

The school motto is embedded in all we do, we:

Inspire all children and adults so that they aspire to achieve the highest standards and know how to reach them

Believe we are known and valued by a living God and we seek to follow Christ's example, believing there are no ceilings for what we and others can do.

Achieve the best we can and expect excellence from all, aiming high, showing love and respect to staff and children so that we all flourish.

Aims

This policy aims to support our children to grow in a safe and secure environment, and to become responsible and increasingly independent members of the school community.

Our aim is to always:

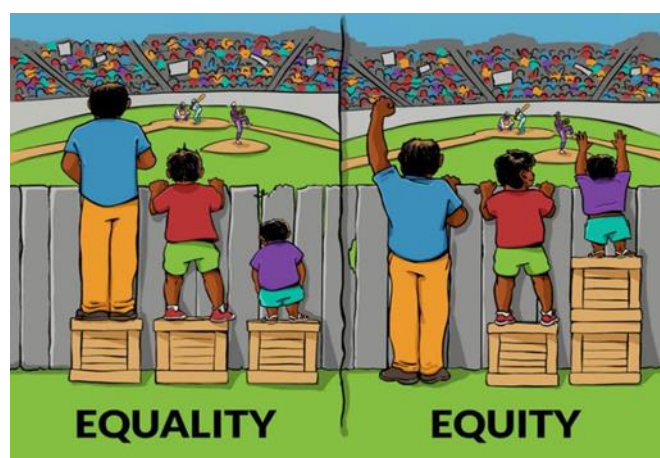
- foster strong relationships with parents and carers to support the development of children's behaviour and the implementation of this policy
- communicate the school's high expectations clearly to children, parents, staff and the wider school community
- develop good personal, social, moral and Christian values
- develop children's independence, self-esteem and respect for others, so they are able to take responsibility for their own actions
- enable children to learn in a safe and secure environment, free from anxiety
- develop children's self-confidence through a clear system of "promoters" (see appendix A)
- encourage pro-social behaviour through logical consequences, enabling children to reflect and restore expected pro-social behaviour
- create equity for all children to experience success

Implementation

Whole school systems and structures

Our approach to behaviour allows us to recognise that behaviour can have a positive effect, developing pro-social feelings, which results in children and adults feeling safe, secure and able to learn. Some behaviour can lead to negative feelings, causing anti-social behaviours. These behaviours result in children and adults feeling unsafe, unhappy and normal day-to-day activities and learning can be disrupted.

It is the responsibility of all members of the school community to encourage and praise pro-social behaviour, and to identify and address anti-social behaviour in and around the school (See Appendix D for 'Roles and Responsibilities of All Stakeholders'). Some children may require more support than others to develop and encourage their pro-social behaviour. We endeavour to treat all children with equity and apply this behaviour policy in a consistent way.



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. At Sir Henry Fermor School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

How we Teach Behaviour:

- adults are role models for prosocial behaviour and how to resolve conflict
- we model positive relationships and teach children what positive relationships look like
- through our PSHE curriculum
- through weekly worships based on monthly themes teaching pro social behaviours, vocabulary to describe feelings and exploring resilience strategies
- we use The Zones of Regulation to teach listening and empathy skills and to encourage children to verbalise and understand how they are feeling
- by prioritising pro-social behaviour, noticing it and praising it
- behaviour thermometers in each class used as a visual aid (see Appendix B).
- we provide feedback and recognition for prosocial behaviours
- through comfort and forgiveness (understanding and knowing that we will do it differently tomorrow)
- we model tactical ignoring of low level behaviours, giving time for unsocial behaviour to stop
- we use positive language telling children what you would like to see, not what we don't e.g. 'Walking thank you!' rather than 'Don't run!'
- we model and facilitate Restorative Justice. At Sir Henry Fermor we prioritise following up the behaviour at the appropriate time. After regulation has taken place a discussion ensues where the adults initially provide strategies and support for the children to help navigate further occurrences

How we Recognise Prosocial Behaviour

We employ a House Points system. Each house (Brook, Forest, Ghyll, Warren) is recognised for the house points that have been earned. During our weekly celebration worship a trophy is presented to the winning house. Termly, children have the opportunity to earn additional house group time playing together. All staff will acknowledge the children's exemplary, pro-social behaviour outside of class, identifying our school values with "Fermor Merits". These are entered into a weekly whole school raffle for a book token, emphasising the importance we place on reading. Opportunities to share exemplary learning and effort is celebrated through weekly Fermor Awards and discussion of 'Gold Book' learning with members of the SLT team.

Whole School Behaviour Management

At our school, we always promote pro-social behaviour and look to reduce anti-social behaviour. For every child, at every stage, a range of de-escalation strategies are used by all staff, to allow the child time to reflect and restore these expected pro-social behaviours. Such strategies include, but are not limited to:

- Zones of Regulation – acknowledgement of emotions
- distraction techniques
- giving choices to "save face"
- safe place
- sense of humour to defuse, if appropriate
- change of adult
- specific praise: verbal and written
- thumbs up
- raffle tickets
- feedback to parents
- being used as a role-model/lead learner
- smile
- house points
- stickers
- sharing work – under visualiser or on the board
- body language
- high 5
- certificates
- given a class responsibility
- Fermor merit

Anti-social behaviour is defined at Sir Henry Fermor School as being behaviour that has a negative impact on those witnessing or involved with the behaviour and can be further defined as the following:

- disruption to learning
- unkindness to others
- damage to property
- rudeness to others
- potentially dangerous behaviour to self
- potentially dangerous behaviour to others

If a child shows anti-social behaviour in Early Years

In EYFS each class has a weather chart with the rain cloud at the bottom, followed by a cloud, sun, rainbow and then the pinnacle, the shooting star. This is a visual support to help the children understand the impact of their behaviour. The focus is on pro-social choices, where children can move onto the 'Shooting Star'. However, for serious anti-social choices that would justify a red card in KS1 and KS2, the children's name moves onto the 'Rain Cloud'. As soon as the child demonstrates pro-social behaviours following an incident, their name moves back

off the 'Rain Cloud'. It is important to note that every day is a new day and all children's names return to the sun.

If a child shows anti-social behaviour in KS1 and 2

1. A reminder to stop and think is given followed by a verbal warning.
2. If the anti-social behaviour continues, the child is given a yellow warning card which remains on the teacher's desk. This can be removed once prosocial behaviours are observed.
3. Further anti-social behaviour may result in a red card which remains on the teacher's desk.
4. This will be documented for Phase Leaders on CPOMS and parents will be notified.
5. Any further displays of anti-social behaviour will result in a serious incident form being completed (see appendix A). This will be documented for SLT on CPOMS and parents will be notified.

Protective strategies may be put in place to prevent anti-social situations occurring and encourage pro-social behaviour. In addition, logical consequences are given in proportion and with relevance to the behaviour that has already occurred. This includes 'putting things right' through restorative justice to repair any relationships. Where a child may display repeated anti-social behaviours, we will work with parents to support their child in school, which may lead to an Individual Behaviour Plan.

Antisocial Behaviours (Red Card Level)	Dangerous Antisocial Behaviours (Serious Incident Form Level)
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning	Hitting
by shouting, banging, making noises	Kicking
Throwing small equipment	Fighting
Leaving the classroom without permission	Biting
Damage to property/pushing over furniture	Punching
Stealing	Throwing furniture
	Physical or verbal bullying (see Bullying Policy for definition)

Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.

Where SLT support is necessary, adults should ensure that the model below has been followed by staff previously before calling for assistance

- 1) Use scripted responses (Appendix E)
- 2) Give the child a timer to regulate, 2/3/5 minutes as appropriate.
- 3) Ask curious questions in order to support the child to express what they are trying to communicate through their behaviour.
- 4) Give the child 2 choices as to how to change the behaviour. I.e. 'You can go back into class and do your work now or you will do the work at playtime as you are choosing to have your play time now.'
- 5) Give time to the child to make a decision as pressure can be a further trigger
- 6) Try a change of adult. A different adult in the class team speaks to the child but offers the same 2 choices as the person before. Consistency is the key.
- 7) Give the child another 2/3/5 minute timer to make the right choice and reset.

- 8) Try a different adult in the phase team. They speak to the child but offer the same 2 choices.
- 9) Given the child another 2/3/5 minutes to make the choice and reset.
- 10) Give the same 2 choices for the last time.
- 11) A) Once the child is back in class and calm give them the opportunity to repair the relationship.
 B) Praise the child for any positive choices they have made.
 C) If the child has not reset – call SLT to assist.

Addressing Potential Bullying Behaviour:

At Sir Henry Fermor School, bullying is defined as persistent, targeted anti-social behaviour that has a seriously negative effect on an individual or individuals. We promote the wellbeing and safeguarding of all pupils and do not tolerate bullying of any kind (e.g.: verbal, physical, online, alienation). Parents have an important role to play in supporting the identification of bullying and we encourage parents to speak to their child's class teacher as early as possible. We also actively encourage children to seek adult support at the time of the incident through the use of trusted adults, bubble time (time-to-talk) and thought boxes. Supervising adults on the playground include MDSAs, TAs and the leadership team ensuring a range of adults are available. To support structured play, trained play-leaders (year 6) are responsible for zoned areas on the playground.

A range of school strategies are implemented to provide opportunities to promote pro-social behaviour and our Christian values in both the real and online world. Pupils are taught, using varied approaches, to distinguish between anti-social and bullying behaviour:

- RHE curriculum
- additional circle time sessions
- class thought box
- sheep worry boxes in specific areas of the school
- themed weeks/days
- computing curriculum (including internet safety)
- worships
- Zones of Regulation

Sir Henry Fermor School is a Christian community. All members of the school community are expected to show respect to all others through their words and actions.

- Peer-on-peer abuse can include bullying, sexual harassment or sexual violence, homophobic, transphobic, sexist or racist language or abuse.
- Peer-on-peer abuse or intimidation of any sort will not be tolerated and all reports will be taken seriously.
- Bullying is behaviour over a period of time intended to frighten, humiliate, embarrass, insult or damage the confidence or self-esteem of others.
- Cyber-bullying is peer-on-peer abuse that takes place online
- Any student found to be involved in peer-on-peer abuse, including bullying can expect to face serious sanctions, including, in extreme cases, suspension and exclusion.
- Parents and guardians of pupils taking part in peer-on-peer abuse will always be informed.

All staff members will listen carefully to concerns raised by parents, children and from other staff regarding anti-social behaviours and will take action as soon as practicably possible. All notes of incidents will be recorded on CPOMS and DSLs will be notified.

The use of “reasonable force”

All staff will ensure children know and understand that anti-social behaviour will not be welcomed in any area of the school.

Time out of class may be offered or enforced to enable the smooth running of the class. In these instances, staff may seek immediate support from colleagues: staff in the parallel class, Phase Leaders, members of the Inclusion Team or Senior Leaders (in this order, where possible).

Staff may be required to physically intervene and positively handle a child if they pose harm to themselves, others or damage property. This is an absolute last resort. The actions that we take are in line with government guidelines on the use of reasonable force:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Physical force is not used as a form of punishment under any circumstance.

Fixed-term Suspension and Permanent Exclusion

In accordance with DfE guidance, Sir Henry Fermor School views exclusions as a last resort. Our school community is committed to securing a range of proactive and preventative strategies which enable all children to develop holistically, and in line with our distinctive Christian ethos where the parable of the Lost Sheep emphasises our determination to see no child left behind, in order that all may flourish and integrate fully into wider society.

We recognise that we are all susceptible to error, but through our behaviour approach and parental support; all children, with appropriate guidance, can be encouraged to show pro-social behaviour. In rare circumstances, where our pro-social behaviour system has been used to its full capacity and extreme anti-social behaviour continues, the use of suspension or exclusion may be necessary as a last resort.

Only the Headteacher, or Deputy in the absence of the Headteacher, has the power to exclude a pupil from school in accordance with East Sussex County Council Guidelines. "A suspension is when a pupil is not allowed to attend school for a specific period of time. Pupils can be suspended more than once. Permanent exclusion means the pupil is not allowed to return to their school."

- The Headteacher, or Deputy in the absence of the Headteacher, will officially inform the student's parent of the period of the suspension, or that the student will be permanently excluded;
- give the reasons for the suspension or permanent exclusion;
- advise the parent that he or she may make representations about the suspension or permanent exclusion to the governing body;
- advise the parent how and to whom his or her representations may be made;
- advise the parent of the days on which he or she will be responsible for ensuring the student is not found in a public place;
- if applicable, advise the parent of the latest date by which the governing body must meet to consider the circumstance of the suspension of more than five days in one term either where the parent has requested a meeting or where the suspension would result in the student missing a public examination;
- in the case of a fixed-term suspension, advise the parent of the date and time when the student should return to school;
- advise the parent of any alternative educational provision (which must be provided from the sixth day of any fixed-term suspension);
- If appropriate, advise the parent of the date, time and details of the reintegration interview.

Notification of suspensions and exclusions

The headteacher will without delay notify the governing body and the local authority of the details of the suspension or exclusion, including the reason for it in the case of:

- any permanent exclusion (including where a fixed-period suspension is followed by a decision to permanently exclude the student);

- any suspension which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term;
- any suspension or exclusion which would result in the pupil missing a public examination or national curriculum test.

The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher. The Governing Body has an appeal panel which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider any permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Duties under the Equality Act 2010 and Children and Families Act 2014

Headteachers and Governing Bodies should ensure they are compliant with the duties of the Equality Act 2010 and Children and Families Act 2014.

Schools must not discriminate against, harass, or victimise pupils because of their sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services in carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to pupils with SEN when administering the exclusion process, including (in the case of the governing board of relevant settings) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Full details are contained within the DfE guidance.

Searching, screening and confiscation

Any of the following prohibited items found in pupils' possession will be confiscated:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. If at all possible, two members of staff will be present; where possible they will be the same gender as the pupil being searched. A search will only be undertaken if there are reasonable grounds for suspicion.

Monitoring

The Headteacher and Deputy Headteacher monitor the effectiveness of this policy. As requested they will report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of anti-social behaviour. The class welfare files contain completed Serious Incident Forms and the incident is referenced on CPOMS. The welfare files also contain any Behaviour Contracts decided upon by teacher, parents and the Inclusion team.

The Headteacher keeps records of any child who is given a suspension, or any child who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of any exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy **annually**. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy should be read with reference to other policies and documents:

- Safeguarding and Child Protection
- SEND information report
- E-safety and Digital Learning Policy
- Early Years Policy
- Keeping Children Safe in Education 2024

Serious Incident Form

Child's Name & Class:	
Date & Time of Incident:	
Location of Incident:	
Person Reporting:	

Your child has been involved in an incident today. We feel it important to inform you of the details of this incident and **invite you to speak to your child's class teacher**, should you have any questions.

Today's incident falls within the following category:

Leaving the class
Unsafe behaviour
Damage to property
Harm to an adult
Harm to another child
Continued anti-social behaviour

Please tick all that apply

Consequence:

Apology note	Loss of play time	Complete work at a different time
Loss of golden time	Work sent home	Learn in alternative space
Phone call/text home	Restorative justice	Other:

Please tick all that apply

Additional information (as necessary):

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A copy of this form has been sent to the parent/carer

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Either a copy of the form **or** a brief summary of the incident has been recorded on CPOMS

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- The Wider Leadership Team (WLT) have been alerted

Flow Chart

GREEN → Pro-social promoters



Verbal Reminder



Verbal Warning



Yellow Card (can be removed, opportunity to show pro-social behaviour)



Red Card (consequence given, parent informed face to face, via the contact book or a telephone call, documented on CPoms)

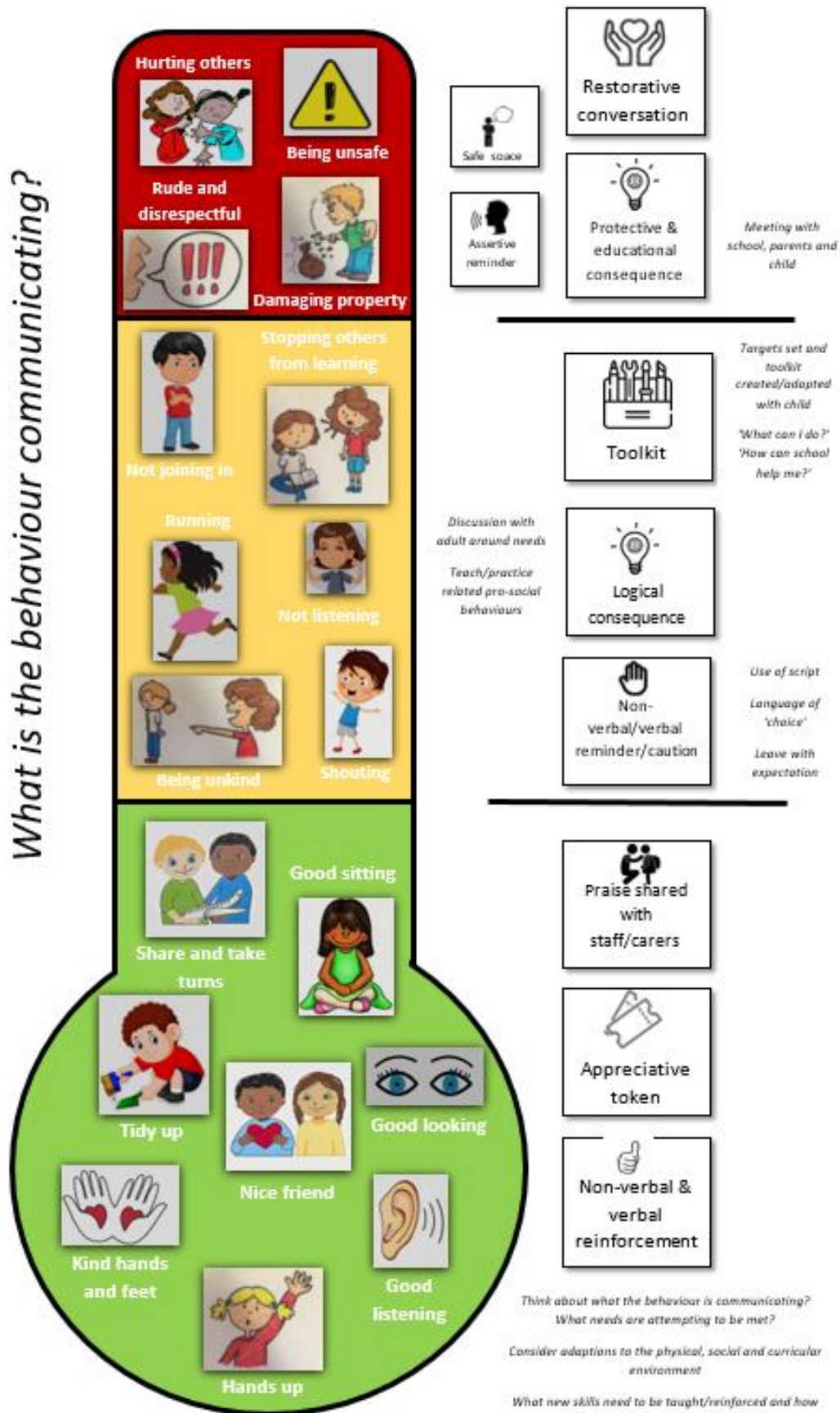


Serious Incident Form (repetition of same anti-social behaviour, or immediate for:

- leaving the learning space
- leaving the school building or premises
- unsafe behaviour towards self or others
- damage to property
- harm to a child or adult (spitting (directly at another), pushing aggressively, scratching, pinching, hair pulling, hitting, kicking, fighting, biting, punching)
- throwing furniture
- Physical or verbal bullying (see Bullying Policy for definition)

BEHAVIOUR THERMOMETER

What is the behaviour communicating?



Roles and Responsibilities of All Stakeholders:

Everyone is responsible for

- Being positive role models
- Ensuring that they are fully aware of the behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Role of Parents

- Annually, parents are asked to read this policy and sign in agreement of the standards of behaviour. This forms part of the Home-School Agreement.
- Our school works collaboratively with parents, so children receive consistent messages about expected pro-social behaviour at home and at school.
- We expect you to support your child’s learning, and to co-operate with the school, as set out in the home-school agreement. We believe it is fundamental to build supportive communication between home and school, and we inform parents if we have concerns about their child’s welfare or behaviour.
- We expect parents to support the actions of the school.
- Accepting, contributing and supporting the school’s codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child’s happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child’s behaviour in school and attending meetings when requested.
- If parents have any concerns, parents should **initially contact the class teacher**.
- If the concern remains, parents should contact the Phase Leader. The Headteacher or Deputy Headteacher will hear any concerns that can’t be resolved through these channels.
- If parents feel their concern has not been resolved through these channels, then parents should follow the school’s complaints procedure (found on the website).

All members of staff should be treated with respect. Intimidating or abusive behaviour from other adults – in school, on school premises or via social media - is not acceptable.

Pupils are responsible for

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

The Role of the Class Teacher

The class teacher consistently discusses, teaches and models pro-social behaviour with the class and individuals, explicitly explaining how this behaviour can be demonstrated by referring to the behaviour thermometer displayed in the classroom (see appendix D). In addition, each class also has its own Class Charter, which is agreed by the children and displayed in the classroom.

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude then adapting all learning to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE (including Circle Time) to promote pro-social behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents on CPOMS on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others

It is the responsibility of the class teacher to ensure that **being respectful to one another is emphasised** in their class, and that their class behaves in a pro-social manner. This enables effective

learning to take place. Class teachers expect excellence from all; aiming high, showing love and respect to staff and each other so that we all flourish in a safe environment. The class teacher treats each child with equity and enforces the Class Charter consistently.

The role of SLT:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the [School Standards and Framework Act 1998](#), to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff to put the policy into practice.
- The Headteacher and Deputy Headteacher have oversight of all reported serious incidents.
- The Headteacher, or Deputy Headteacher in their absence, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in accordance with the school behaviour policy and East Sussex County Council Guidelines.
- The Headteacher is responsible for reporting on exclusions to the LGB and LA and to ensure that the school policy is administered consistently.

The Role of Governors

- The Governors and Executive Headteacher are responsible for: Monitoring and Evaluating the impact of the Policy.
- The Governing Body is responsible for ensuring that the school has a Behaviour Policy, that it is reviewed regularly and published for parents to read. This can be found on the school website.
- The Headteacher and Deputy Headteacher have the day-to-day responsibility for the implementation of the school behaviour policy. Governors/The Tenax Trust may give advice to the Headteacher about particular issues, which the Headteacher should take into account when making decisions about matters of behaviour.