Behaviour Policy		
	Name	**Date**
Head Teacher	Fiona MacCorquodale	Sept 2026
Governing Body	Tom Bishai (CoG)	
Next review date	Autumn 2027	

Introduction

Prior Weston is a very happy primary school and we have high expectations of the children and for the children. This includes providing a strong, consistent focus upon active learning and the development of calm, nurturing relationships with the children, their parents and families and amongst the staff team. We understand that all children are different. Children have individual learning; emotional and behavioural needs and we endeavour to get to know and actively support every child. In this way they can develop an understanding and ownership of their own thoughts, feelings, actions and behaviour in line with their developmental stage and abilities. We aim to help children to learn that all actions have consequences, some of which are helpful, while others can be less helpful or unhelpful (as listed in this policy).
Every child and adult is expected to follow the school rules: **'Ready, Respectful and Safe.'** These three words sum up our expectations that children are ready to learn and follow direction, respectful of one another's right to learn and to feel happy in school and that every child feels safe. We support children to learn and follow these rules.

Prior Weston is a Trauma Informed Practice School (iTIPS). We recognise that many of our children have experienced adversity or trauma and therefore seek to provide a safe, calm, and nurturing environment that supports all children to thrive, with help from caring adults in school. Our approach to behaviour has been developed to ensure that all children have clear boundaries and are supported in developing their understanding of their emotions and behaviour and the emotions and behaviour of others.

This policy is underpinned by the school's values.

At Prior Weston:

We aim high
We aim high and understand that learning has no limits. We appreciate and celebrate our skills and talents and help our friends and family to do the same.

We are resilient
We persevere and demonstrate determination and self-belief. We try our hardest and keep going, asking for help when we need it.

We are curious learners
We want to learn and explore. We ask questions, think creatively and stretch ourselves. We respect different views.

We value diversity
We are considerate and think of others. We celebrate diversity and community.

We are respectful
We are polite and kind. We look after our school and each other. We are considerate and think of others in both our school and the wider community.

Our Rules
At Prior Weston we are:

- **Ready –** being ready to learn, to play, to work – ready for anything
- **Respectful –** being respectful to all
- **Safe –** being safe, and also keeping others safe

Principles underpinning the rules:

1. **Calm consistent adult behaviour**
2. **First attention to positive behaviour**
3. **Clear routines**
4. **Guided Interventions**
5. **Restorative Follow Up**

1. Calm, consistent adult behaviour:

- The single biggest influence on children's behaviour is the behaviour of adults.
- Building positive relationships with children and colleagues fosters an ethos of mutual respect and trust.
- Children learn from the effective role models they see and hear around them

Consistencies from all staff:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- A mechanism for the recognition of positive behaviour is used in each classroom throughout the lesson.
- Refer to '**Ready, Respectful, Safe** ' in all conversations about behaviour.
- Be calm and take time when going through the steps to help a child.
- Try to prevent difficulties escalating before the use of sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving positively or inappropriately.

2. First Attention to Positive Behaviour

Reinforcing expected behaviour and effort helps children to feel successful and is more likely to result in positive outcomes for all children. When you focus on the behaviour you expect to see you raise the profile of that behaviour and set expectations for all.

- Focus and describe the behaviour you want to see FIRST, not the behaviour you don't want to see.
- Reward and praise the children who consistently demonstrate expected behaviour
- Reward and praise the children who are making positive efforts towards the behaviour you want to see
- Being aware of children's individual needs enables us to support them effectively

The Power of Three

Three consistently applied rewards in class are:

- Recognition boards
- Praise pad
- Stars in a jar

Supplementary awards and recognition are:

- Weekly celebration assembly nominations
- Hot choc Friday with the Head Teacher for consistently excellent behaviour
- The Lovely Letter – a letter of praise via the DHT

3. Clear Routines

Establishing clear routines for all parts of the school day enables children to have a clear understanding of what the expectations are for their behaviour.

- Positive language should be used when drafting rules and routines; identify the behaviours that you want to see rather than those which you don't want.
- Engage the class in establishing class rules
- Consider using 'Follow instructions first time given' as the first and most important rule.
- Teach the children routines for formal learning activities (independent work, group discussion, think/pair/share etc).
- Teach the children rituals for classroom organisation and informal activities (entering the classroom, tidying, answering questions).
- Remind the children about the routine before initiating a new task.

Transitions

There are a number of times during the school day when children have to move from one place to the next, whether it is coming into school, for assembly, playtime or lunchtime or the end of the day. Owing to the large number of children moving around the building, it is imperative that children walk quietly, on the left hand side in single file. In order to ensure adherence to these expectations, children will be accompanied by an adult. These rules are necessary firstly to ensure the safety of children throughout these transition periods; they are also a means through which children can be taught how to behave cooperatively within the school community. It is

particularly crucial to have a calm and controlled entrance into the building after playtimes and lunchtimes as this brings clear closure to the recreational part of the day and helps children to prepare themselves for focused learning. Children will be taught and given opportunities to practice these skills.

Assemblies
Assemblies provide opportunities for shared reflection as well as a time when the school community can come together. It is therefore a time when expectations for behaviour are particularly high, ensuring that all children have the opportunity to learn and participate without disruption, as well as encouraging the children to show appropriate respect for this form of gathering. Children are required to enter the hall in complete silence and maintain this silence for the duration of the assembly, unless otherwise directed by the adult in charge.

4 .Guided Interventions (Managing unacceptable behaviour)

At some stage, children may demonstrate behaviours that are unacceptable. This is a part of all children's healthy development – they are learning to understand what the boundaries are and how to manage difficult feelings, situations and social interactions. Behaviour can be affected by a number of physical, mental and emotional factors – or a combination of all three.

It is very important that there is a consistent approach to managing behaviour incidents and that all staff use the same tools and have a shared language.
There are three main tools for managing unacceptable behaviour.

A – Getting back to Green = preventative

The 'Getting Back to Green' programme seeks to help students to develop their emotional literacy. Emotional Literacy simply means that a child can learn to identify and manage their emotions, with adult support by:

- Starting to recognise and have words to describe when they feel happy/upset/angry/worried
- Knowing how their body feels when they are happy/upset/angry/worried
- Figuring out what strategies work to help them to regulate (calm down)
- Taking other people's thoughts and feelings into account in a situation

More information can be found on N drive SEND/ Get back to Green

B – 'Drive by' intervention guided response = reminder/warning

This is for steps 1- 3 of the behaviour summary – the caution – delivered privately wherever possible, but always *discretely and respectfully*.

1. 1. Make sure that you have the child's attention. Name the behaviour you want to see: e.g. ***"Please sit down quietly so we can carry on with the lesson."***
2. Refer back to previous good behaviour = positive dopamine download:
   "Remember earlier on today, you were working really well on your own. I would like to see more of that please.""

3. If the behaviour does not change ask them what help they need to help them e.g. to sit quietly.
4. If there is no change, let them know what will happen next if things continue as they have
   "Please sit quietly. If you can't do that right now then you will need to have some time out/go to the Reflection room/miss some of your playtime…"
   "Make a helpful choice – I know you can sit quietly. Thank you for listening"
5. Move away and give the child some time to adjust their behaviour. If they have, return for a drive by and praise their better choice ***"Well done you are sitting calmly and quietly, thank you very much."***.

C – iTIPS suggestions for guided conversations and responding to a more serious incident

1. Try to name the feeling/s.
'I wonder if you are feeling...' 'It looks like you might be feeling...'
They might not be able to do this for themselves.
'You seem really upset or angry. I can stay with you ….'
'How are you/ are you ok? Do you need any help?'
Be guided by the child's voice, verbal language and body language

Use what you know about the child. Do they need you to be close to help them calm down? Do they need physical space or the situation will escalate? If you are not sure, try to read the cues including body language.

2. Let them know you are there with them and will stay or find someone else to be with them.
If they want space, stay at a distance that shows you are present but not in their physical space.
Avoid talking about what happened or their reaction.
'When you are ready to talk I am here..'
'I will stay over here quietly and come back in a few minutes to see if you are ready to talk'
If the child says ***'I don't care,'*** don't argue, let them know that you care about helping them.
'I can stay here with you or I can get someone or x to stay with you?'
'Let's calm down together. Some ideas for how this child calms down / I can stay here while you calm down.'

3. For a child who can accept your help.
'Let's try walking and some slow breaths to help calm down (five finger breathing)'
'Let's go outside/to x room'
'Let's name 3 things we can see, 2 we can hear, 1 we can smell'
'Here is your x that I know you sometimes find helpful to calm you down'
If you have already worked with a child and have a list of 5 things that help when they are overwhelmed 'I think you may be feeling like ….. Let's choose something from your list to help you calm down .'

4. Once a child is calm, and only when they are calm, revisit what happened with them.
Talk to the child once you are calm. This may be later in the day or the next day. If you need to talk to a colleague, before the child, do this so that you have had a chance to deal with how you are feeling.
When you talk to the child; be calm, be curious, be non-judgemental and non-blaming. Be patient. The message we are giving is that it is ok to have feelings, we all have them and we all have to learn how to understand and express them. It is ok to get it wrong, we try again next time.

Remember that a child who has outbursts may feel guilty and ashamed which makes conversations harder and makes it more difficult for them to acknowledge any part in what happened. If they do talk, their perspective and view is likely to be different from yours or another child's. Listen, don't argue.

Some children will respond to talking, others to drawing what happened with cartoon stick people.
'Can you tell me what happened? /Tell me a bit about what just happened.'
'How were you feeling at the time?' Acknowledging emotion
If it is hard for the child to talk about or identify feelings. It sounds like you may have been upset, angry or worried……
Depending on the child's level of understanding, you could ask how they think it looked to others?
If there was someone else involved and child can manage – '**How do you think this made x feel?**'
Or, '***I wonder how x felt.'*** (thinking about what was in the mind of others and their feelings)
'Is there anyone you think we might need to check how they are or say sorry to?'
Reminder of Prior Weston values that were hard to follow if challenging behaviour e.g. respect, kindness etc.
'Because you were upset it was hard to follow the rules/do what you were asked/ be kind and gentle'
'What do you think we should do to make things better now/improve the situation? /
What do you think might be a reasonable consequence for breaking x rule?'
'Is there anything we can do differently in the future so this doesn't happen again?'
Come up with ideas together but be willing for your ideas not to be accepted
Can try out a skill e.g., five finger breathing, mindfulness, grounding, or counting to 10

Talking to children in the classroom after the class has been disrupted by one child's behaviour
Have a conversation with children who are still in the classroom. Acknowledge the behaviour and what is was like for them to see it.

'X was feeling very angry and it was hard for them to express this'
'I know that was hard for you, when you were trying to work and you might be worried about X. A member of the teaching staff will look after them and make sure they are ok and have help to calm down. Well done for dealing with that. We couldn't get on with learning so let's take a moment to calm down ourselves.' We can use a short mindfulness or breathing exercise here.
If needed 'I feel a little bit flustered after that, I felt a bit worried. I am going to do a breathing or calming down exercise. Can you help me.'
'If anyone wants to talk to me after the lesson I will be here.'
It helps to model how to deal with challenging incidents and to look after yourself and calm down afterwards.

The message over time in a trauma informed school, is that we care and are supporting children. This is a safe place for children. Anyone can have these conversations with children and the script helps with staff taking a similar, familiar approach and using repetition.

Steps to Support Positive Behaviour

EARLY YEARS & YEAR 1

Sometimes children show behaviours that are unacceptable. This is part of children's healthy development- they are learning to understand what the boundaries are and how to understand and manage emotions, situations and social interactions. Behaviour can be affected by factors such as how tired or hungry a child is, changes in routine (e.g. an unfamiliar adult in the room) not having the communication skills they need to get their needs met, part of their characteristics (toddlers) and events happening at home. Non-compliance, or doing the wrong thing, might be caused by poor comprehension or learning needs. Such factors should be considered when deciding how to respond. In order to know how to respond to behaviour, we try to understand as adults, what is causing or behind the behaviour. If the behaviour is uncharacteristic or infrequent, your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed between staff and parents. Challenging behaviour will be managed using the steps and actions on the following tables.

Under 3

	Expected behaviour in school	Possible action in school
	Following instructions from any member of staff Showing respect to people and property Showing fair play	Specific, genuine praise
	Low Level Behaviour	
Step 1	Throwing objects Taking objects Not following expectations for behaviour for the room	Resolution of issue- listening to child Reminder of expected behaviour
	Moderate Behaviour	
Step 2	Persistent step 1 behaviour Deliberately causing a disturbance Minor challenges to behaviour 'play-fighting'	Resolution of issue- listening to child Reminder of expected behaviour Possible removal from activity
	Serious Behaviour	
Step 3	Persistent step 2 behaviour Throwing objects to hurt someone Damaging school property Spitting, kicking, punching	Resolution of issue- listening to child Reminder of expected behaviour Removal from activity Time with adult – hold adults' hand away from activities Conversation with parent

Nursery, Reception & Year 1

	Expected behaviour in school	Possible action in school
	Following instructions from any member of staff Listening when others are talking Moving around carefully and quietly Showing respect to people and property Showing fair play Taking responsibility for actions and words Cleaning up after self	Specific, genuine praise School values nomination
	Low Level Behaviour	
Step 1	Ignoring instructions Arguing with others Pushing in the line Shouting at others Talking when it is time to listen to others Accidental damage due to carelessness	Resolution of issue- listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/ individual 'get back to green strategies Communication with class teacher Clear verbal/ visual warning Time out in class break out space/ playground with adult
	Moderate Behaviour	
Step 2	Persistent step 1 behaviour Deliberately causing a disturbance Talking back to staff Minor challenges to behaviour 'play-fighting'	Resolution of issue- listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/ individual 'get back to green strategies Conversation with parent Record on CPOMs
	Serious Behaviour	
Step 3	Persistent step 2 behaviour Throwing objects to hurt someone Damaging school property Name calling Spitting, kicking, punching Running away from an adult	Resolution of issue- listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/ individual 'get back to green strategies Reflection time in class (time dependant on age & needs of child) Conversation with parent Record on CPOMS Relevant outside agency contacted if necessary Conversation with SLT

*Continuous challenging behaviour should be discussed at team meetings. If a child's behaviour is still causing concern this matter should be discussed further with the child's parents and it may be necessary to meet with the SENCO for further strategies or outside support.
For behaviour that puts the safety of another child/ member of staff at risk member of SLT to be involved.

Year 2 and Key Stage 2:
We use the following 3 step structure to encourage good behaviour and manage behaviour that is challenging:

	Expected behaviour in school	Possible action in school
	Following instructions from any member of staff Listening when others are talking Moving around carefully and quietly Showing respect to people and property Showing fair play Taking responsibility for actions and words Cleaning up after self	Specific, genuine praise School values nomination
	Low Level Behaviour	
Step 1	Ignoring instructions Arguing with others Pushing in the line Shouting at others Talking when it is time to listen to others Deliberately causing a disturbance Talking back to staff Minor challenges to behaviour 'play' fighting Damaging school property Name calling Throwing object, e.g. rubber	Resolution of issue- listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/ individual 'get back to green strategies Communication with class teacher Clear verbal/ written warning Verbal apology by child Time out in class break out space/ playground Missing part of playtime Teacher to speak to parent/s
	Moderate Behaviour	
Step 2	Persistent step 1 behaviour Persistent refusal to follow instructions Running away from an adult Swearing Fighting and intentional physical harm to other children (Spitting/ kicking/ punching) Throwing objects to hurt someone Serious challenge to authority of a member of staff, e.g. refusal to return to class Vandalism Stealing	Resolution of issue- listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/ individual 'get back to green strategies Sent to SMT/SLT (in the first instance Simone, Aoife before going directly to DHT or HT) Possible telephone call to parent Possible meeting with teacher/ middle leader and parent Record on CPOMS Discussion with learning mentor re behaviour plan Possible loss of playtime Possible internal exclusion
	Serious Behaviour	
Step 3	Persistent step 2 behaviour Verbal abuse to staff/ children Extreme violence or dangerous behaviour posing a risk to the safety of self and/ or others Persistently running out of class Using an object with the intention to use a weapon	Involvement of DHT Possible involvement of HT Possible loss of playtime Possible internal/ fixed term exclusion Record on CPOMS Relevant outside agency contacted if necessary
	Any hate language, discrimination or abuse related to the protected	Refer to Fiona or Simone/ DSL on duty Speak to the child

	characteristics or any sexualised behaviour* Disability Gender/ gender identification Race Religion Sexual orientation	Reminder of expected behaviour Use scripted intervention DSL to call to parents to arrange a meeting to discuss Possible internal /external exclusion Relevant outside agencies contacted to provide advice and support if necessary

*Should be seen as a safeguarding concern and should be referred to Fiona or Simone or the DSL on duty immediately and recorded on a yellow concern form. These incidences will be recorded on CPOMS and monitored appropriately.

Steps 1 – managed by classroom teachers
Step 2 – managed by SMT/SLT
Step 3 - managed by DHT/ HT
Step 3* - report to Fiona/Simone/DSL
In most cases, a quiet word or a look is enough to stop a child behaving inappropriately or the structured step approach, in partnership with parents and carers, will make the difference. If this does not bring about the desired behaviour, the following disciplinary actions may be taken:

- Set up a behaviour record/diary
- Set up a support plan with clear targets to improve behaviour with the learning mentor
- Involve local authority behaviour support specialists or other external support partners, for instance, New River College outreach team, to give expert advice
- In extreme circumstances and as a last resort, a child may be excluded from school for a fixed term or permanently

Staff in the playground will follow the same 3 step support structure giving a reminder of expected behaviour. If behaviour move to stage 3 and give time out. For points of escalation see Appendix 1

Missing playtime
For low level playground misconduct, children can have time out within the playground where they can be supervised by the staff outside. This should not exceed 5 minutes.
For more serious incidents, children will be referred to SLT to reflect on their behaviour and promote improvement. These referrals will be logged on CPOMs by the member of SLT for monitoring. Persistent referrals will result in parental involvement and/ or learning mentor support.

Exclusion:
All decisions pertaining to exclusion lie with the Head teacher.
Pupils will only be excluded as a last resort, and in extreme circumstances. Fixed term exclusion is for a fixed period, e.g. one day or three days, depending on the severity of the incident.
Repeated fixed term exclusions may result in the length of the term being extended, e.g. one day on the first instance, three days on the second and five days for a third.

PUPILS MAY BE EXCLUDED FOR:
-Violent behaviour towards staff members
-Violent behaviour towards pupils
-Abusive/aggressive/threatening behaviour towards staff
-Abusive/aggressive/threatening behaviour towards pupils
-Refusal to accept authority of the teacher/school, refusing to social distance
- Repeated or extreme discriminatory behaviour e.g. racist, sexist etc.

Permanent exclusion is the most serious punishment the school can give if a child does something that is against our behaviour policy (the school rules). It means that the child would no longer be allowed to attend the school and their name would be removed from the school roll. This is only in the most extreme circumstances, once all other avenues of managing the child's behaviour have been exhausted, and under full consultation with the local authority and the governing body.

Physical intervention of pupils:
All members of staff are aware of the regulations regarding the use of force by schools staff, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996:
'The Use of Force to Control or Restrain Pupils'.
Only staff with the relevant training will physically intervene with children. Staff only intervene physically to restrain children or to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Any incident of physical intervention will be logged with DHT, recorded on CPOMS and parents informed.

5 Restorative follow up

Once the child is in a calm emotional state there should be a restorative conversation between the child and other/s involved in the incident. This should be supported by the adult who has been dealing with the situation. The timing for the restorative conversation will be dictated by when is most suitable for all those involved. For example, some children may not be able to have that conversation in the same day.

Following the resolution of an incident with a pupil, the child needs to be able to have a fresh start and be welcomed back into the classroom. Staff should not use the return to class as an opportunity to 'tell the child off' again as this can re-escalate a resolved situation.

Playtimes and Lunchtimes:
Children may lose part of their playtime if behaviour in the class or playground has been unacceptable.
For playground behaviour, children should always be given a warning and a chance to improve low-level poor behaviour before being given time out. A time out zone in the playground will be used for step 2/3 behaviour. The classrooms or SLT rooms will be used for step 2/3 behaviour.

Response to bullying
At Prior Weston, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure children attend school free from fear.
(Anti-Bullying Policy 2020)

Response to peer on peer abuse including sexual abuse/violence/racism/homophobic
Prior Weston has a duty to safeguard the welfare of pupils by keeping them safe from harm and creating a safe learning environment. School staff are able to recognise peer on peer abuse and escalate this behaviour to the school designated safeguarding lead by following our policies and procedures. The DSL may make a necessary referral to children's social care and the police where appropriate.

We recognise that Peer-on-peer abuse can also happen online through:
- Abusive, harassing and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images/videos especially in chat groups
- Sharing of abusive images and pornography, to those who do not want to receive it

If this happens staff should:
- Recognise and respond to the indicators
- Recognise it may be taking place, even if not reported
- Understand their role in preventing and responding where a child is at risk
- Understand the importance of challenging inappropriate behaviours to ensure a safe environment and not to normalise abuse, do not accept that this is just banter
- Recognise it can take place inside and outside of school and/or online
- See relevant school polices – e.g. SGP policy, Low Level Concern Policy, Anti-bullying policy, and On line Safety policy

•Any reportable behaviour such as racism/ homophobia/ sexualised etc is reported immediately to DSL

We may be asked to undertake a role in monitoring children and young people for whom there are concerns regarding their harmful behaviour under this protocol, for example, if the young person is subject to a child protection plan. (Safeguarding and Child Protection Policy 2021, Addendum 2021) (Anti Bully Policy 2020) (Behaviour Policy 2021)

Partnership with parents and carers
The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We also expect parents and carers to inform the school of behavioural difficulties at home, and to discuss any aspect of their child's health that may impact on their child's performance or behaviour at school.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the family welfare and safeguarding lead. If still concerned, parents and carers can speak with a member of SLT or the head teacher. If these discussions cannot resolve the problem, then parents and carers should contact the school governors.

The role of governors

The governing body has the responsibility of setting down principles on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these principles.

The head teacher has the day to day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are followed in their classes and that their classes behave in a responsible manner.

Class teachers at Prior Weston have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher strives to treat each child fairly and uses the classroom code and the five step support structure consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher may confiscate prohibited items. Any confiscated items will be returned to parents and carers at the end of the school day or as soon as is practical after that.

The role of the head teacher

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

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

The head teacher ensures that records of all reported serious incidents of misbehaviour are recorded on CPOMS.

The head teacher has responsibility for giving fixed-term exclusions to individual children for repeated or acts of unacceptable behaviour. For repeated or very serious acts of unacceptable

behaviour, the head teacher may permanently exclude a child. These actions are taken in exceptional circumstances and the governing body and local authority are informed.

Children's conduct outside of school premises– school powers

What the law allows:

- Teachers to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable".
- The school's to respond to non-criminal anti-social behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.
- Subject to the behaviour policy, teachers may discipline children for:
    - Misbehaviour when the child is:
        - Taking part in any school-organised or school-related activity or
        - Travelling to and from school or
        - Is, in some way, identifiable as a pupil at the school
    - Or misbehaviour at any time, whether or not the conditions above apply, that:
        - Could have repercussions for the orderly running of the school or
        - Poses a threat to another child or member of the public or
        - Could adversely affect the reputation of the school, including misuse of social media
- In all cases of misbehaviour, the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff members

After school clubs:
If a child persistently chooses to not follow the school rules, they may be stopped from attending clubs for a period of time. In the extremely rare case that the behaviour is severe, the child may be stopped from attending the clubs altogether. The link member of staff for behaviour during after-school clubs is any member of SLT. This will be the member of SLT who is on late duty that day.
For off-site clubs where the host organisation leads the activity, children are required to follow the behaviour and discipline policy of that organisation as well as that of Prior Weston. The staff of Prior Weston and the host organisation will liaise with one another when necessary and either one can impose sanctions when needed.

ICT/Computing:
All pupils (and/or parents) have signed an 'acceptable use of the internet' agreement upon enrolment in the school. Failure to comply with this agreement could result in children being banned from use of the internet. For minor/accidental incidents pupils will be given a warning. More serious breaches of the agreement will mean children could be banned from using the internet and/or any ICT equipment in school, the timescale of which will be judged depending on the offence. All incidents of inappropriate internet use must be reported to Fiona.

Equal Opportunities
Equal opportunities are and will remain a high profile issue at our school. Any behaviour which results in individuals or groups being discriminated against or not being represented because of

their race, gender, class or disability is treated as a serious incident. We will always tackle racism, sexism and stereotyping. Please see Equality plan. We will monitor this behaviour policy to ensure that it is fair.

Extremism and radicalisation

Staff will also take action if they witness behaviour, or suspect that pupils and/or families that point to extremism or radicalisation. These could include the following:

- Showing sympathy for extremist causes
- Justifying or even glorifying violence
- Possessing illegal or extremist literature and advocating messages similar to illegal organisations such as Muslims against Crusades or groups such as the English Defence League.

Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately and follow the safeguarding procedures when and where concerns are raised.

Where there are concerns about keeping children and young people safe from extremism and radicalisation the staff member must share their concerns with the Headteacher.

Building children's resilience to radicalisation

As a school, we already have a strong focus on children's personal, social and emotional development. We are committed to doing this in an age-appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Promoting British Values

As school and children's centre, we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

We ensure actively promote principles and values which -

- Enable children to develop their self-knowledge, self-esteem and self-confidence
- Enable children to distinguish right from wrong and to follow school expectations which will prepare them to respect the civil and criminal law of England in the future
- Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely
- Enable children to acquire a broad general knowledge of and respect for public institutions and services such as fire fighters, health services, libraries, police and green spaces in the locality
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage making choices from an early age to support growing understanding and respect for democracy and support for participation in the democratic process,

Governors' statement of principles

Principles for behaviour policy

- Good behaviour is the norm
- Our school environment is caring and supportive
- Everyone in our school is treated fairly and respectfully
- Everyone takes responsibility for their actions
- Sanctions for challenging behaviour are clear to all
- We strive to create an environment which is conducive to hard work, allows everyone to think for themselves and encourages everybody to make a positive contribution

If children are working well and being active members of the school community, they should be rewarded with:

- A smile
- Being told specifically what they are doing well
- Time to do something they really enjoy

  This is likely to lead to children:
- Feeling pleased with themselves
- Noticing that they can make somebody else happy
- Feeling valued

If a child chooses not to behave well, we believe they may have to face:

- Sitting on their own
- Missing out on something good or exciting in school
- Being sent to a member of the senior leadership team
- Having their parents or carers involved in a discussion about their behaviour

Responsibilities

Children in our school

- Are kind and supportive to other people and look after each other
- Listen when others are talking
- Make themselves heard in a polite way
- Ask questions to help them learn
- Work hard and focus on learning
- Behave responsibly in class and on the playground
- Are involved in decisions about their behaviour

Teachers and staff

- Model good behaviour and have high expectations of the children's behaviour
- Ensure all children understand what is expected and why good behaviour matters
- Establish caring and supportive relationships with the children, ensuring the children know they care and want them to do well
- Provide interesting and stimulating lessons for all children
- Follow up with appropriate measures if a child displays patterns of bad behaviour, including involving the parents and carers
- Ensure behaviour problems are dealt with on an individual basis
- Discuss behavioural issues with the children

Parents and carers

- Share any concerns they have about behaviour with their child's teacher
- Inform the school of anything happening outside the school which may affect behaviour and learning at school
- Support their child's learning
- Respect children and adults and explain to their children that they must do the same.

Appendix 1
Escalation points

Incident:
Child sent to SLT 3 times over 3 weeks
Action:
SMT/ SLT to call parent/ carer to discuss on going behaviour

Incident:
Class teacher spoken with parent 3 times over 3 weeks
Action:
SMT/ SLT to call parent/ carer to discuss on going behaviour

Little or no improvement in behaviour

Incident:
SMT/SLT conversation with parent/ carer 2 times over half term
Action:
Behaviour lead to speak with parent/ carer

SMT/ Learning mentor discussion for agreed strategies

Involvement of learning mentor behaviour plan.

Possible referral to NRC/ CAHMS

Little or no improvement in behaviour

Behaviour lead conversation with parent/ carer 1 conversation within 1 term Head Teacher to meet with parent/ carer

- Any reportable behaviour such as racism/ homophobia etc is reported immediately to DSL