



Treales CE Primary School

Behaviour and Relationships Policy

Last Updated	Aug 25
Updated by	L Hill
Approved by Governing Board	
Date to Review	July 26

“God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways.”

Galatians 5:22-23

At Treales CE Primary School, our mission is clear:

“Equipped by God; We are Mighty.”

As a Church of England school, everything we do is underpinned by Christian values. We seek to nurture each child's spiritual, moral, social and cultural development and inspire a lifelong love of learning. We aim to develop well-rounded individuals who can contribute positively to society.

We promote a safe, happy, caring environment where all are respected and valued. Behaviour and relationships are central to this ethos. We recognise that behaviour is a form of communication and can be supported through positive, relational approaches including My Happy Mind and Thrive.

Statement of Principles

Through the Behaviour Policy, all members of the school community will promote and teach the values we learn from the example of Jesus Christ:

- Forgiveness and reconciliation
- Respect for self and others
- Truth and honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values not only promote the Christian ethos and aims of Treales CE Primary School, but also assist in the preparation of the children for the responsibilities and duties of adult life. These values work alongside British Values and promote inclusion, equality, and respect for all protected characteristics.

Context

This policy should be read alongside the following:

- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Home School Agreement
- Online Safety Policy
- Equality Policy
- Special Education Needs Policy

Introduction

At Treales CE Primary School, we believe that:

- children have the right to play, work and learn in a friendly, safe school environment;
- parents have the right to feel welcome and to know that their children are safe, well taught and cared for and happy;
- teachers have the right to teach in a school in which they are supported;
- all staff working in our school have the right to feel valued and respected.

We have a responsibility to promote spiritual, moral, social and cultural development, and a life-long love of learning, in order to enable our pupils to grow into well-rounded individuals who can make positive contributions to society.

Everyone who works and learns in our school should:

- Show consideration towards others and treat everyone with mutual respect and courtesy;
- Value the right of everyone to learn without disruption in a safe and caring environment;
- Encourage high expectations and promote a positive attitude towards learning.

We encourage parents to support the home/school agreement and behaviour policy, teach their children how to behave responsibly and to work alongside school to resolve any difficulties.

School Ethos and Christian Values

Treales is a Church of England Primary School and everything we do is underpinned by our understanding of the teachings of the Christian faith. Christian values are emphasised and encouraged in all aspects of school life, not just in Religious Education lessons and collective worship. Staff and children are committed to maintaining an atmosphere of mutual respect for each other. We encourage children to develop as individuals and to enjoy all aspects of school life, to care for one another and be friendly.

We are committed to providing a broad and balanced curriculum which provides rich opportunities for children to explore a range of subjects, thus developing a variety of knowledge, skills and interests which they can apply to opportunities, responsibilities and experiences in later life.

We value the individuality of our children and their various curriculum strengths and interests. As a school, we aim to provide opportunities for children to build upon these to become the best that they can be:

Equipped by God; We are Mighty

Behaviour Expectations

At Treales, we have high expectations of both our own behaviour and that of others. We recognise that we are all part of the same family - that of our school, and that of God - and that our behaviour has consequences for those around us.

Our school Code of Conduct identifies the key expectations of behaviour in school:

Be Respectful

Be Safe

Be My Best

Our Code of Conduct is underpinned by our mission statement and our commitment to the recognition, promotion and celebration of Christian values.

Our expectations are displayed in classrooms and corridors and regularly verbalised and discussed with children. They are communicated regularly with everyone in school to enable a consistent approach to behaviour management throughout the school, praising and celebrating positive behaviour, while enforcing appropriate consequences for unwanted or unacceptable behaviour.

Rights and Responsibilities

At Treales, we are keen to promote the concept that our rights and responsibilities, both as individuals within school, and as members of a wider society, are interdependent.

We encourage children to recognise their rights and their associated responsibilities:

Rights:

To be respected

To be heard

To be believed

To be trusted

To learn

To be safe

Responsibilities:

To show respect

To listen

To tell the truth

To be trustworthy

To allow teaching

To take care

My Happy Mind

All pupils engage with My Happy Mind, a programme designed to build resilience, self-regulation, and positive mental health. It teaches children to understand their brains, develop positive habits, and celebrate strengths. Modules include: Meet Your Brain, Celebrate, Appreciate, Relate, Engage.

Thrive Approach

We also use the Thrive Approach to help children understand and manage their emotions. Thrive emphasises relational repair, co-regulation, and practical strategies for supporting children whose

behaviour reflects unmet needs. Staff are trained to use Thrive profiles and action plans to guide interventions.

Classroom Management

Key characteristics of good practice in classroom management which teachers will adopt in order to promote a positive approach to learning and behaviour are:

- A prompt start to lessons
- Well-planned lesson, prepared in advance
- A calm and purposeful atmosphere
- Clear procedures and instructions
- Appropriate, interesting work set and differentiated to support success
- Pupils encouraged to reflect on progress and set goals
- High expectations and an emphasis on children achieving to the best of their ability
- Recognition of positive achievement and good behaviour
- Low emphasis on punishment
- Enthusiasm and use of humour by the teacher
- Resources well-cared for and well organised

Classrooms should be ordered but not rigid, allowing space for curiosity, reflection and creativity.

Celebrating Appropriate Behaviour

At Treales, we believe that it is important to recognise the appropriate behaviours which are regularly demonstrated by the majority of children in school as we believe that focusing on appropriate behaviour promotes a positive culture and ethos. Praise and reward have great emphasis in our school, as we believe that children will achieve more, be better motivated and behave better when staff commend and reward their successes. Praise also has a reinforcing and motivational role. It helps a child to recognise that they are valued. Praise can be delivered in formal and informal ways, to individuals or to groups, using means such as:

- Positive non-verbal praise in class, in the playground and around school e.g. smiles, thumbs up;
- Positive verbal praise and comments;
- Positive written comments on children's work;
- House points;
- Sharing and celebrating successes during lesson time;
- Sharing and celebrating successes in Celebration Assembly;
- Certificates awarded to individuals for 'Being Mighty' in weekly Celebration Assembly;
- Christian Value Awards for demonstration of Christian values in school;
- Half-termly rewards for those who go over and above celebrated with postcards home and work displayed
- Tidy tokens
- Personal points to redeem for rewards such as own clothes day, no homework week or skip the queue.

House Points

We believe that it is important for children to recognise that their behaviour has an impact upon those around them, and that this includes their positive behaviour, which can be used to model expectations to others.

As a school, we operate a 'House Point' system. When they first start school, children are placed in a 'House', in which they will remain throughout their school career. Siblings are placed in the same house as each other.

Staff reward individual or groups of children with House points, either for consistent good work or behaviour. Every Friday morning, the House Points will be counted by the House Captains and announced in Celebration worship.

When awarding House Points, staff must be clear about the reasons why a child / group of children have been given them, stating this as the tokens are distributed. This is important as it reinforces the fact that at Treales, positive behaviour will be recognised and rewarded. In order to preserve the value of the House Points, no more than 3 should be awarded at any one time, with the exception of break times (see below).

At the end of each breaktime, children line up in their House Teams. The team setting the best example of good lining up are rewarded with a gold star token, which is worth 10 House Points. This is given to a representative of the House to take immediately and place on the display in the hall.

The winning House for the week will be announced in the Friday Celebration Assembly. The name of the winning House will be displayed in the hall and featured on the school website.

Each half term, the House with the most points is rewarded with a House Afternoon. The theme of the afternoon is decided by the House Captain, using a list of ideas generated by the School Council, following discussion with their classes. Examples of rewards include:

- Cinema afternoon in the hall;
- Games afternoon;
- Afternoon tea party;
- Non-uniform day;
- Toy afternoon;
- Craft afternoon;
- Additional playtime.

The House Captains are encouraged to consult with their House Team in order to decide on a suitable reward which can be enjoyed by everyone.

Recognition Board

"This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team, focused on one learning behaviour and moving in one direction." Paul Dix

A Recognition Board will be used to encourage social or learning behaviours. For example, "One voice", "Kind words" or "Above and beyond" may be written on the board. Adults or pupils in the class can nominate names for the board and the emphasis is on children working together as a team to get everyone's name on the board.

There is no material prize for class completion. Each class chooses a celebration when all names are on the board. There is no time limit to how long it will take for pupils to complete the recognition board, but teachers should be conscious of what may need adjusting the classroom if it has taken up to two weeks or more for the class to complete the recognition board.

Names of pupils not yet on the recognition board should not be displayed (this will have a negative impact on pupils and can also become a visible badge of honour for some pupils).

The Recognition Display in the hall will be used to display positive behaviour, work and learning from the whole school and be celebrated in worship.

Inappropriate Behaviour

It is our aim to focus on positive behaviour where possible and to reinforce this with praise and rewards, however we recognise that there may be occasions where inappropriate behaviour is demonstrated, and that these instances must be dealt with swiftly and in a consistent manner. We want children to understand that they have a responsibility to manage their own behaviour, and that we will support them in doing this. Part of this is enabling them to recognise that there are consequences for behaviours which undermine the positive atmosphere of our school community and disrupt the learning of others.

Types of Inappropriate or Unacceptable Behaviour

At Treales we have defined inappropriate or unacceptable behaviour into three levels of seriousness; examples listed below. It should be remembered that this is guidance. As a school we have high expectations of behaviour, and as professionals must make judgements according to the individual needs and circumstances of each child. The needs of SEN children should be considered in context, as should the age of the child involved.

Level 1	Level 2	Level 3
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Not paying attention	Throwing things around the classroom e.g. pencils / rubbers	Racial comments / Racism
Talking: excessive chatter/being too loud		Homophobic language
Interrupting the teacher	Graffiti on tables	Sexualised comments / Behaviour
Low level distraction / disruption	Temper outbursts	Fighting, including retaliation
Work avoidance e.g. wandering / wasting time	Repeated teasing	Spitting
Throwing things across the table e.g. pencil / rubber	Refusal to comply with requests	Persistent Bullying (See policy)
Telling white lies	Arguing back	Stealing
Play fighting	Telling lies, including with a view to getting others into trouble	Vandalism
Teasing	Deliberate unkindness towards others	Throwing heavy implements
Inappropriate language including popular slang	Hurting others physically (hitting / kicking)	Swearing
	General inappropriate comments towards others	Physical/verbal abuse to adults
		Blatant disobedience
		Open defiance
		Leaving premises without permission
		Use of objects as a weapon intended to hurt others

Persistent level 1 behaviours following reminders and sanctions may become level 2 behaviours. Level 2 behaviours and 3 behaviours may be interchangeable depending on the context and severity.

Sanctions for inappropriate or unacceptable behaviour

Children are always encouraged to behave in a safe and courteous manner. The boundaries of acceptable behaviour are clearly identified by staff, who respond promptly, firmly and consistently to pupils whose behaviour becomes inappropriate or unacceptable.

In the use of sanctions - consequences, children learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences are applied consistently by all staff but with the provision for flexibility to take account of individual circumstances.

When consequences are applied, children should be helped to understand why their behaviour was inappropriate or unacceptable. Displeasure should only be expressed with regard to the child's actions, and not towards the child themselves.

At Treales, we implement an agreed system of consequences for inappropriate or unacceptable behaviour. These range from polite reminders to permanent exclusions and are intended to:

- Provide clarity and consistency of suitable responses;
- Minimise disruption to others, especially during teaching and learning time;
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied;
- Allow early involvement of parents and other support agencies as required;
- Do everything reasonably possible to avoid exclusion from school.

Children should be familiar with our sanctions procedures and know what will happen next if they refuse the consequence or if the inappropriate or unacceptable behaviour continues.

The severity and frequency of the behaviour will determine the consequence given. Types of sanctions include:

- A non-verbal reprimand e.g. a look or shake of the head;
- A verbal reprimand;
- Emotion coaching;
- Sensory regulation work;
- Issuing of a 'Reminder', explaining the behaviour which is unacceptable;
- Confiscation of an item, if it is that which is causing the inappropriate or unacceptable behaviour;
- 'Time out' in or out of the classroom to reflect on behaviour and regain composure;
- Incomplete work being completed at break time or lunchtime, or sent home as additional homework;
- Missing break times / parts of lunchtimes to reflect on behaviour;
- Writing a letter of apology / Restorative Justice;
- Conversation with Headteacher about behaviour;
- Removal of privileges (including attending clubs, sporting events, trips or residential);
- Working in isolation, either in a communal area or in another classroom;
- Lunchtime isolation;
- Parents being contacted and, where necessary, a meeting to discuss behaviour being arranged;
- Individual Behaviour Plan to agree targets to support child and monitor behaviour;
- Referral for external support;
- Fixed term or permanent exclusion (see Exclusions Policy).

Dealing with inappropriate or unwanted behaviour

When addressing children's inappropriate or unwanted behaviour, staff should:

- Get down to the same level as the child, rather than 'standing over' them;
- Maintain eye contact (if appropriate to the needs of individual children);
- Use a respectful but assertive tone;
- Give clear 'choices' to maximise pupil responsibility;
- Be consistent in follow through;
- Use support systems as necessary;
- Acknowledge and affirm positive behaviour;
- Avoid unnecessary arguments;
- Minimise embarrassment and hostility;
- Move past the behaviour once a consequence has been applied.

Restorative Practice

Children are encouraged to reflect using the following:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- What do you need to do to put it right?
- What will you do differently next time?

Sanctions Procedure

The following stepped approach has been agreed for dealing with inappropriate or unwanted behaviour:

		Possible sanctions:
Step 1:	Staff member (Teacher / Teaching assistant / Welfare assistant) deals with the issue, encouraging and modelling positive behaviour as well as using sanction techniques. I have asked you to ... This is your second warning. I have asked you to ...	Non-verbal reprimand, verbal reprimand, separating, repositioning, confiscation of item, reminders (no more than 3)
Step 2:	If the behaviour persists, staff member (Teacher / Teaching assistant / Welfare assistant) issues a final reminder using the agreed phrase: “This is your final reminder. I have asked you to ... Do you understand?” Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.	
	From now on, no more reminders. Take action.	

Step 3:	<p>Time out A</p> <p><i>If during lesson time:</i></p> <p>Child sent to time out table in own classroom;</p> <p>Set period (linked to age of child) spent sitting alone to reflect, calm down etc. without causing a disturbance before returning to whole class teaching or child completes set work at time out table before re-joining class.</p> <p><i>If at playtime / lunchtime:</i></p> <p>Child remains with adult on duty for a set period of time (linked to age of child) to discuss / reflect / calm down etc. before continuing to play OR</p> <p>Child is sent to discuss behaviour with class teacher / reflects / calm down before continuing to play.</p>
Step 4:	<p>If the behaviour persists or worsens, a yellow card will be issued (in consultation with the Class teacher) and an appropriate sanction applied. The yellow card must be sent home to be signed by an appropriate adult and returned to school the next day.</p> <p>The behaviour resulting in a yellow card being issued must then be recorded using the school behaviour monitoring system CPOMS.</p>
Step 5:	<p>If the behaviour persists or worsens, a red card will be issued (in consultation with the Headteacher) and an appropriate sanction applied. The Headteacher will contact parents and ask them to come into school at the end of the day for a discussion about their child's behaviour. The red card must be signed and returned to school the next day.</p> <p>The behaviour resulting in a red card being issued must then be recorded using the school behaviour monitoring system, CPOMS.</p>

Incomplete work being completed in child's own time, written letter of apology, restorative justice, loss of break time, loss of part of lunchtime, time out in another classroom, loss of privilege

Removal of privileges, working in isolation, lunchtime isolation, behaviour card

Regular support from named adult, if required, to assist child in improving their behaviour choices

Step 6:	If behaviour persists or worsens, the headteacher will contact parents to request a meeting. An appropriate procedure for managing and improving the behaviour will be discussed and agreed by the school, the child and their parents.	Individual behaviour plan, behaviour contract, internal exclusion <i>Referral to external agencies via CAF process, as required</i>
Step 7:	If behaviour persists or worsens, the exclusion procedure will be instigated (see Exclusions Policy)	Fixed short term exclusion, fixed long term exclusion, permanent exclusion

In all cases of inappropriate or unacceptable behaviour which reach step 4 or beyond, the headteacher will be informed by the class teacher and will continue to monitor the behaviour alongside them. This behaviour is fully recorded using the school behaviour monitoring system. Behaviour at steps 1 – 3 may be recorded if it is persistent displayed, or there appears to be a pattern of behaviour emerging.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the behaviour, this may include immediate exclusion. However, generally for minor misdemeanours, the sequence highlighted above should be adhered to, with steps 1 – 3 being compulsory.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. A bully is a person who hurts someone over and over again on purpose by saying or by doing unkind things. It can be name- calling, isolation, hitting, kicking, theft, offensive remarks of any description (including racist, sexist or homophobic), threatening behaviour either face-to-face, online or via text.

At Treales, incidences of bullying are dealt with very seriously and in accordance with our Anti Bullying Policy (Please refer to the Anti Bullying Policy for more information).

We prevent bullying by:

- Teaching respect and resilience through PSHE, RSE, My Happy Mind, Thrive, Collective Worship
- Annual Anti-Bullying Week
- School Council
- Vigilant staff supervision
- Positive play at break and lunchtime

All incidents are recorded, reported to the Headteacher, and parents informed. Support is provided to both the victim and perpetrator. Governors are updated where necessary.

Racism, homophobic or extreme views

Treales is committed to building a community based on British Values, mutual respect and understanding.

The school recognises that all members of its community, pupils, parents and staff, of which ever racial group or background, have the right to be treated with equal respect.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality, and national or ethnic origins including religion and language. Racist incidents in school are those which are perceived to be racist by the victim or any other person.

Racism is unacceptable and will not be tolerated. Perpetrators of racist incidents will be disciplined in accordance with school sanctions depending on the severity of the incident.

When racist incidents are witnessed or alleged, students, staff and parents are advised and urged to notify the Headteacher. Parents of both the victim and the perpetrator will be notified that a racist incident has occurred, and the incident recorded in accordance with Local Authority procedures.

Child on Child Abuse

We acknowledge that children can behave in ways that can be harmful to other children. This can be described as Child on Child Abuse and is a safeguarding issue. This includes bullying, discriminatory abuse, sexual harassment/violence, physical abuse, sexting, and initiation rituals. Treales has a zero-tolerance approach.

Where Child on Child abuse is alleged, a risk assessment will be undertaken to reduce the risk of repeated incidents. Consideration will be given to supporting both the victim and alleged perpetrator.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection.

Any long-term plan to reduce the risk posed by the alleged perpetrator must address both the alleged perpetrator's and victim's needs.

Staff:

- Recognise that abuse is abuse
- Record concerns on CPOMS
- Inform DSL immediately
- Support both victim and perpetrator (who may also have unmet needs)
- Work with external agencies where appropriate

Risk assessments are completed and reviewed termly. Support is guided by statutory safeguarding frameworks.

Further information regarding Child on Child Abuse can be found in the Safeguarding and Child Protection Policy.

Online Safety

Pupils are taught:

- Healthy and respectful online relationships
- The impact of online actions
- How to seek help

Procedures:

- Mobile phones are handed in on arrival and collected at the end of the day.
- Smart watches are not permitted.
- Cyberbullying is treated as seriously as other bullying.
- Searching and confiscation follow DfE guidance.

See our Computing curriculum, Online Safety policy and Acceptable User agreements for more information.

Conduct outside the school gates

At Treales, we aim to create a culture whereby children recognise their responsibilities, not just in school, but as citizens of the wider world. Our school prides itself on having a good reputation within the local community, and by attending our school, our children are agreeing to uphold this reputation by representing the school in a positive manner.

Teachers have a statutory power to apply sanctions to pupils for inappropriate or unacceptable behaviour that occurs outside of school premises when the pupil is:

- Taking part in any school related activity;
- Travelling to or from school;
- Wearing the school uniform;
- In some other way identifiable as a pupil of the school.

Teachers may also apply sanctions at any time, whether or not the conditions above apply, for behaviour that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

In circumstances where a child's behaviour is reported to be inappropriate or unacceptable outside of school time, the parent / carer of the child will be contacted by the headteacher, the behaviour discussed, and any necessary sanctions applied.

Exclusion

The staff and Governors of Treales School are committed to inclusion and it is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with

our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded. However, should exclusion prove necessary, procedures will strictly follow the guidance provided by the Local Authority and DfE.

Further information can be found in the Exclusions Policy.

Searching Pupils

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item. Should such a search be necessary, there will always be another member of staff present, unless there is a risk that serious harm could be caused if the search is not carried out immediately.

Prohibited items are:

- Mobile phones
- Knives or weapons
- Alcohol
- Unauthorised medication
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Offensive materials of any kind

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation of Inappropriate Items

Headteachers and authorised staff can seize any prohibited item found as a result of a search. They can also seize any item that is considered harmful or detrimental to school discipline. Parents will be informed of any items which have been seized.

Power to Use Reasonable Force

School staff have a legal power to use reasonable force. Parental consent is not required. Force is usually used to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.

Roles and Responsibilities

All staff have a responsibility to encourage pupils to behave well at all times.

At our school we are committed to positively reinforcing good behaviour and not accepting negative words or actions. We aim for children to show respect for others and for their learning environment, to possess self-control and behave appropriately in all situations. We encourage children to be creative, confident and to work positively.

Good order and positive behaviour have to be worked for; they do not simply happen. Pupils learn more in school than they are taught. They learn from the messages carried by the way the school is run and the relationships of the people in it.

As adults, we can set good examples and model the standards expected from the pupils:

Consistency	Children need to know what is expected of them in all areas of school by all staff. Staff will set high standards and apply rules firmly and fairly at all times.
Courtesy	Everyone will always act with consideration and courtesy to others. Shouting and aggressive behaviour is always discourteous.
Respect	Everyone will expect to give respect to, and receive respect from others.
Relationships	Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak, listen.
Be Positive	Negative labelling can result in a vicious circle developing which fails to promote improved behaviour. Staff will take the time and patience to interact with children in a positive way. Separating the behaviour from the child will protect self-esteem.
Environment	The quality of the school's environment influences children's behaviour. Dangers, graffiti etc will be dealt with promptly and litter/untidiness will be kept under control.

School Support Systems

Our success is not tested by the absence of problems but the way we deal with them. At Treales we will adopt a collegial, whole-school approach in such situations to support each other and the pupils. Staff feel confident to raise problems with senior staff or at a staff meeting.

- Rarely raise your voice.
- Never leave children unsupervised.
- Don't isolate yourself. Share problems and ask for help if needed.

Support Systems

Treales is an inclusive school. Support includes:

- Universal: My Happy Mind curriculum, PSHE, collective worship, celebration of achievements.
- Targeted: Thrive assessments and action plans, small group or 1:1 sessions, mentoring, emotion coaching.
- Specialist: SENCo support, Individual Behaviour Plans, referral to external agencies (Educational Psychologist, CAMHS, Behaviour Support).

We aim to support all our pupils to ensure that every child succeeds during their time at the school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Increased communication between home and school
- Individual support plans
- Referral to the school counsellor or mentor
- Support from within school which includes the SENCo (Special Educational Needs Co-ordinator), and teaching assistant input
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

Complaints

Enquiries about this policy should be made to the headteacher.

Treales has a policy for the handling of complaints. This can be found on the school website.

Consultation, Monitoring and Evaluation

The Headteacher, along with school staff, monitors the effectiveness of this policy on a regular basis.

The policy will be reviewed annually by all staff and amended in the event of any changes made. Children will be asked to give their opinions at School Council and class discussion times.

Each year, the policy is reviewed by the governing body and, if necessary, recommendations for further improvements or amendments are made.

