



Mytham School /Nursery Positive Behaviour Policy



Date reviewed: September 2021

Completed by: Senior Leadership Team

Submission to Staff and Pupil Wellbeing committee: 18th October 2021

Review: Annually

Policy Development & Consultation

The staff of Mytham has contributed to the development of this policy during staff meetings, and have been consulted throughout the process.

Context of the School

Mytham is a 2 form entry school plus Nursery. There is a teacher and teaching and learning assistant for each class.

Vision and Values



Our Positive Behaviour Policy is based on our 'Vision and Values' which underpins everything we do at Mytham.

Our school values are shared with pupils across the year and our award system is based on children demonstrating these 22 values to become Mytham stars. Mytham Stars are Successful, Thoughtful, Ambitious, Responsible, Strong in mind, Strong in body and Strong together.

There is a universal commitment by staff and Governors to ensure that children's rights are met. (UN Convention of the Rights of the Child).

Our pupils are aware of their rights and they also know that they have a responsibility to ensure that other children's rights are met.

Positive Behaviour Management

Parents

Parents are asked to sign a home-school agreement in Reception /Y2/Y4 and Y6. We expect parents to support our efforts to address behavioural issues with their child.

School Staff

Adults manage behaviour effectively to ensure a good and safe learning environment by:

- Having a shared vision of high expectations for behaviour.
- Encouraging, praising and rewarding positive behaviour, so that all our pupils and staff are able to go about their daily work without disturbance from others.
- Having simple and easy to understand behaviour rules which are supported by a system of rewards and consequences which are fair.

- Providing well-prepared, stimulating lessons with the learning styles of pupils in mind, which inspire and engage children.
- Maintaining good communication between school and parents/carers regarding behaviour.
- Supporting all pupils who display behavioural difficulties, ensuring all avenues are explored involving outside agencies when required i.e. Behaviour Support
- Clearly stating that bullying is not tolerated in any form.
- Dealing calmly and sensitively with incidents as and when the need arises, while always treating those involved with respect.
- Celebrating all the efforts and achievements of children, both in and out of school.
- Creating a caring and secure environment, where all are supported, trusted, liked and valued.
- Demonstrating mutual respect for each other by, for example, listening and being empathetic.
- Through adult modelling pupils learn to respect the school, its environment and property.

Promoting Children's Emotional Health and Wellbeing

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. This applies equally to all areas of learning and activities.

Mytham aims to develop self-esteem and resilience by;

- teaching pupils the skills they need to increase awareness of their own emotional health and wellbeing and being mindful of others.
- creating an environment where children feel listened to.
- ensuring our Mytham Values are evident and regularly revisited through assemblies ,curriculum and policy /guidance for staff/parents
- delivering a values based Relationship and Health curriculum which is interwoven throughout other subjects
- recognising and valuing each child's progress with their emotional health and well being

As this underpins everything we do, this commitment is in all our policies at Mytham.

Promoting positive behaviour sits within our school ethos and permeates all we do

Through the curriculum, ethos and other opportunities e.g. assemblies and events we enable children to:

- For children to be ‘**Strong in Mind, Strong in Body and Strong Together**’ is an important aim part of our Mytham STARS vision
- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others and themselves
- Manage strong emotions such as frustration, anger, sadness and anxiety
- Recover from setbacks and persist in the face of difficulties thus developing resilience
- Work and play cooperatively
- Compete fairly and lose with dignity and have respect for competitors
- Recognise and stand up for the rights of others
- Understand and value the differences between people, respecting the right of others to have beliefs and values different from their own

Our aim is that all children accept responsibility for the choices that they make and we help those who make poor choices to address their behaviours.

If an inappropriate choice has been made, we talk to the child about which rule/s they have broken, why their behaviour is unacceptable and what different choices they could have made. We also talk about how their actions have affected the other children and if relevant adults. We look for solutions together, which involve the child getting better at managing their own emotional responses and behaviour. We offer additional support for those who find this difficult.

Mytham's Rules and Class Charters

We encourage every pupil to ‘Do the Right Thing’. At the start of each new school year, the children work together with the class teacher to create a set of class rules known as the **Class Charter**.

The class teachers discuss the rules with their class at regular intervals but especially at the start of each year / term and reinforce these whenever the need arises.

The rules are purposely simple and easily understood by even our youngest pupils. A great deal of time is spent during Circle Time and Assemblies ensuring that pupils understand why we have these rules and what keeping the rules would look like. The rules reflect those used in wider society and our policy of respect and tolerance for others.

We acknowledge that dealing with low-level disruptive behaviour early avoids escalation and promotes a positive learning environment for all pupils. This underpins the focus of our behaviour policy.

Rewards/incentives for doing the right thing

Good behaviour -doing the right thing- is praised and rewarded in a number of ways;

- Teachers / adults congratulate children during lessons, transition times and break times with positive gestures, remarks and a range of visuals e.g stickers and certificates.
- In all classes, teachers have points systems where children can work towards agreed goals. These are purposely varied so that they remain fresh and appealing to children e.g Dojo points in Y3/4.
- At both Key Stages, **team work** is encouraged by allocating children to one of four family teams. Points earned as a result of good behaviour are added to their team's total. This is a further incentive to try their best as the team with most points gets a reward.

EYFS – Nursery and Reception Class

At Mytham nursery children will have the opportunity to demonstrate good behaviour and will be rewarded through praise, stickers, stamps and certificates.

All the children in the Starlight class will be given a little pot with their photograph and their name on, this is kept in nursery. The children can earn a pom poms for their pot by doing good things in nursery e.g being kind or writing their name. When the children have 10 pom poms in their pot all the nursery will sing to the child and they will receive 2 stamps on their hands or a written sticker if they prefer.

In reception class the children will collect 1p coins and add these together until they reach the value of 10p. Coins are awarded for exceptional work, positive behaviours, being independent and demonstrating the Characteristics of Effective Learning. Once children have earned 10p they will be able to choose a small reward to buy from the 'shop'. This initiative will be used alongside stickers, stamps and certificates.

KS1- Year One &Two

All children and staff in Reception and Key Stage One belong to one of four family teams – red, yellow, blue and green. Team points are given in class for good work / behaviour. Each classroom has an area where team points are collected by the children (by placing their team point on a tally chart or coloured pegs in peg boards) and these are totalled each week by a member of staff.

In Friday's celebration assembly, the children sit in family teams in four different parts of the school hall. At the end of assembly, the winning team of the week is announced and their team's teddy bear is placed on the Teddy Bears' Picnic display. At the end of each half term, the overall winners bring in their teddy bears and spend some time together having a 'real' teddy bears picnic with refreshments and fun.

KS2-Year Three - Six

The team names were voted for by the children and are in 4 family teams with a colour allocated. We have a weekly celebration assembly where the children sit in their teams in four areas of the hall. Pupils are told how many points each team have won each week. Each team has two team captains selected by their peers. The team captain is a Y6 pupil and the Vice captain is a Y5 pupil. Each week the winning team is awarded with exclusive use of the I-Play and football court for playtime. The winning team have a treat at the end of half term while the other teams have a 'team building' talk with their staff leaders.

Class rewards for consistently good behaviour (Y3/4/5)

- In classes we reward children personally with verbal praise, stickers, stamps, and whole class and team rewards or team points.
- Dojo Points are awarded for positive behaviour for learning (Y3/4)
- Team Points

Class rewards for consistently good behaviour (Y6)

In order to prepare Year 6 children for the transition to High School (secondary ready) we have a tailored response which reinforces the importance of self control and taking responsibility for homework/ equipment.

All children in Y6 begin each term with 20 stars.

The children need to have 15 or more stars remaining at the end of each term for their 'end of term negotiated treat' in Autumn and Spring. Y6 pupils need to be aware that their behaviour over the year will be taken into account when deciding which children go on the Y6 end of year visit to an exciting venue.

Stars are lost for the following:

1. S4 /S5/ S6 sanctions
2. Homework not completed by given date – 1 star per piece of homework
3. Homework diary is not signed by a parent for 2 consecutive weeks
4. Homework diary and reading record are not in school for checking every Monday
5. PE kit not being available in school for 2 consecutive weeks

Celebration of Children Doing the Right Thing

In nursery and at both key stages, children are rewarded for both academic and personal success. In nursery there are daily sessions for praise.

In school, there are weekly, Friday assemblies, where teachers nominate children to receive a certificate.

The awards are for children who have demonstrated our values of being Mytham S.T.A.R.S. The names of the children are displayed on the STARS display and are celebrated in the Friday Flyer.

Procedures to manage behaviour by year group

This policy sets out the guidance that each phase of the school has agreed and adopted to consistently and progressively manage any behaviours which conflict with our values.

Nursery

At Mytham nursery we promote positive behaviour for learning. Within the Starlight class we have a three step system in place to encourage this behaviour for learning.

The system works as follows:-

- Step 1: All children start off on the fluffy white cloud. If at the end of the day the child's name is still in this section they will be praised.
- Step 2: If a child demonstrates positive behaviour throughout the session they will move their own peg on to the 'sunshine' and will receive instant praise.
- Step 3: If a child displays negative behaviour they will move their own peg from the fluffy white cloud to the stormy cloud. A member of staff will explain to the child why they have been moved and what they need to do to move back to the fluffy white cloud.
- Step 4: If more negative behaviour is observed then the child will be asked to sit with a member of staff and have some 'thinking time', 1 minute per year of age. This is where they are supported to think about their behaviour and its impact on others or the environment. If this happens parents will be notified at the end of the session.

NB; Our youngest children- 'rising 3's'- in the Sparkle room, follow a 2 step system with a fluffy cloud and a sunshine. As the children are younger we aim to teach right from wrong by praising and rewarding the desired behaviour and moving them onto the sunshine.

- If a child from the Sparkle room displays negative behaviour they will be spoken to by a member of staff at a level that is appropriate for their age and stage of development.
- If a child from the Sparkle room continues to display negative behaviour then a more senior member of staff will speak to them and they may need to have some thinking time, 1 minute per year of age.

All our youngest children have the opportunity to improve their behaviour and move back from the stormy cloud to the white fluffy cloud.

In the same vain, children who are on the sunshine and fluffy cloud can be moved backwards onto the next step if their behaviour choices deteriorate.

Importantly; all the children will start a fresh at the beginning of each session and begin on the neutral zone.

Reception/ Year 1 and 2


At Mytham we try very hard to promote positive behaviour for learning. This is when the children make positive choices to secure effective learning for themselves and their peers.

Within EYFS and KS1 each class has a 5 step system in place to encourage this behaviour for learning. Each year group will tailor a programme with pictures/zones to be most effective for their children.


The system below is used throughout the day and has been proven to reduce the frequency of 'behaviour for learning' distractions.

Importantly; All the children will start afresh at the beginning of each day and begin on the neutral zone.

The system works as follows:

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- Step 1- Every child in the class starts the day on the same zone/picture i.e. a green traffic light, a fluffy white cloud. If at the end of the day the child's name is still in this section they will earn one merit mark/stickers/ticks etc.
 - Step 2- If a child is making more positive behaviour choices throughout the day there is the opportunity to move forward on the chart into silver/a rainbow etc to earn two merit marks/ticks/stickers.
 - Step 3- Then there is the further opportunity for outstanding behaviour choices to move onto a further zone i.e. gold/sunshine and the child can earn three merit marks/ticks/stickers
 - All the children will have a record of how many merit marks/ticks etc they have earned and once they receive a set number of marks they will be allowed to choose a prize from the special box/tin.

Reception/ Year 1 and 2 Consequences and Sanction 3 and sanction 4

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- Step 4- If a child has been given a verbal warning about the behaviour choices they are making (for example shouting out) and they subsequently carry on making the wrong choice, the child's name will get moved down the picture scale into a lower zone i.e. amber/a rain cloud etc.
 - Step 5- If a child then has further incidents of behaviour issues, their name can be moved down further on the scale and they will end up on the lowest picture/zone i.e. red traffic light/ thunder cloud. This will result in the child missing 5 minutes of their

playtime to reflect on their behaviour. These will be recorded in the Class Behaviour Log.

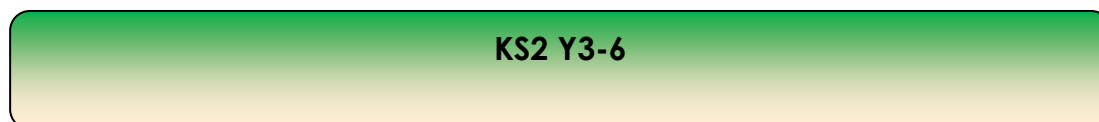
All the children have the opportunity to improve their behaviour and move back up through the steps (one step at a time) so they can still earn merit marks/ticks.

In the same vain, children who are in silver/gold areas can be moved backwards into neutral/amber or red areas if their behaviour choices deteriorate.

At playtimes and lunchtimes, members of staff on duty and the lunchtime leaders will feedback to the class teacher about any behaviour incidents. The class teacher will then make the decision about whether that child/children, needs to move zones on the behaviour system.

Sanction 3; If a child is in the red/thunder cloud zone and they continue to cause a distraction or make poor choices regarding their behavior, then a sanction 3 can be issued. This would result in a child visiting a member of the Senior Leadership Team at lunchtime play for some reflection time. This will be on the same day **where possible**.

Sanction 4; In cases of more serious behaviours, the child could go straight to Sanction 4 and will visit the headteacher and miss lunchtime play.



Children will receive a sanction dependent upon the seriousness of the incident.
See Appendix 2 for a visual representation of the behaviour Policy

Sanction One (S1)

The kind of behaviours that would warrant a verbal warning include: not following the school rules. Children are given an early opportunity to address this. On most occasions children take this on board and the behaviour is not repeated.

- Verbal warning (not recorded)

Sanction Two (S2)

The kind of behaviours that would warrant a S2 sanction include: shouting out, talking at the wrong time, distracting others, avoiding learning, using equipment inappropriately, not following instructions, swinging on chairs

- The teacher records this on the class Behaviour Record. A laminated card has the child's name written on it. A monitor collects these cards from each class and takes them to the teacher on duty.
- Children receiving a single S2 will miss 5 minutes at the start of playtime in a supervised area. If a child gets two S2 sanctions, they will spend 10 minutes. This is up to a maximum of 15 minutes in a single day.

Sanction Three (S3)

The kind of behaviours that would warrant an S3 include: physically/verbally aggressive behaviour towards a peer, play fighting, verbal disrespect towards an adult, defacing equipment and property, harming wildlife

- The member of staff issuing the sanction will record details of the behaviour incident on the School's CPOMs database. This will alert the KS2 DHT.
- KS2 DHT will meet with the child at dinner time to reflect on the behaviour. There is often a discussion around how the pupil can modify their behaviours in future.
- KS2 DHT will send electronic feedback to the staff member using CPOMS to share proposed follow up actions, if required, including possible strategies and whether communication with parents is required.

NB It may be decided by the Key Stage DHT, that the S3 sanction warrants an S4 sanction. In that case the pupil will also attend S4 reflection with the Headteacher.

Reasonable adjustments may be made for children with additional needs.

Sanction Four (S4)

The kind of behaviours that would warrant an S4 include: Fighting, bullying including cyber bullying, verbal abuse to adults and other pupils (including swearing ,homophobic, gender and racist comments), stealing or leaving the classroom / school premises without permission, throwing object towards an adult with intent, deliberate acts of vandalism with intent

As these are serious incidents the SLT will carry out further investigations which may involve interviewing a range of children / staff /adults following the incident.

- The member of staff issuing the S4 sanction will record details of the behaviour incident on the School's CPOMs database. This will alert the headteacher.
- An S4 sanction results in missing one lunchtime playtime .The pupil will spend time with the headteacher reflecting on their behaviour and its impact on others. There is often a discussion around how the pupil can modify their behaviours in future.
- Multiple S4 sanctions result in missing additional lunchtime playtimes for making amends activities.
e.g 2 x S4 sanctions = missing 2 lunchtimes
 3 x S4 sanctions = missing 3 lunchtimes

- The Headteacher will liaise with SLT / class teachers, using CPOMS and usually verbally to discuss follow up including possible strategies and communication with parents.
- Parents will be informed of the incident/ S4 by phone or in person ideally before the end of the day

More serious behaviour which causes concern (All school)

Immediate response to more serious behaviour

If behaviour continues to disrupt the class, despite following all the above steps, the child will be escorted from the classroom and their peers. The incident will be recorded on CPOMs.

Once removed, the child will continue with their work supervised by a member of staff or the Senior Leadership Team. This will be determined by whoever is available at that time.

They will be asked to work silently and will not be allowed to interact with any other pupil. The Senior Leader will then discuss their behaviour with them at the earliest opportunity but **not** during teaching time.

A member of the SLT will investigate the incident as soon as possible and decide what happens next, following policy.

What other sanctions could the Head teacher apply?

- a) The head teacher may decide to give a child an **internal exclusion (S5)**. This involves keeping the child in school but away from their peers for a set period of time. This action enables the situation to calm down and gives the chance for classmates and teachers to be able to learn/teach in an environment which is conducive to learning and for the team to put any necessary provision in place.
- b) For more serious incidents the Head teacher can **exclude a child on a fixed term (S6)**. Usually this is for one day for first exclusions although it does depend on the severity of the incident.

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If not present, the Deputy Head must liaise with the Head teacher.

For second and subsequent exclusions the length of the exclusion may be extended.

- c) The head teacher may also **exclude a pupil permanently**. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- d) (see full policy in

Support for pupils with behaviour causing a concern

It may be necessary to have meetings between teacher, SLT and parents in order to discuss a child's behaviour and try to devise strategies which would help the child to settle down. We consider what the triggers might be for the behaviour. Quite often there are things happening in the child's home life that may be triggers and so it is essential that parents work with school and give us an honest account of family life.

Mytham recognises that behaviour could be a result of trauma and Adverse childhood experiences and we make every effort to explore what is going on for the child. We aim to support the child and their family as much as possible, including accessing specialist support if required.

Sometimes it may be necessary to monitor the child for a while and introduce a home/school log where further incidents and/or progress with improving behaviour may be recorded.

Sometimes an Individual Behaviour Plan is required. (IBP) This is a short term plan with strategies which the school and parents/guardians agree to. There are short term targets for the child to achieve and often this works, especially as the child is rewarded for achieving them. The aim is that the matter can be resolved. It is crucial that parents support school and if possible also carry out the strategies at home so that the child has consistency. It is also really important that parents see this as positive support from school. School and parents working together is the very best way to get support for the child.

If, after a range of strategies have been tried, there are still issues with behaviour, school may suggest referring the child for further support to an external agency. We work with Bolton Behaviour Support Service, Ladywood Outreach, School Counsellor and CAMHS plus other specialist agencies as required.

In order to refer a child to one of these services school have to write an Early Help Assessment form. This is a form with information about the child. We need parents to come into school and complete the form with us as we do not know all the information. This Early help Assessment is shared with those agencies we hope to get involved and so parents need to give consent for this to happen by signing the completed form. Once the form is sent we then wait for the agencies to contact us to discuss what is required

The agency may come into school and observe a child / or carry out assessments. Usually this is followed by an Early Help Review meeting in school between school, agency and parents to discuss a way forward. Parents would be expected to attend these and we encourage the agency to either attend in person or send a report.

Often the external agency can advise school on further strategies to help. It is crucial for success, that all parties especially school and parents work together to help the child.

In most cases, it is recommended that parents attend a positive parenting class- particularly prior to attending CAHMS. Parents usually find these classes beneficial, despite being a little uncertain initially about their value. We work with Behaviour Support to find classes that parents may be able to attend Face to face. If that is not an option, there is an online version but face to face is the most effective.

Very rarely a child's behaviour is so disruptive that they may need support which our normal staffing cannot manage. In this case school/parents may begin the process of applying for an Educational Health Care Plan (EHCP). If successful the outcome is that the pupil is

allocated funding to supplement the additional provision that the school is already providing for the child. This always involves further assessments and paperwork to be completed and can take some months. The criteria for application for an EHCP is very strict. We are sometimes approached by parents asking if we will apply for an EHCP for their child. We have years of experience of applying for EHCPs and if we feel that a child would not fit the criteria we will tell you. Sometimes parents then choose to go via their doctor if they wish to pursue an EHCP. This is entirely your choice and you can rely on our support.

In very rare cases, it is beneficial for a pupil to be educated elsewhere. This is called Alternative Provision- either on a part time timetable –alternating between school and the provision- or for a longer period e.g. a term. This is a bespoke provision and requires school to fund the place. This would be done in full consultation with parents

Responsibilities

Responsibilities of the Head teacher in managing behaviour

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 the implementation of the policy.

The head teacher ensures that all avenues are followed by Mytham's pastoral team, in trying to support a child. This will be in a nurturing way so children feel safe and cared for.

The head teacher ensures that records are kept of all Stage 2-4 sanctions and internal / external exclusions (stage 5-6). We also record S3-6 sanctions on an electronic database CPOMS. This enables school to create individual reports. The SLT and pupil Welfare governors monitor these records on a regular basis.

The head teacher has the responsibility for giving internal exclusions (S5) if these are required.

The head teacher has the responsibility for giving fixed-term exclusions (S6) for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.(Reported to the Local Authority ,plus recorded on internal monitoring systems)

Responsibilities of Teachers in managing behaviour

- Consistently apply and follow this behaviour policy

- Ensure that incidents at S2, S3 and S4 level are recorded on the class behaviour log and S3/S4 on CPOMS for senior leaders to refer to.
- Contact parents if behaviour is beginning to cause concern. This will vary from child to child and depend on the severity of the incident
- Record and inform parents of their child's behaviour at bi-annual Parent Consultations and reported in the end of year report. Parents will receive information about number of S2-S6 incidents.
- Teachers are responsible for reporting a S3-S4 incident via the CPOMS system.
- Teachers should be aware of when the headteacher has awarded a S5 or S6 sanction.
- Teachers should provide work for the pupil to complete whilst carrying out the sanction either in school or at home.

Responsibilities of wider staff in managing behaviour

Wider staff are aware that promoting positive behaviour is everyone's responsibility in the same way as Safeguarding, equality and a child's emotional health and well being are.

All staff should understand the rewards and sanctions we apply at Mytham and consistently follow them.

All staff ensure that any incidents witnessed are reported to the child's class teacher for further investigation

Teaching and Learning Assistants, including those with Special Needs Allowance, may also be required to report a S3-4 incident via the CPOMS system. They should ensure that they include the class teacher when sharing the report.

Lunchtime supervisors (not those who are TLA's) and office / site staff are not expected to record behaviour incidents on CPOMS however they should provide accurate details of the incident to a member of the classroom staff who can record it on their behalf.

Responsibilities of Parents in managing behaviour

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We share updates to the Positive Behaviour policy in the schools newsletter 'Friday Flyer'

We ask parents to support their child's learning, and to co-operate with the school. We ask parents to sign a home-school agreement in Reception /Y2/Y4 and Y6. We build a supportive dialogue between home and school.

Parents of pupils coming to Mytham out of the normal admission arrangements will receive information about the Positive Behaviour Policy.

Parents are encouraged to share any concerns about their child's behaviour at home as this can often impact on the child's behaviour in school.

If the school has to use behaviour sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should follow the school complaints procedure which is available from the school office or on the school website.

Responsibilities of Governors in managing behaviour

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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

The headteacher works closely with the Pupil and Staff Wellbeing committee of the Governing Board.

Governors are also committed to staff wellbeing. They aim to support staff with managing the impact of pupils with challenging behaviour.

Governors play an active role in monitoring behaviour. This monitoring enables the headteacher to take an objective view of school procedures and sometimes procedures are reviewed as a result.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis.

Behaviour reports can be generated from CPOMS to assist evaluation of behaviour management systems.

The headteacher works closely with the Pupil and Staff Wellbeing committee. They play an active role in monitoring behaviours annually. This monitoring enables the headteacher to take an objective view of school procedures and sometimes procedures are reviewed as a result.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

It is also the role of the Governing Body to ensure that school is compliant with statutory legislation and Equality.

Review

The Governing Body reviews this policy every year.

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

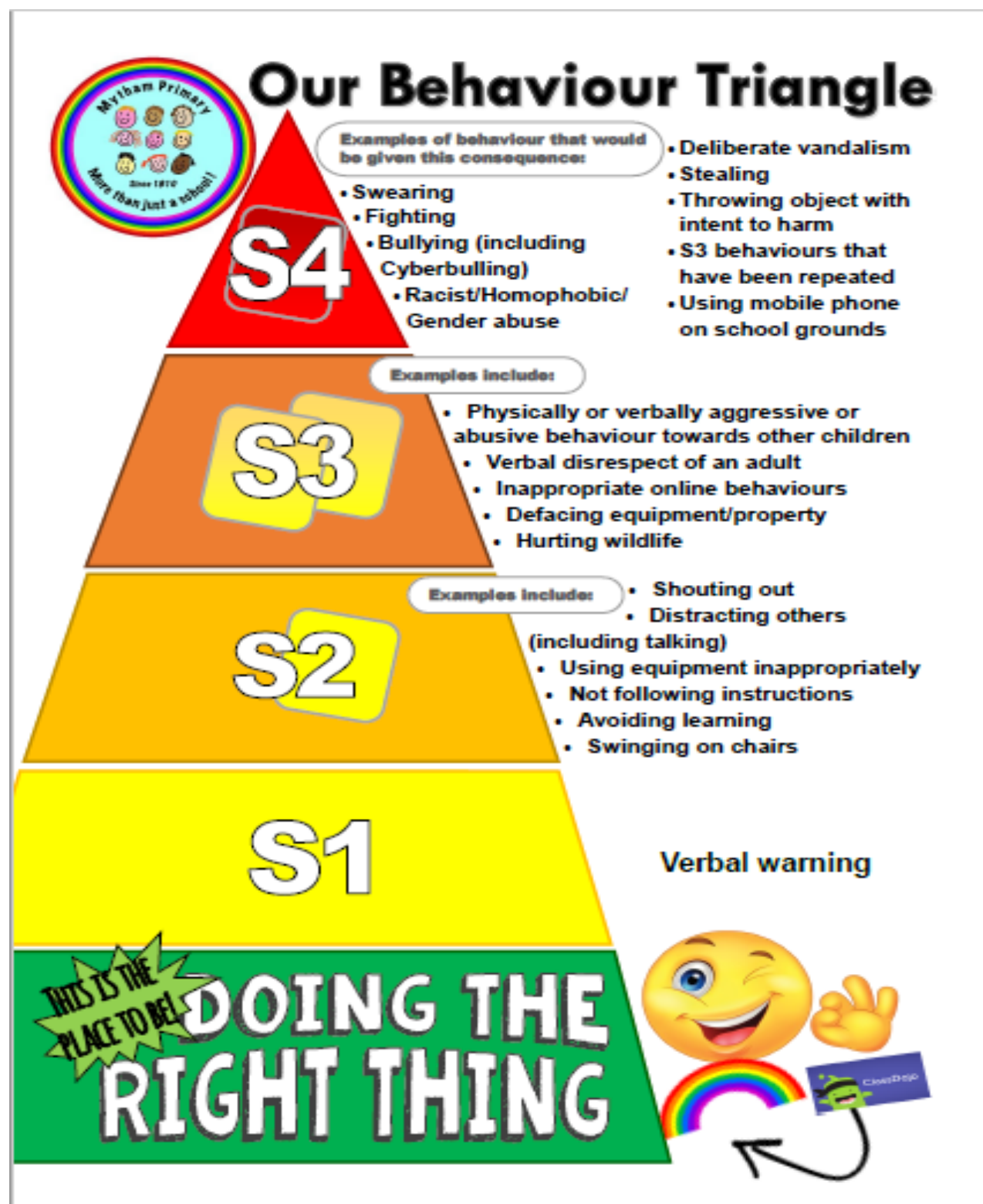
The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Linked Policies

Monitor and Review

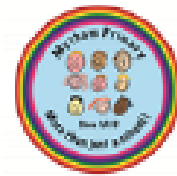
Angela Bogle (Headteacher) Stacey Burke (Deputy Headteacher /EYFS Manager / KS1) Liam Spires (KS2 Team leader) Sue Beatty (Nursery Manager)	September 2021
Agreed by : Louisa Halliwell (Chair of Governors) Sam Airey (Chair of Pupil and Staff Well- being committee)	18 th October 2021
Review Due	Sept 2022

Anti- bullying Policy	Safeguarding Children and Child Protection Policy
Challenging Behaviour and Physical Intervention Policy	Relationships and Health curriculum policy
Equal Opportunities Policy	Children's emotional health and well being offer
Attendance Policy	



Appendix B
Reflection sheet

Reflective Behaviour



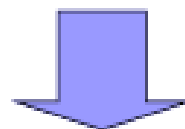
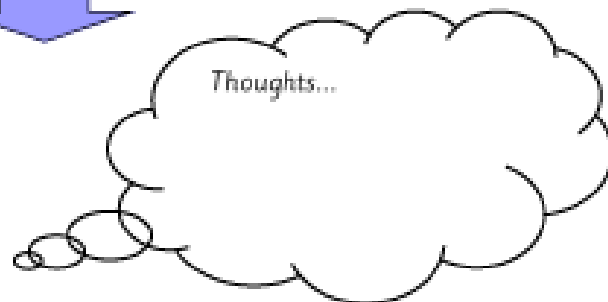
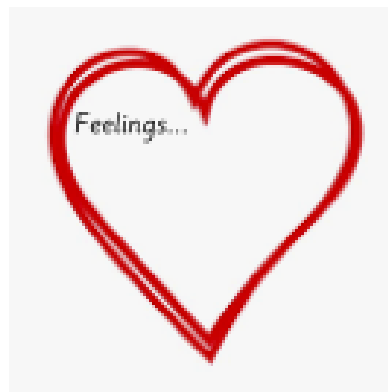
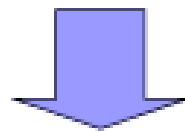
Name:.....

SLT:.....

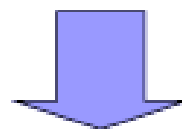
Date:.....

Parent:.....

What happened?



What did I do?



What could I have done differently?