

Behaviour Policy

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	TLIS	Date: 28/923
Last reviewed on:	September 2023 (policy under review in SDP this year)	
Next review due by:	October 2024	

St Andrew's C E Primary School

Behaviour Policy

A consistent behaviour policy provides security for children and enhances the self-esteem of everyone in the school, thus increasing the equal opportunities for personal development and effective learning. Staff will always be explicit about the school's expectations of behaviour.

Our school vision

A learning community where "Everyone is different. Everyone is special" is underpinned by our core Christian identity and values of Hope, Friendship, Forgiveness, Trust and Justice.

We believe our school vision and values will best be achieved through a partnership between staff, children, parents and carers. This is underpinned by our Christian ethos.

Our school rules

Respect other people.

- Be kind to everyone around you.
- Work hard and always try your best.
- Look after our school.

Our school rules have been agreed between the staff and the children. In addition to this, individual class rules are agreed at the start of each year.

Context

For children to learn effectively and be successful in the future, they need to feel safe, develop the ability to self-regulate and make responsible behaviour choices. Our behaviour policy aims to help children achieve this, through the following principles:

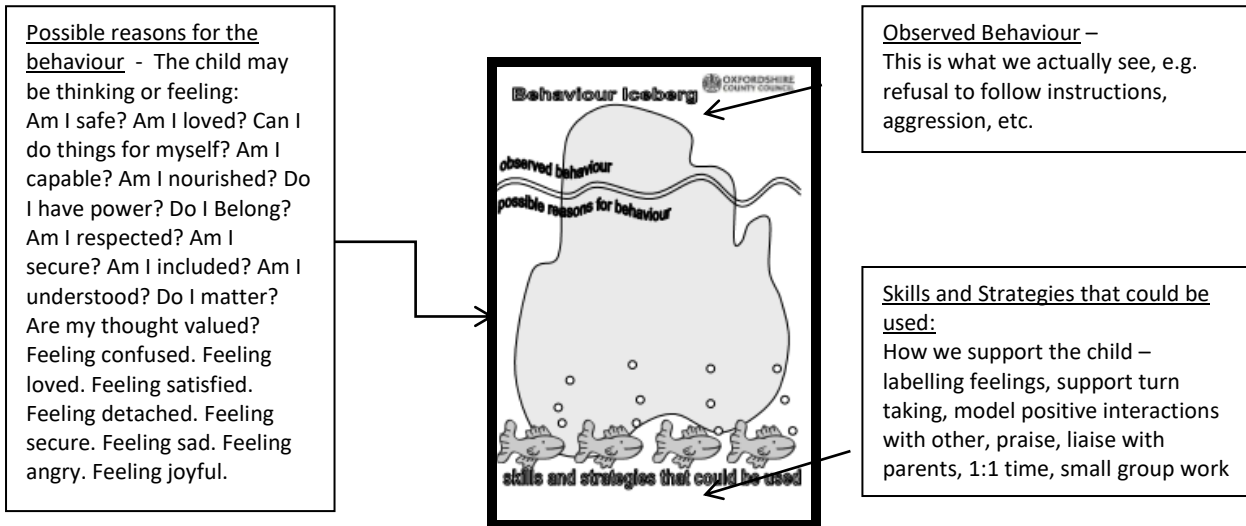
- The behaviour of adults – all children can expect to experience kindness and consistency in their interactions with all adults, regardless of their role, in a shared responsibility to effectively manage children' behaviour
- The view of behaviour – behaviour is communication, where understanding about why a child behaves in a certain way, which feelings have led to the behaviour and how the behaviour is separate from the person exhibiting it
- The approach to behaviour – a restorative approach in taking time to listen and guide children towards reflection and making amends
- The expectations for behaviour – the expectations and consequences are simple, clearly defined and consistently applied so that learning is not disruptive
- The joint approach to behaviour – school and home work in partnership to tackle behaviour issues; children feeling safe at school comes about when they know their parents and carers trust members of staff
- The ownership of behaviour – children learn to take responsibility for their own actions and the impact they have on others
- The commitment to behaviour standards – ensuring equity, inclusion and justice, support for children and families is the priority, but behaviours which interrupt learning are responded to

Our approach to behaviour management

At St Andrew’s we use elements of the Family Links Nurturing Programme framework to support the management of behaviour. We aim to provide clear boundaries and to have a firm, fair and consistent approach.

At St Andrew’s we use Zones of Regulation. We aim to teach children in a positive way to communicate effectively, listen attentively, express their feelings, be sensitive towards the feelings of others, manage anger and stress in acceptable ways, solve problems, develop self-awareness and self-esteem and have reasonable expectations of themselves and others.

Children’s behaviour stems from their feelings, so therefore we need to understand the reasons for their behaviour in order to support them. The Behaviour Iceberg is a useful way to think about this:



A positive approach

We know that children appreciate routines and positive expectations and the help of adults to help resolve situations. Children cannot be made to behave by being made to feel less good about themselves.



We recognise positive behaviour by rewarding positive attitudes and a good approach to work, in order to promote the child's self-esteem. This includes:

- **individual rewards** - thumbs up and smile, specific verbal feedback and written comments
- **class reward system** - collectively working towards points or a goal
- weekly **celebration assemblies** –
 - recognising and celebrating achievements of individuals
 - sharing the citizenship book (whole school and Year 6 book), where acts of good citizenship, in line with our school parable of The Good Samaritan, are recognised and acknowledged by all
 - Headteacher's award for a child who consistently demonstrates the school values through their behaviour choices in school

Tips for using praise:	Examples
Make sure that praise is sincere, genuine and specific	"I enjoy sharing stories with you"
Praise at the time of the action is most likely to be more effective than if it is left until later.	"You are making a very good job of tidying up those bricks" "That's a lovely example of showing respect, I'm going to put your name into the citizenship book"
Remember to praise for "being"	"I like your smile"
Remember to praise for "doing" – name the action too.	"Well done for being kind. You helped Paul put away his model"
Use non-verbal ways of recognising and acknowledging children	Smiling, thumbs up.
Unconditional recognition helps children feel valued and wanted	"I was hoping I would see you today"
Praise helps children develop a strong self-image	"I knew you would get there, are you pleased with yourself?"

Positive behaviour management strategies

Every pupil is involved in devising their class conduct rules. Regular reminders and circle times help children focus on their behaviour choices and use their personal power well in school. This is a good preventative strategy and the teacher may distract, use take up time, give warnings and reminders, movement breaks and proximal praise as ways of supporting a child to work within the school and class rules.

The school policy on managing continued negative behaviour is to use **Choice and Consequence**. When a negative behaviour is observed, the adults in the class will give children the choice to repair their behaviour e.g "You have a choice: you can continue to shout out, in which case you will have to take some time out, or you can put your hand up and follow our class rules. What is your choice?"

We want children to make good choices and take responsibility and ownership of their own behaviour. 'Thinking time or reflection time' happens inside the classroom and is time limited. With younger children, the teacher may need to help them reflect on the right choices. Older children should have written reminders of their class rules to look at as they take this reflection time.

The class teachers will always choose consequences that are consistent with age and stage of development and employ a number of strategies before involving the Inclusion lead or Deputy Head/Head in supporting good behaviour in class.

Examples of strategies include:

- Finishing missed work in break time
- Putting behaviour reminders on a child's desk
- Setting up mini- goals and rewards
- Talking to parents to engage them in supporting their child in school
- Taking a feelings register daily

Positive behaviour we expect from children:

- To treat people kindly,
- To respect others, to share and listen, and treat resources and the environment carefully,
- To help each other,
- To be as independent as their age and stage allows.

We discourage children from:

- Hurting each other, verbally or physically
- Disregarding and Ignoring adults
- Interrupting/disrupting other children’s learning and play
- Misuse of resources and the environment
- Unkindness

Physical intervention should only be used to prevent injury to another child, adult or the child themselves. We aim to develop children’s self-control as they learn appropriate levels of behaviour, increase their self-esteem and help them manage their emotions.

In Reception and Key Stage 1

A difficult area for **young children is negotiating and turn taking**. Modelling a narrative approach is a useful way to build responsibility, empathy, self-awareness and social skills in young children. By using the “Narrative Repair Script” the adult puts into words what the child cannot.

Narrative Repair Script		
What to do	How to say it	REMEMBER:
Describe what happened factually	<i>“You and George were playing with the Lego. You wanted the red wheel that George was using so you snatched it from him”</i>	<ul style="list-style-type: none"> • It is important to attend to an injured child BEFORE a repair conversation takes place. • A child may need to be removed from a situation to calm down (e.g. sitting on a chair/cushion/calm down corner) for 5 mins. Tell the child you will talk to them when everyone has calmed down. • Both the adults and child must be calm before a repair conversation takes place. Depending on the incident this may be moments, or it may be much longer. Research shows that it can take up to 90 mins for the brain to biochemically regulate itself after a significant incident. Starting a repair conversation too soon can “emotionally hijack” the child.
Name and explain the feelings of the child which led to the behaviour.	<i>“Sometimes if we want something that someone else has, we feel cross”</i>	
Explain the consequences – how did it make the other child feel?	<i>“George is feeling sad because you snatched the red wheel that he was using”</i>	
Help the child to recognise the feelings in the other child.	<i>“Look, at George’s face. He is crying”</i>	
Invite the child to “put things right” , modelling suggestions if necessary	<i>“What could you do to put things right?Maybe you could say sorry /share the wheel/ give him a hug/....”</i>	
Ask/teach an alternative to the behaviour (depending on development stage of the child) modelling if necessary	<i>“What will you do next time? Maybe you could ask George if you could use the wheel/ ask an adult for help/find a way to share/build a model together...”</i>	

We have organised behaviours into three levels to give consistency throughout the school and to provide appropriate sanctions. Sanctions will be carefully chosen according to the level of unacceptable behaviour. It is important that at each stage children are aware of what will happen next if the negative behaviour continues. Staff members will always make clear it is the behaviour which they disapprove of, not the individual, so as not to damage a child's self-esteem.

Minor incidents

LEVEL 1 – Minor incidents

These are low level issues that require reminders and a restating of expectations. Examples of this behaviour might be spoiling other children's games, play fighting, being noisy in class or showing bad manners. In class, choice and consequence alongside thinking time will be used.

LEVEL 2 – General poor behaviour

These are more serious than Level 1 behaviours and would usually result in a CPOMS behaviour related log being completed. Examples of this behaviour might be teasing with malice or fighting. The class teacher will take actions on the day in a timely way.

LEVEL 3 – Serious breach of school rules and expectation

Children who behave at this level will be supported by a Behaviour Support Plan and have individual behaviour targets. These are serious breaches of school rules and are likely to be part of a longer-term problem. Examples of this behaviour might be swearing at adults, racial abuse, deliberately hurting another person, persistent or dangerous refusal to follow instructions or bullying.

Children with specific Emotional and Behavioural Difficulties may have their own sanctions and may need to be dealt with by specific teachers and the Head teacher. This will be made clear in their behaviour plan, which will be shared with staff.

In Key Stage 2

We anticipate that children in KS2 will know and understand the expectations of the school and their class rules as they will have been instrumental in making and agreeing them.

We have organised behaviours into three levels to give consistency throughout the school and to provide appropriate sanctions. Sanctions will be carefully chosen according to the level of unacceptable behaviour. It is important that at each stage children are aware of what will happen next if the negative behaviour continues. Staff members will always make clear it is the behaviour which they disapprove of, not the individual, so as not to damage a child's self-esteem.

Minor incidents

LEVEL 1 – Minor incidents

These are low level issues that require reminders and a restating of expectations. Examples of this behaviour might be spoiling other children's games, play fighting, being noisy in class or showing bad manners. In class choice and consequence alongside time out will be used.

LEVEL 2 – General poor behaviour

These are more serious than Level 1 behaviours and would usually result in completing a behaviour related log on CPOMS. Examples of this behaviour might be teasing with malice, writing graffiti or fighting. They are likely to result in a Fix It Friday. This is a reflective and restorative approach. The child will be informed that a behaviour related log on CPOMS has been completed regarding their behaviour in class or in the playground. If a child has a CPOMS incident, parents will be informed and requested to talk it through with their child at home. If this happens twice in a term, the parents are invited to a meeting in school to discuss the situation. The Headteacher will talk through the incident and behaviour choices. The child will be encouraged to reflect and identify points where a different and better choice could be made. They will also seek with encouragement to make amends.

LEVEL 3 – Serious breach of school rules and expectation

Children who behave at this level will be supported by a Behaviour Support Plan and have individual behaviour targets. These are serious breaches of school rules and are likely to be part of a longer-term problem. Examples of this behaviour might be swearing at adults, racial abuse, deliberately hurting another person, persistent or dangerous refusal to follow instructions or bullying.

Children with specific Emotional and Behavioural Difficulties may have their own sanctions and may need to be dealt with by specific teachers and the Head teacher. This will be made clear in their behaviour plan, which will be shared with staff.

Guidelines for managing situations where children are displaying challenging behaviour

All staff and governors have agreed the following:

- Our school has a non-confrontational approach to children. All staff will try to ensure that no child is placed in an emotional situation where they have few options left to them but to crumple or flare up.
- At no time is it acceptable for an adult to use personal criticism or humiliation of a child to manage or respond to their behaviour.
- A “nagging” style of interaction is unacceptable.
- Sometimes, children need time to respond to instructions, particularly when they have heightened emotions. It is up to the adult to model withdrawal from conflict and allow the child ‘take up time’ in order to enable de-escalation.
- It is never acceptable for children or adults to be assaulted.
- When a lesson is being disrupted significantly, the class should be taken by an adult to a separate area, leaving the disruptive child to be supervised in the class.

Restraining Children

Staff at St Andrew’s school **will not** restrain a child unless the safety of the child or of other children/adults is threatened and the member of staff has attended team teach training. A child will only be restrained as a last resort and if the child is a danger to themselves, other children or an adult. The Headteacher or Deputy will be called if an adult feels a child maybe a danger to themselves or others.

Parents will be actively involved in supporting their child and the school throughout this process. If needed, the school will use the Local Authority guidance with regard to suspension or exclusion from school (see Appendix 2).

These levels of behaviour provide guidance and do not provide a course of action for every eventuality. It therefore relies on the professionalism, common sense and initiative of people implementing it. It is not the school’s practice to place children outside the classroom unless agreed as a strategy within a child’s behaviour plan.

Staff are asked to remember the following:

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

— Haim G. Ginott

Managing children’s behaviour in the playground

The playground should be a safe, happy place for everybody. In the playground children are expected to follow the school rules. Teachers remind the class of the rules for each area at the start of the school year.

Morning playtime

Staff ensure children are safe and behaving appropriately during break time. Some identified children will also have an adult with them during break times to help ensure they, and their peers, have a safe, happy playtime.

First-aiders will be available during every playtime. Playground staff will send children in for first aid or will request a first-aider to attend an incident.

Lunchtime play

Children enjoy a staggered lunchtime with adults inside the canteen and outside on the playground supporting them. Lunchtime is staffed by adults known to the children, this supports happy lunchtimes.

A number of lunchtime staff are first aid trained and will deal with minor injuries during lunch breaks. Another first-aider can be requested to attend an incident to ensure the injury is appropriately dealt with.

Sunshine Friends

At lunchtime there is a group of Sunshine Friends who are selected from Year 5. These children look out for problems and alert adults on duty to any problems. They also look out for children who appear to be lonely and either encourage them to join in with a group of children of their own age or play with them themselves.

Recording Behaviour Concerns

Teachers maintain an in-class behaviour log to record minor concerns and incidents. This enables the school and teacher to pick up patterns, address needs and support children further where needed.

Incidents of a more serious nature, those resulting in Fix it Friday and parental involvement, are recorded on CPOMS. This creates a long-term record and logs information in chronological order. This helps keep track of concerns, patterns and incidents. This can be helpful if further intervention or support is required for the child to support them to be successful in school.

Policy review arrangements

Review and reporting to FGB

Staff will review the policy on an annual basis. The Deputy Head will report to the Teaching and Learning committee annually in the summer on its ongoing effectiveness and suggest any amendments as required, ready for discussion with teaching staff in the autumn.

We recognise at St Andrew's the need to constantly review the policy to ensure it meets the needs of the individual children.

Knowing this policy well and having a clear understanding of policy and the details of practice expected by all staff at our school, will enable adults to be consistently calm and confident in dealing with children who are very challenging, vulnerable or violent.

All staff must keep this policy document fresh in their minds, returning to it to refresh themselves with the details, at regular intervals.

Anti-Bullying

Bullying

“Bullying is the exercise of power over one person by another person or persons, involving deliberate repeated attacks of a physical, verbal or emotional nature”.

Bullying is the behaviour that results in another person being hurt, threatened or frightened.

Bullying can be physical - fighting, pushing, pinching etc.

Bullying can be verbal - name calling (including reference to race, gender, disability, sexuality or class) teasing and taunting.

Bullying can be intimidation or extortion and can include rude gestures.

Bullying ranges from name calling through rough play/horseplay to vicious assault and can even include intentionally ignoring or excluding. Bullying is repeated behaviour.

This includes:

- insults
- rumour spreading
- name-calling
- teasing with intent to harm
- physical attacks
- racial comments
- exclusion from social groups
- intimidation.

We believe that children have the right to a safe and secure environment in which to learn, to develop their full potential and to achieve success. We recognise that, at times, bullying happens.

At St Andrew’s, we aim:

- to establish and maintain a zero tolerance to bullying
- to provide a safe and secure environment for everybody
- to encourage respect for every individual
- to fully support the child who is being bullied
- to work with the perpetrators of bullying so they fully understand their actions
- to establish and maintain a whole school ethos of “telling”
- to fully involve parents on what is happening and to include support of this policy as part of the Home School agreement.

St Andrew’s Primary School aims to combat and challenge bullying behaviour in all its forms. All adults will always treat bullying seriously. Investigations will be made and observations taken. Attention will be given to both the bully and the victim. If bullying recurs, parents of both the bully and the victim should be informed and the problem discussed.

Reporting procedures

If a child reports to a member of staff that they are being bullied, the member of staff must listen to what the child has to say. All of this has to be recorded on CPOMS and assigned to the Deputy Headteacher who will then investigate the complaint.

The child who has made the complaint will be told that the complaint is being investigated.

If a child feels that they are too afraid to talk to a member of staff, he or she can tell a Sunshine Friend or their class rep on the school council, who will inform a member of staff.

If a parent contacts the class teacher the same reporting process will take place.

Racist Bullying

Where bullying has a racist element, the same reporting process will take place (a record on CPOMS assigned to the Deputy Headteacher). Any incident should be discussed with the Head or Deputy Headteacher, and an appropriate sanction agreed. Parents of both parties should be contacted. Staff and parents can be referred to the racial harassment guidelines produced by the school for dealing with such incidents.

Sanctions

Where possible, the school's existing behaviour policy will be used as means of dealing with the bully. The Deputy Headteacher is the person responsible for ensuring this.

If a child has been found to be bullying another child, they will be told of the sanctions that will be used to deal with it, and that their parents will be informed by a formal letter from the school, asking them to come in to school to discuss their child's behaviour, and to consider ways of improving it, and what support strategies are needed.

It is vital that the bullies realise the consequences of their action.

Support for the bullied child

It is vital that the bullied child is given every support needed to overcome the effects of bullying. A meeting between the parents of the bullied child, the child's class teacher and the Head or Deputy Headteacher will be arranged at the earliest opportunity to discuss what support is needed.

The "Telling School" approach

If the bullied child is too afraid to tell a member of staff or to use the other reporting methods, the other children who see the bullying taking place or know of the bullying taking place have a moral duty to report it, and equally offer their support to the bullied child. This acts as a deterrent to bullying, as the bully soon learns that they cannot do it without being reported.

Awareness of bullying is to be included in the whole school life by including it in assemblies, lesson planning, and circle time and by dealing with situations as they arise.

Exclusion

The school will always follow DFE guidelines in regards to the exclusion of any child

Only the Headteacher may exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. The LA and school have always taken the view that exclusion should only be used as a last resort and that appropriate measures would have been put into place to avoid a child being excluded.

These measures could include:

- An individual behaviour plan
- Individual targets
- Meetings with parents
- Pupil profile targets
- The involvement of outside agencies as appropriate
- A letter informing parents that their child is at risk of exclusion and the reasons why

If the decision to exclude a child is made, the Headteacher must inform the parents of the child, in writing, without delay. The letter should contain details of the duration of the exclusion, the reason for the exclusion and the fact that they may make representations to the governors and the Local Education Authority. To facilitate such representations, parents should be given appropriate points of contact for both the LA and the governors. In the latter case, this might be the Chair or Clerk to the Governors.

The Headteacher must also inform the LA, the governors (or governor with delegated responsibility) and the Attendance and Engagement Officer in writing of the duration of the exclusion and the reason for the exclusion.

Governors' Behaviour Principles

Introduction and purpose

This statement has been drawn up in accordance with the *Education and Inspections Act, 2006* and DfE guidance (*Behaviour and Discipline in Schools, 2012*). The purpose of this statement is:

- To guide the Headteacher in drawing up the school's behaviour policy so it reflects the beliefs of governors, staff and parents and takes full account of law and official guidance.
- To help all staff understand the extent of their disciplinary powers. Staff can be confident they have the support of the full governing body when they follow this guidance.

However, this is a statement of principles and the governing body recognises that the Headteacher is responsible for the details of the school's behaviour policy.

In drawing up the policy, the Headteacher is asked to take account of the guidance provided in the DfE's *Behaviour and Discipline in Schools: A guide for headteachers and staff*.

Guiding principles

- St Andrew's is an inclusive school with a firm commitment to equalities.
- Good behaviour lies at the heart of a successful school. Children should be able to make good progress and staff should be able to teach without the disruption caused by bad behaviour.
- Every member of the school community deserves to be treated with respect.
- Every member of the school community has the right to learn and work in a safe environment free from verbal or physical violence, bullying and discrimination.

Creating a school environment to promote positive behaviour

Staff, parents and carers and governors all play their part in promoting children's spiritual, moral, social and cultural development. Self-confidence and self-esteem lie at the heart of children's daily behaviour choices and all adults in the school play their part in shaping these character traits.

At St Andrew's we seek out **positive behaviour**, give praise whenever it is seen and reward behaviours we would like to encourage. Informal praise, "catch them being good" praise and "proximal" praise are employed alongside more formal reward systems such as achievement assemblies and full class rewards. All staff are trained in methods for promoting positive behaviour. We expect children to behave well and, through praise, we recognise the behaviour we wish to promote.

We set a **good example** by ensuring that all interactions between adult members of the school community are respectful and model excellent communication skills.

All children in the school with **Special Educational Needs**, including special gifts and talents and disabilities, will have such needs addressed through curriculum differentiation, adaptation and intervention. Where appropriate the school will use advice and support from outside agencies. These principles should be read in conjunction with the school's *SEND Policy* and *Single Equalities Policy*.

Play times, break times and less structured times of the school day are managed well to keep children safe from harm, and to prevent children from making poor behaviour choices. Staff who work at these times are fully aware of our positive reinforcement ethos and are trained so they can handle problems according to these principles.

Bullying and discrimination are addressed robustly and promptly. These principles are linked to the school's *Anti-bullying Policy* (see Appendix 1) and *Single Equalities Policy*.

Every year we ask for our **pupils' views** on behaviour in the school. Their feedback informs our policy and practice.

Parents and carers are helped to support their children's learning and behaviour. Staff communications with parents about children's behaviour is open, honest, supportive and transparent.

The **positive behaviour expectations** of the school are clearly stated in the Behaviour Policy.

Our **curriculum** is broad, balanced and relevant to our pupils' lives, communities, cultures, needs and interests. Lessons are well planned and delivered in stimulating ways to promote both an enjoyment and good behaviour. Children are praised for effort and progress and so feel good about their learning. The curriculum teaches good behaviours for life.

- We teach children the meaning of our school motto "Everyone is different, everyone is special".
- We create opportunities for children to make decisions and take responsibility.
- We show children how to work in pairs and groups of various sizes, and how to take different roles within groups. Groups are varied to prevent social exclusion. Caring, sharing and co-operative behaviours are rewarded.
- We help children to express views, to discuss issues and to resolve conflicts in a confident and articulate way.
- We encourage children to respect their own property, the school's property and the property of others.
- We teach children to respect their environment (physical, global and local).

Managing challenging behaviours

All members of the school community should be **free from bullying or discrimination**. To this end the school has an *Anti-Bullying Policy* (see Appendix 1) and a *Single Equalities Policy* which should be read in conjunction with these principles and consistently applied.

We work to understand the **root causes of challenging behaviour** in our pupils. These may come from inside the school because pedagogic needs are not being met. They may be the result of pupils experiencing some form of discrimination. Our policy for promoting positive behaviour ensures that we are particularly proactive in considering the needs of children with Special Educational Needs, including all kinds of talents and disabilities. Governors expect teachers, parents, children and staff, sometimes with the support of senior leadership or external agencies, to work closely together as a team to mitigate the causes of challenging behaviour. Some families may require additional support and referral to appropriate supportive agencies. At St Andrew's, children learn that their challenging behaviour has **consequences** for themselves, their peers, their learning, the learning of others, their families and their environment. Children are encouraged to repair these consequences of poor behaviour choice through sanctions such as "Fix it Friday" and restorative conversations.

Staff understand the **sanctions** for unacceptable behaviour and ensure they are consistently applied. They are clearly communicated to parents and carers. The full escalation of sanctions is clearly described in the Behaviour Policy so children, staff and parents can understand how and when they are applied.

Exclusions are only used as a very last resort. The governors monitor exclusions, and rigorously explore the reasons behind any that are used. Part-time timetables for children with behaviour, emotional and social difficulties are only be used in very exceptional circumstances. This is a safeguarding issue. Unofficial exclusions are illegal and will not be sanctioned by the governing body. The Headteacher may inform the police as appropriate or if there is evidence of a criminal act. Sanctions will be monitored for their proper use and effective impact.

The governors expect the Headteacher to include the following in the school's behaviour policy, in line with current local and national guidance;

- The power to use **reasonable force** or make other physical contact; the situations in which reasonable force may be used and a definition of 'reasonable force.'
- The stage at which **multi-agency involvement** will be considered for pupils who display continuous disruptive behaviour.

The school's behaviour policy must be publicised to staff, parents/carers and children at least once a year. It will be made available in such other formats and languages as are needed.