



# Weeton St Michael's

CHURCH of ENGLAND PRIMARY SCHOOL

## BEHAVIOUR POLICY

Written: March 2024

Review Due: March 2025

### *LIVING AND LEARNING THROUGH FAITH, HOPE AND LOVE.*

#### **Christian Values:**

Generosity Compassion Courage Forgiveness Reverence Respect,  
Thankfulness Trust Perseverance Justice Service Truthfulness

#### **Bible reference:**

"The greatest of these is love." 1 Corinthians 13:13

#### Policy References

This policy is written with reference to the following school policies:

- Child Protection and Safeguarding policies
- Remote learning policy
- Curriculum and Teaching and Learning policies
- Staff, parent and child agreements
- Homework policy
- Marking Policy
- E-Learning policy
- PSHE and SMSC (Spiritual, Moral, Social and Cultural) Policies
- Online Safety Policy
- Health and Safety Policy
- SEND Policy and Able Gifted and Talented Policies
- Assessment Policy
- Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.



# WHOLE SCHOOL POLICY FOR POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

**At Weeton St Michaels Primary School, every child will have the chance to live and learn with faith, love and laughter.**

**They will grow in confidence and be prepared for life's opportunities and challenges.**

## **Procedures:**

The procedures in this policy have been developed by the Headteacher and behaviour lead in consultation with staff. The procedures will make clear to the children how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, children and families. The procedures will be monitored by the behaviour lead and Headteacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility to the whole community.

## **THE PRINCIPLES or PHILOSOPHY & PURPOSE**

Our school and governing board, believes in the positive management of behaviour. We aim for all the children to achieve their maximum potential in a caring and safe environment. We accept that children make mistakes and believe it is the responsibility of all adults in the school to help the children to learn from their mistakes. We aim for our children to become independent and self-disciplined learners.

**Our Christian Values** Behaviour of staff, children and our school community are underpinned by our 12 Christian values, and by following these, we create a loving, nurturing environment where children can grow in God's love: forgiveness, respect, trust, thankfulness, justice, service, friendship, truthfulness, generosity, compassion, courage and perseverance. Roles and responsibilities: our school vision of 'Living and Learning through faith, hope and love' means we all have a responsibility to promote and exhibit positive behaviour.

## CONTEXT

We try to maintain a safe and calm atmosphere in and around school. Staff role model excellent behaviour. They have high expectations of pupils and encourage them to have high expectations for themselves. This code of conduct has been formulated with the safety and well-being of the children in mind, to enable the school to function efficiently as a place of learning, and to ensure our children always present themselves in the best light when representing school (on or off the premises). Staff and children at Weeton primary understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively.

All Staff at Weeton Primary are committed to 'noticing' children in a positive way. Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with a phased start to the school day in which all children are personally welcomed by name with a friendly smile from staff. Staff acknowledge children on corridors by smiling and using positive comments.

Staff at Weeton Primary know that behaviour management is the responsibility of all staff. All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents and always aims to engage parents in positive behaviour support systems whenever possible. This is reflected in regular meetings with parents of children who have Individual Behaviour Support Plans and in star safe and team point systems, which acknowledges examples of good behaviour and attitude to work. We also recognise the importance of procedures such as dojo points, half termly work recognition awards and working alongside parents to use appropriate rewards strategies at home to encourage positive behaviour; further develop home/school links and create best possible outcomes for our children.

**British values:** We teach children about democracy, the rule of law, individual liberty, mutual respect, and tolerance of other faiths and beliefs. This is done through our curriculum, PSHE lessons, worships, significant events and enrichment visits.

**Computing curriculum:** As part of our computing curriculum, children learn about personal information, cyberbullying, consequences of online actions and what to do if they feel unsafe.

**PSHE curriculum:** our PSHE curriculum is based on the PSHE Association guidance and covers healthy relationships, online safety, bullying and a range of other topics that enable children to understand how to keep themselves and others safe.

## **Code of Conduct**

### **Expectations of Staff**

#### **All adults will:**

- Live out our school Christian values in their interactions with each other and the children
- Have zero tolerance for any form of bullying or discrimination
- Have high expectations for every child
- Listen carefully and attentively to each child without prior judgement
- Treat every child fairly and with respect, considering their unique needs and developmental stage
- Wherever possible, engage pupils in a restorative process to improve future behaviour

### **Expectations of Pupils**

- Be ready for the start of the school day
- Be kind, caring and helpful to all, following our school values.
- Listen politely to everyone
- Speak quietly to everyone
- Work hard and always do your best
- Move calmly, quietly and sensibly around our school
- Respect our school and keep it clean and tidy
- Respect all others and their possessions
- Make it easy for everyone to learn and for the teacher to teach
- When outside of school, remember you are an ambassador and represent us all.

## **Expectations of Parents**

Parents can help by:

- Ensuring that children attend and are on time for school each day
- Making sure that children wear the correct uniform
- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending parents' evenings, functions and by developing informal contacts with school.
- Understanding that effective learning and teaching can only take place when high standards of behaviour are shown by all children.
- Remembering that staff will always deal with behaviour problems fairly, patiently and positively.
- Reading and signing our home/school agreement.

## SCHOOL RULES/EXPECTATIONS

Our expectations	Non-negotiable visible consistencies	Over and above recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet. 2. Persistently catching children doing the right thing. 3. Picking up on children who are failing to meet expectations. 4. Accompanying children to the playground at the end of every day. 5. Praising in public (PIP), Reminding in private (RIP). 6. Consistent language.	1. Certificates. 2. Stickers. 3. Phone call/text home. 4. Verbal praise. 5. Notes home. 6. SLT praise. 7. Class Rewards/Dojo/Recognition Boards/Star Safe Tokens 8. Show work to another adult. 9. HT award.

Our school rules are discussed with children regularly in class, and our displayed in every classroom and across the school.

### Classroom routines

**Below is a list of actions and strategies all staff working within Weeton Primary agree to Implement:**

- **Smile** - passing along positive energy and creating a sense of security and belonging for every child.
- **Display only behaviour which you would want children to replicate**  
 - Staff actively model positive relationships and behaviour management as they demonstrate respectful interactions and conduct with all members of the school community
- **Use of positive language (verbal and body)** – e.g. please put your hand up rather than do not shout out and finished rather than no. This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.
- **Giving time** to ‘Noticing’ children will be a priority for all staff. Use of Recognition board. Children will be greeted positively as they enter the classroom each morning. Should staff notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time, engagement with an adult).

## Children's Classroom Rules

Ready	Respectful	Safe
<p>To have my equipment ready on the table.</p> <p>We stay in our seats.</p> <p>We do our best.</p> <p>We complete the work.</p>	<p>We put our hands up.</p> <p>We listen when others speak.</p> <p>We respect our property.</p> <p>We use an indoor voice.</p> <p>Behave in a way that brings credit to yourself and school</p>	<p>We walk indoors</p> <p>'Weeton Wonderful Walkers'.</p> <p>We keep our hands and feet to ourselves.</p>

## Outdoor Rules

Ready	Respectful	Safe
<p>We play in the correct area.</p> <p>We stop when the whistle is blown.</p> <p>We come in quietly with wonderful walking.</p>	<p>We listen to all the adults.</p> <p>We share the equipment.</p> <p>We use kind words.</p> <p>We help others if they need it.</p> <p>We take turns.</p> <p>We play co-operatively.</p>	<p>We use the equipment correctly.</p> <p>We put the equipment away when asked.</p> <p>We play games which are appropriate for school.</p> <p>We use kind hands and feet.</p>

## BREAK AND LUNCHTIMES

Break and lunch times are recognised behaviour 'hot-spots' where some children may need help in managing their behaviour in a less structured environment.

Brain Breaks will be facilitated by Teachers/Support Staff who will remain with the children at all times.

## Lunch

- Children will move from their classrooms to the hall using Weeton Wonderful Walking.
- Children may be awarded tokens/team points for good manners, thoughtfulness, being helpful etc. by the welfare staff
- Children are encouraged to show good table manners and thoughtful behaviour while eating their lunch.
- We expect that all adults working in school, whatever their role, will be treated with equal respect by children at all times.
- Children will be escorted by an adult safely out onto the playground (or to wherever the children need to be) in order to minimise potential behaviour incidents.
- Behaviour support during break and lunch times is addressed specifically through the provision of adult led activities, either on the playground or within a classroom as a small group, nurture club.
- Children are invited to take part in a variety of structured activities such as a sporting task. It is the role of the adult during these sessions to model positive play and interactions. Where children find play particularly difficult and challenging, it may be necessary for them to play one-to-one with an adult or engage the pastoral lead. Opal provision?

## **Rewards**

- Children can be rewarded for academic and non-academic achievements – for displaying our values, effort and for all aspects of good work and behaviour.
- Individual awards –team points and tokens. End of term awards. are presented in assembly where teachers explain why the awards have been given. The names of the children winning these awards are also featured in the entrance of school, newsletter and published on the website.
- Team points are used to reward children for good work and achievements. All children are in one of four teams. Tokens are collected in the hall and each class will achieve a free afternoon, where they can choose a reward.
- The winning team is celebrated each Friday in our celebration assembly.

## **Sanctions**

**Sanctions will be proportionate to the pupil's actions and developmental stage and could include:**

- Time out at the next playtime to have a restorative conversation with a member of staff and other children who may be involved.
- Removal from an activity to provide the children with reflection time and to keep them safe.
- Contacting parents
- Withdrawal from school trips when the child's behaviour is identified in the risk assessment as a health and safety issue.
- Exclusions – which may include internal exclusions/seclusion (See the school's exclusions policy)

If negative behaviour continues, then the difficulties should be discussed with the Headteacher and Behaviour Lead. A meeting may be requested, which parents would be expected to attend.

## Supporting Low Level Behaviours

For low level behaviours which don't pose a health and safety risk to adults or children, we will follow the process below.

1. REMINDER - Verbal reminder of expectations, (up to three)  
First verbal or non-verbal acknowledgement of unacceptable behaviour – in a lot of cases, this gentle request to cease should suffice. Opportunity to use a regulations area.
2. Second verbal acknowledgement (more firmly) of unacceptable behaviour. Explain to the child there will be a consequence if it continues, and ensure the pupil understands this.
3. Short, restorative conversation between class adult and child addressing unexpected behaviours and making clear expectations for the next lesson/day. This will be logged on CPOMS.
4. If unexpected behaviours continue, time out of class for reflection, in reflection area, 5-10 minutes. (Logged on CPOMs by class staff) Child still has to complete expected work.

When you come back in \* minutes, I want to see your wonderful work. If you feel ready to come back in and show this before then, that's great. Thank you for listening.

Now walk away but remember to return at the given time with nonverbal/verbal acknowledgements to encourage the correct choice!

5. Return at agreed time and inform of further consequence. – Repeat expectation and phrase as a choice. "You either do (expectation) or you will have to spend time at lunch, completing your work. This means we will contact your parents." Give child time to reflect on this potential consequence. Time to reflect on what the child has to do next. Staff to reflect on any adaptations or adjustments in provision required for reset. Logged on CPOMS by class staff. If this is going to go into the next lesson, brain break or lunchtimes will be used. Restorative conversation to be used before returning to the next lesson where unexpected behaviour has been addressed. Child has fresh start at the beginning of the next lesson.

6. If child is regularly or frequently reaching steps 3-5, SLT/Pastoral staff to organise observation of class time to provide support and advice.
7. If deemed appropriate, Individual Behaviour Plan meeting with class team to adapt provision.

**Thrive** –These are some areas of support to help these children thrive.

Meeting with parents / carers possibly offering support through EHA or school nurse. (Class and Behaviour Lead)

- Teaching explicit learning behaviours around class rules, class seating.
- Individualised timetables. (Class and pastoral staff)
- Specialist teacher input if appropriate which could include sensory assessments, and advisories from the Inclusion Hub. (pastoral staff)
- Intervention tracking (Behaviour/Pastoral team).
- Educational psychologist input. (SENCO)
- Risk assessment (Behaviour/Pastoral team)
- Part time timetable (SLT).
- Educated offsite for a fixed period of time (in agreement with parents).

**Supporting Self-regulation:** Small spaces within school are allocated as 'regulation/calming' spaces for children who may require additional time to calm down, use taught breathing techniques and reflect on their behaviour.

EYFS/KS1 – Chair in the classroom.

KS2- The snug or Classroom outdoor areas.

## **Emotion Coaching**

When dealing with an unexpected or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation. Emotional coaching is:

- Teaching the child, in the moment about emotions
- Supporting the development of strategies to deal with emotional ups and downs
- Accepting all emotions as normal and valid (some behaviours are not ok)
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- Building trustful and respectful relationships

**Staff will use this four-step approach: -**

Step 1. Attune, notice and empathise

Step 2. Name the emotion and validate it

Step 3. Set boundaries and expectations

Step 4. Problem solve using a restorative approach.

If a child is in an emotionally heightened state the staff member may need to give the child time to regulate before beginning to emotionally coach.

## **Restorative and Problem-Solving Approaches**

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. Staff must be consistent in the application of the rules and expectations, positive reinforcement and consequences in order to promote a predictable and therefore safe environment.

Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in the systems.

Steps 3 & 4 of the emotion coaching will be done in order for the child to learn what went wrong and how they can deal with it more appropriately the next time. This is often done in a restorative conversation.

- Limit setting and problem solving can follow immediately or sometime after the event, when the pupil is regulated. In such circumstances, staff should inform the pupil that the behaviour is inappropriate and that it will be spoken about later using a restorative conversation.
- A consequence may simply be a two-minute conversation at the end of a lesson. The consequence must be relevant to the issue, repair any relational damage and ensure learning has taken place regarding what went wrong.
- Consequences will never involve taking away previously earned privilege or any intervention time. However, if behaviour has been too extreme to assess that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent date.
- Staff will avoid any consequences that lead to unnecessary shaming or humiliation.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences.
- After a pupil completes catch up or a consequence it is important to repair and restore the staff – pupil relationship.
- The following script will be used by staff as the restorative process.

**Restore, Redraw, Repair**

- 1. What happened?**
- 2. How did that make you feel?**
- 3. How do you think that made you/them feel?**
- 4. What could you do that is different next time?**
- 5. What do you think should happen next to help repair this?**



- For the majority of children, a conversation will be enough, for some children however this system might not be as effective and they may require pictorial representation. See appendix Reflect and reset

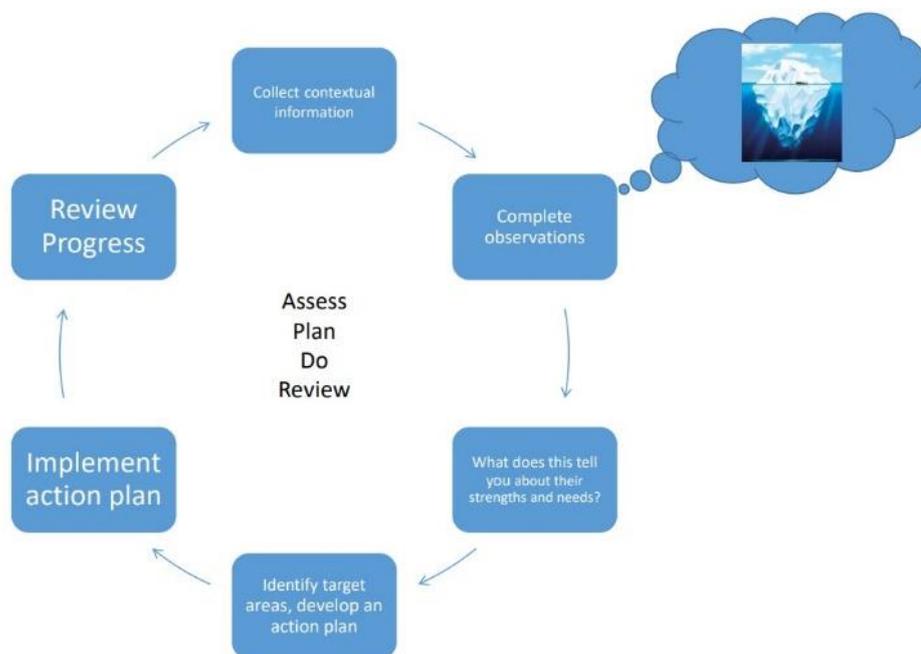
## A GRADUATED RESPONSE FOR THOSE MOST IN NEED

For the majority of children inappropriate behaviour will be dealt with using the processes described above however some children this might not be effective due to their individual experiences and needs.

The systems used to monitor and record are; CPOMS, Pupil Passports.

Where there have been issues regarding behaviour staff must record on CPOMS ensuring they detail what the outcome was as well as the incident itself and communicating with the relevant staff and parents where appropriate.

We use Assess, Plan, Do, Review to support those individuals who require additional support.



In these cases, children will work with a member of staff to design a personalised behaviour chart with specific targets for them to achieve. These charts are shared with parents, reviewed regularly and enforced by all staff throughout school. Once the child has overcome their difficulty or behaviour returns to meeting School's expectations, the chart will be removed.

For children who exhibit very challenging behaviour, an Individual Behaviour Plan is put into place along with a care plan that is shared with all staff. If any outside agencies are involved with the child, their input will be sought in the writing and review of the IBP and care plan.

## **Working Together with External Agencies**

Counselling support

Educational Psychologist Input

Bought support from the Inclusion and Engagement Support service and Specialist Teachers.

If the root of challenging behaviour is found to be a safeguarding matter, the Child Protection Policy and appropriate procedures will be followed.

### **Exceptional Circumstances:**

#### **Exclusions**

The school will avoid exclusions (both fixed term and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become persistently disruptive and/or violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from receiving their right to education, then a short, fixed term suspension may be implemented.

A return to school meeting will take place before the child returns into their normal classroom provision. A parent or carer for the child must be present at this meeting. "Inspiring children to be resilient and aspirational learners, within a positive and considerate community."

A permanent exclusion would only be issued if violent, aggressive and disruptive behaviour is prolonged and every other possible intervention and strategy (including external services) had been exhausted and has failed.

## **Disciplinary Power of Staff and Use of Reasonable Force Key Information:**

- Teachers have statutory authority to acknowledge and support pupils who display negative behaviour which occurs in school and, in some circumstances, outside school
- This applies to all paid staff such as Teaching Assistants
  - Staff have the authority to speak with, support pupils at any time the pupil is in school or elsewhere under the charge of staff, including school visits
  - Staff can also discuss misbehaviour outside school with pupils.
- Staff can confiscate and dispose of pupils' property

The legal provisions on school discipline also provide members of staff with the authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Staff may use 'reasonable force' to prevent a situation continuing or escalating. Reasonable force should only be used where staff believe it is not possible to stop the pupil's behaviour by other means.

**SEND Pupils** Wherever possible, no pupil will be excluded from school where the nature of their condition/SEND is responsible for their behaviour. Where problems with behaviour occur, the SENDCO, Head teacher, Behaviour Lead or member of the SLT will make every effort to engage in a positive manner with parents.

## Preventing Child on Child Abuse

Child on Child abuse/bullying is the behaviour of an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms e.g. cyber bullying and is often motivated by prejudice against particular groups on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be just as damaging. Teachers and staff have to make their own judgements on each case.

- An ethos of good behaviour is established where pupils treat one another and the school staff with respect because they know this is the right way to behave.
- Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

Where a pupil is displaying signs of being impacted by child-on-child abuse, or perpetrating child-on-child abuse, staff will report this to the DSL as soon as is reasonably practical.

Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them.

Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce the school's policy that no known and substantiated incident of abusive or harmful behaviour between pupils will occur without consequences for the perpetrator(s), although these consequences will be decided on a case-by-case basis and will consider the views of any victims involved, the context of the behaviour and the severity of the incident.

Staff will be aware that just because a victim of abusive behaviour does not report the behaviour or react to the behaviour negatively, this does not mean that the behaviour is not still harmful; staff will be made aware that some pupils will be uncomfortable challenging their peers on inappropriate behaviour, or may not be aware themselves that the behaviour is abusive.

Staff will ensure that both the perpetrator(s), or alleged perpetrator(s), and the victim(s) understand that such behaviour inflicted by or against them was unacceptable; staff will be made aware that failing to challenge a pupil on unacceptable behaviour can normalise that behaviour not just for the pupil in question, but for all pupils who see the behaviour going unchallenged.

Staff will understand that downplaying abusive behaviour can lead to a culture of unacceptable behaviour throughout the school and, as such, will treat all displays or reports of abusive behaviour with the utmost severity and sensitivity in order to reinforce to all pupils that such behaviour will not be tolerated, and to prevent further instances of this behaviour in the future.

### **Screening, Searching & Confiscation**

The link below is to the Department for Education policy on screening, searching and confiscation, school will follow this policy.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The confiscated item will be returned directly to the child's parents.

- Staff have the power to search pupils for the following items without consent:

- o Knives and weapons

- o Alcohol

- o Illegal drugs

- o Stolen items

- o Tobacco and cigarette papers

- o Pornographic images

- o Any article that is likely to cause offence, personal injury or damage to property

- o Any item that has been banned by the school

Weapons, knives and extreme/child pornographic images will be handed to the police. For other items, the teacher will decide if and when to return the item to the child's parents or dispose of it.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for the school. Taking the above into account, we expect the following:

- Polite and sensible behaviour on all transport to and from school, e.g. when on educational visits or participating in learning opportunities in other schools

- Good behaviour on the way to and from school.

- Positive behaviour that does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action - Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises that undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, internal exclusion, fixed term exclusion or in very serious cases, permanent exclusion.

In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

## Staff Roles & Responsibilities

Maintaining positive behaviour and mutual respect is the responsibility of all staff. We expect staff, children and parents to be a good role model for our school.

Roles	Responsibilities:
Headteacher: Mrs Jo Miller	To ensure that positive relationships and behaviour management training is provided at least every two years. To ensure that all new staff receive a copy of the policy during induction.
Governors:	Responsible for setting general principles that inform the policy. Governors will ensure the policy will reflect the ethos of the school and the needs of all its children.
Behaviour Lead: Mrs Nicola Rillie	To ensure that all staff are supported in the implementation of the policy. To ensure that the school Christian values and ethos are being maintained and followed by both staff and pupils.
Staff:	Staff will ensure that all pupils within the school, not just their class, are always treated respectfully and in line with policy.
Parents:	Parents will support the school with the implementation of the policy to ensure a cohesive and co-operative approach to managing their child's behaviour.
Pupils:	To follow the school behaviour expectations and Christian ethos.  Treat others as they wish to be treated: 'Love thy neighbour as thyself' Mark 12:31.  Behave in a respectful manner to all members of the school family.  Model our Christian values through their conduct.

### **Staff support systems**

Staff will be supported by the Headteacher, the Behaviour Lead, the SENDCo and the learning mentor. Training needs will be identified and met through INSET days, staff meetings and individual meetings such as appraisal where appropriate.

### **Complaints procedure**

Behaviour queries should initially be directed to the class teacher. After this, if necessary, complaints should be made to the Headteacher. If this does not meet with a satisfactory response, complaints should be made to the Chair of Governors following the school's complaints procedure.