



Aim and values

It is our aim through this behaviour policy that every school member feels valued and respected, and that each person is treated fairly. We are a caring community who values high expectations and positivity. We wish to establish a culture which is based on clear teaching and modelling of the correct behaviours; managed in a way which is warm and caring. We believe that children should learn how to be responsible for their actions, property and regard for others. We will work collaboratively with parents to create a positive ethos where children are given all of the tools they need in order to make positive behaviour choices.

‘Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.’ Rita Pierson

Sources

Our behaviour policy has been developed after extensive research using these sources:

- Creating a culture: How school leaders can optimise behaviour – Tom Bennett (2017)
- Teach like a champion – Doug Lemov (2015)
- Running the room – Tom Bennett
- Improving behaviour in schools- The Education Endowment Foundation (2019)
- Thrive training
- Exemplary Leadership professional development (speakers including David Didau, Tom Bennett, Annie Carter, Barry Smith, Andrew Percival and Sonia Thompson).

Character education

Character education is broadly described as an approach to developing a set of values, attitudes, skills and behaviours that are thought to support young people’s development and contribute to their successes in school and in adult life. At Oakthorpe we have chosen our 6Rs which we feel best fit the needs of the children in our setting:

- Responsibility- showing the traits of independence, being conscientious, dependable and a good role model to others by consistently showing the correct behaviours.
- Reciprocity- the ability to be a team player, work effectively with others, be thoughtful and caring.
- Reflection- the ability to communicate ideas well, be thoughtful, be a problem solver, use what we have done previously to improve.
- Resourcefulness- ability to use creative thinking, be organised, be imaginative and inventive.
- Remembering- using determination to be a good learner, be ambitious and thoughtful.
- Resilience- using determination, courage and hard work to solve problems.

As part of developing our understanding of what the 6Rs will look like, we have broken down key expectations into the 6Rs to show what healthy development of these looks like within each year group. (Appendix 1)

Behaviour curriculum

At Oakthorpe, we have designed a behaviour curriculum which enables teachers to use this weekly alongside SCARF and PSHE materials to ensure that children are explicitly taught the skills in order to reach a healthy level of development and become the best person they can become. By using Thrive as our profiling assessment, we will quickly identify children who have interruptions in their healthy development and plan accordingly to support filling in these gaps. (Appendix 2)

Whole school rules



We believe that these school rules will help us to provide a safe, friendly, encouraging and positive school environment where each person is valued and has the optimum access to their learning.

These rules will be consistently applied throughout the school by all members of staff, including lunchtime supervisors and sport's coaches. Due to the teaching, modelling and coaching process, all children will be explicitly taught these skills. All children have a clear understanding of what is expected of them around school and therefore understand the consequences of their actions.

Routines and expectations-

	Mastering Me Week Aut 1 Week 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Focus	Whole school rules Calm corridors Star sitting Good mornings	Fantastic walking Hand signal	Calm corridors Star sitting	Whole school rules Step-manners	Calm corridors First time	Whole school rules Shape Fantastic walking	Star Calm corridors

Mastering Me- every school year begins with a Mastering Me week where children will be explicitly taught and have all behaviours modelled to them. Children will practice the different behaviours in different opportunities within school and at different times of the day. Staff will consistently remind, reinforce and re-model behaviours during this time in a warm and caring manner. Children will also spend time in Mastering Me week learning about the 6Rs in order to develop their 'Ideal Self'. This is to then be used throughout the year to support children's reflection of their successes and challenges.

'Stepping up and shaping up'- after each half term, there will be a key behaviour focus which will be highlighted in assemblies and then teachers will be modelling within class.

Monday assemblies- each week, a behaviour focus will be discussed in assembly. This will be broken down into small parts and modelled to the children through role play, videos, pictures or demonstrating.

Friday assemblies- we will discuss the positive impact the behaviour focus is having and share what the focus will be for the following week.

Standing assembly- every day starts with a standing assembly for Years 1-6. This involves all children lining up in their year groups, facing the school. The assembly begins with a good morning from the member of staff leading the assembly and a reply from the children. Children are then reminded of the focus for the week, or any other feedback on behaviour is given. Children then lead into school, saying 'Good morning' to the lead adult as they go into school.

Beginning of the school day

We endeavour to ensure that all children start their day positively. Children are welcomed to school with smiles and 'Good mornings' from staff members. By holding a standing assembly each day, we are able to greet the children with warmth and set their day up with key, positive messages.

Children are expected to:

- Play on the football pitch/playground unless weather has affected the surface until the whistle is blown.
- Say 'Good morning' to adults.
- Say goodbye to parents.
- Line up in year groups
- Facing the front
- Coats on, bags in hands or on back
- Not talking
- Listen to standing assembly
- Walk into school with Fantastic Walking
- Say 'Good morning' to Mrs Culpan
- Put their bags and coats away
- Say 'Good morning' to the TA at their door
- Show STAR sitting at their table
- Complete their early task

Please see Appendix 3 for 'Teacher and teaching assistant will' break down.

Classroom expectations

We aim to provide a rich and balanced curriculum through high quality teaching and learning experiences. Through good teacher subject knowledge, small steps planning and scaffolding to support the needs of all learners, there should be minimal opportunity for disruptive behaviour. All members of staff are entrusted with ensuring high expectations are consistently maintained to manage inappropriate behaviour swiftly and effectively, following the scripts and strategies outlined within the behaviour policy. A combination of praise, rewards, feedback (including modelling) and sanctions are used to encourage good behaviour.

Children are expected to:

STAR

- Sit up straight in their chair, shoulders back, head up
- Feet are flat on the floor
- Hands are placed together in front of them
- Not touching anything or anyone until asked to by a teacher/ teaching assistant
- Look at the teacher until they need to track another speaker

- If using a whiteboard, 'chin it' to show response – hold whiteboard under chin to reveal answer.
- Put lids back on pens before 'chin it'.
- Be considerate of other's thoughts, feelings and opinions

STEP

- Always use 'please' if asking for something and 'thank you' when receiving something, or someone is nice to you.
- Say 'Good morning/good afternoon' to adults.

SHAPE

- Know to answer in clear, full sentences
- Work with others to answer questions in a range of ways
- Speak loudly and clearly
- Know that it is polite to give eye contact when talking to someone (we recognise that this is a challenge for some pupils and would always respect and support the needs of individuals when modelling eye contact)

FIRST TIME

- Know that it shows respect to listen and carry out an instruction the first time it has been given
- Know how to line up to go into school, move around school and leave school
- Know that it is polite to give people space when moving within the classroom

Please see Appendix 4 for 'Teacher and teaching assistant will' break down.

Corridor expectations

It is expected that our corridors will be calm to ensure that distractions are kept to the absolute minimum. Children are expected to move around school calmly using Fantastic Walking. Adults are expected to consistently monitor, praise and model Fantastic Walking.

Children are expected to:

- Be considerate of others when moving around school by using Fantastic Walking
- Let adults who are waiting at doorways to walk through before them.
- Ensure that coats, hats, gloves, scarfs and bags are put away properly.
- Pick up any coats which have been knocked onto the floor
- Ensure corridors remain tidy by taking all of their belongings home
- Ensure all litter is picked up and put in the bin

Fantastic Walking

- Walk in single file
- Walk on the left-hand side
- Walk quietly
- Walk with good posture- head held high, shoulders back
- Smile as you pass people

Please see Appendix 5 for 'Teacher and teaching assistant will' break down.

Playground expectations

We recognise that break/lunch time and fresh air are a fundamental aspect in creating a positive, safe learning environment. By providing playground activities, we encourage children to have experiences which benefit their social, emotional and physical wellbeing. We endeavour to offer opportunities for

children to develop social skills, practice sports skills, enjoy free time and be creative with non-structured time. To ensure that all children have a successful lunch time, we offer different activities, such as: Play Coaches, Sport's Ambassadors, Happy lunch time activities, external sports coaches, lunch time clubs.

Children are expected to:

- Stay outside during playtime unless they ask to go to the toilet.
- Follow the school rules as they play.
- Follow the football time table.
- Stand still when the whistle blows.
- Hold any play equipment still after the whistle has blown
- Eat their lunches sat down, not whilst playing.
- Wait for the second whistle to then walk to lines, without talking.
- If children have rubbish, they must put this in the bin before lining up.
- Water bottles to be brought in by water bottle monitors.
- Tidy up any equipment used
- Be respectful to others, at all times
- Use Fantastic Walking in and out of school
- Follow instructions, First Time, Every time

Please see Appendix 6 for 'Teacher and teaching assistant will' break down.

Lunchtime expectations

Lunchtime is an important part of the day for children at Oakthorpe to benefit from the social conventions of sharing a meal with others. We encourage children to use STEP, good table manners, eat well and to appropriately socialise during the lunch hour.

When the weather is good, children are invited to eat their sandwiches outside, using picnic benches and picnic mats. All children are expected to follow the lunchtime expectations, regardless of where they are eating.

Children are expected to:

- Wash their hands before eating
- Show Fantastic Walking into the dinner hall- continuing to line up calmly and quietly as they enter the hall
- Follow the instructions of any lunch time staff- First Time, Every time
- STEP manners
- Talk politely with children on their tables, ensuring they are speaking quietly, not speaking with food in their mouth and not across tables
- Use good table manners- use of knife and fork, eating main meal before dessert, not leaning across others, not touching others food, chewing with mouth closed
- Try new foods and give things a go
- Ask an adult before they begin their dessert
- Tidying up after themselves; ensuring they haven't left any scraps of food on the table or floor, scraping tray and putting away correctly, putting any rubbish in the bin/lunch boxes to take with them
- Make an adult aware of any spillages

Please see Appendix 7 for 'Teacher and teaching assistant will' break down.

Assembly expectations

Our assemblies are an important part of bringing the whole school together to share key messages which support our values of Dream..Believe..Achieve. We hold daily assemblies, each having a different theme to support our children in their understanding of the world around them, key messages, singing, religious stories and celebrating achievements.

Children are expected to:

- Come into assembly using Fantastic Walking.
- Stand in the line for your class, leaving enough room for people to sit around you.
- Sit down when your teacher asks you to.
- Show STAR.
- Sit still and keep hands to yourself.
- Join in with songs.
- Celebrate the success of others through applause and smiling.
- Put your hand up at an appropriate time if you need to speak.
- Stand up silently at the end of the assembly.
- Lead out of the hall with Fantastic Walking.

Please see Appendix 8 for 'Teacher and teaching assistant will' break down.

Library expectations

Our library is a place to celebrate the knowledge found in books and the joy in reading for pleasure. It is a calm area which is also used as a key learning space for small groups and interventions. The library is a special room for the whole school to use and enjoy to develop their love of reading.

Children are expected to:

- Enter and exit the library using Fantastic Walking
- Treat all books and resources within the library with respect, ensuring they do not get broken
- Notifying an adult if a book needs repairing
- Being very quiet whilst in the library
- Returning any library books before taking another
- Returning books into the correct bookcase with care
- Keep our library tidy

Visits and visitor expectations

When school welcome visitors in, or when children are out of school, all members of our school act as ambassadors and representatives of our values. As such, children will be guided on ensuring that these are rich, positive experiences for all.

Children are expected to:

- Follow the school rules of STAR, STEP, SHAPE, and FIRST TIME
- Listen to all adults involved- teachers, visitors, volunteers, coach drivers, members of the public
- Respect the environment by not littering or damaging property
- Use quiet voices when speaking to peers
- Keep themselves safe by staying in line with partners and close when in small groups
- Following car/bus safety rules- seat belts to be on at all times, no standing up when vehicles are moving, using quiet voices on coaches so as not to cause a distraction

- Telling an adult if they feel unwell or have come across a problem
- Welcome any visitors into school by using good manners, letting adults walk through doorways first, offering help

Roles and responsibilities

It is the overall responsibility of the Executive Headteacher and Heads of School to ensure that high standards of discipline are maintained on a daily basis. However, it is imperative that all members of the Oakthorpe community play their part in the teaching, learning and maintaining of high standards of behaviour at all times.

Executive Headteacher and Heads of school will:

- Ensure that the whole school rules and values are promoted throughout the school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the consistent implementation of the behaviour policy
- Monitor that the behaviour policy and behaviour curriculum is being implemented with fidelity across the school, with all staff members
- Share information in regards to the effectiveness of the behaviour policy and behaviour curriculum with the governors and the trust
- Be a positive role model
- Promote the use of warmth when praising and modelling behaviour strategies, including during assemblies, messages home to parents and positive feedback
- Support staff in dealing with dangerous pupil behaviour, including coaching, de-briefing after significant events and wellbeing checks
- Support staff in strategies to be used with persistent disruptive or difficult behaviours, including the development and use of personalised behaviour plans
- Ensure appropriate and proportionate use of sanctions
- Investigate behaviours logged on CPOMS, updating any actions
- Work closely with parents/carers when a child/children show challenging behaviours
- Ensure all teaching staff, lunchtime supervisors and sport's coaches receive high quality CPD and resources to support with behaviour management
- Use the shared language from PACE, VRFs, WIN, STEP, SHAPE, STAR, FIRST when talking to children about their behaviour

All teaching staff will:

- Ensure that the whole school rules and values are promoted throughout the school
- Explicitly teach the whole school rules and behaviour curriculum to children
- Make sure that they are always present in the classroom to supervise children
- Be positive role models- use of appropriate, warm tone of voice, language and volume to model good behaviour to children
- Prepare equipment and materials before the lesson begins
- Plan and deliver effective lessons, taking into account children's starting points and behavioural needs
- Be proactive and limit the opportunities for students to lose focus or misbehave
- Use positive praise and reinforcement to encourage good behaviour
- Use Dojo points within class and around school to immediately reward children
- Celebrate children's successes through weekly certificates, sending children to subject leads/ Headteacher.

- Use the behaviour tracker consistently to ensure all stages have been followed
- Work consistently with lunchtime supervisors to ensure good behaviour is promoted over lunchtime
- Work with SLT to create personalised behaviour plans where necessary
- Work with SLT for support in developing strategies for children showing challenging behaviours
- Build strong links with parents, communicating successes and positive feedback as well as concerning behaviours in a timely manner- be sensitive to some parents need for feedback to be given in a confidential manner, away from others
- Record concerning behaviours on CPOMS
- Use the shared language from PACE, VRFs, WIN, STEP, SHAPE, STAR, FIRST when talking to children about their behaviour

Lunchtime supervisors will:

- Ensure that the whole school rules and values are promoted during lunchtime
- Be positive role models
- Be proactive in using a range of strategies to limit confrontation, de-escalate situations and minimise misbehaviour
- Greet children as they enter the dining hall
- Use children's names when addressing them
- Smile and use positive feedback often throughout lunch time to identify good behaviour
- Encourage children to join in with different activities on the play ground
- Use Dojo points to encourage children and to give positive feedback
- Ensure children use Fantastic Walking around school
- Communicate successes of behaviour and any concerns with class teacher
- Follow stages of behaviour to ensure that Disruptive and Difficult behaviours are dealt with effectively (ensuring that the chain of adults to intervene is followed correctly and matches the behaviour type)
- Report any Dangerous behaviour concerns on CPOMS and to a member of SLT
- Use the shared language from PACE, VRFs, WIN, STEP, SHAPE, STAR, FIRST when talking to children about their behaviour

Children will:

- Ensure that the whole school rules and values are promoted around school
- Follow the school rules and routines
- Accept responsibility for their actions and the impact this has on others
- Work together, showing Reciprocity
- Accept feedback from adults, including sanctions for their actions, modelling of correct behaviour and use this to use Reflection when making better choices in the future
- Take on specific roles to support the school in monitoring and reviewing behaviour, for example Wellbeing Councillors and Wellbeing Champions

Parents will:

- Promote the whole school rules and values of the school
- Support the school's behaviour policy and behaviour curriculum
- Work closely with school to communicate concerns and to share successes for their child
- Inform the school of any events or changes which may impact on their child's behaviour
- Attend parent's evenings

- Discuss the whole school rules with their child, emphasising their support
- Recognise that high quality teaching and learning is not able to take place unless good behaviour is in place
- Remember that all staff will respond to behaviour concerns with patience, communication and following the policy with how to talk to children

Governing body/Trust will

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- The Trust will give support to school in implementing policy documents, monitoring its implementation and the effectiveness of the policy

Classifying behaviours

We have classified our behaviours into four categories to ensure that distinction can be made in relation to the severity of the behaviour. This has been done primarily to ensure that it is inclusive for those children who require an outlet for frustration, for example controlled throwing of bean bags.

Desirable Behaviours		
Behaviour	Staff members responsible for giving feedback	
Good manners Using Fantastic Walking Using STAR, STEP, SHAPE, FIRST Being kind Listening carefully Working well with others Relishing challenge Engaging enthusiastically in lessons Looking after the school environment Showing the 6Rs	Headteacher Teachers Teaching assistants Midday supervisors Administration staff Premises staff Out of school: Volunteers on trips	Positive feedback Dojo points Stickers Dojo messages/phone calls home to parents Being sent to Headteacher, Subject leader to show work In class rewards/treats Weekly certificate Half termly Oakthorpe Spirit award Yearly awards

Disruptive Behaviours		
Behaviour	Staff members responsible for giving feedback	Consequences
Shouting out in class Untidy work Not wearing correct uniform Swinging on their chair Minor misbehaviour within corridors (walking on the wrong side, running, talking too loudly) Disengagement in lessons/assembly Distracting others Negatively impacting on the learning of others	Teachers Teaching assistants Midday supervisors Administration staff (Headteacher to give feedback if witnessing disruptive behaviours) Out of school:	Verbal reminder of rules Correction and modelling Removal from classroom to act as a brain break Restorative conversation At lunch times; 2 mins standing with dinner lady, reset

<p>Talking in class</p> <p>Failure to follow instructions</p> <p>Coming back into school at break or lunch unnecessarily</p> <p>Showing a lack of care towards school property</p> <p>Not respecting the personal space of others</p> <p>Touching or pushing others when lining up</p> <p>Being rude or disrespectful- using unkind words</p>	<p>Volunteers on trips</p>	
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Difficult Behaviours		
Behaviour	Staff members responsible for giving feedback	Consequences
<p>Persistent disruptive behaviours</p> <p>Refusal to complete set tasks</p> <p>Kicking/hitting/throwing out (not directed at a person)</p> <p>Purposefully damaging school property</p> <p>Non-aggressive swearing</p> <p>Being dishonest</p>	<p>Headteacher</p> <p>Teachers</p> <p>Teaching assistants</p> <p>Midday supervisors</p>	<p>Verbal reminder of rules</p> <p>Correction and modelling</p> <p>Opportunity to make the right choice:</p> <ul style="list-style-type: none"> • Removal from classroom • 10 minute focused times with Senior leader during break time <p>Dinner time:</p> <p>Brought to class teacher or SLT</p> <p>Class teacher restorative conversation</p> <p>Class teacher discussion with parents</p>

Dangerous Behaviours		
Behaviour	Staff members responsible for giving feedback	Consequences
<p>Persistent difficult behaviours</p> <p>Stealing</p> <p>Spitting</p> <p>Targeted hitting/kicking/punching</p> <p>Throwing objects at a person</p> <p>Running out of class/public spaces</p> <p>Hiding from staff</p> <p>Damaging or destroying school property</p> <p>Racist, homophobic or prejudicial language</p> <p>Aggressive swearing (at another person)</p>	<p>Headteacher</p>	<p>Verbal reminder of rules</p> <p>Correction and modelling</p> <p>Opportunity to make the right choice:</p> <ul style="list-style-type: none"> • Removal from classroom • 30 minute focused times with Senior leader during lunch time • SLT meeting with parents • Possible fixed term or permanent exclusion depending on situation <p>Dinner time:</p> <p>Brought to SLT for investigation and restorative conversation</p>

Rewards and sanctions

Desirable behaviours	Disruptive behaviours	Difficult behaviours	Dangerous behaviours	Individual Behaviour Plan
Positive feedback Dojo points Stickers Dojo messages/phone calls home to parents Being sent to Head of School/Executive Head/Subject leader to show work In class rewards/treats Weekly certificate Half termly Oakthorpe Spirit award Yearly awards	Verbal reminder of rules Correction and modelling	Correction and modelling Warning stage Stage 1- check in with teacher for restorative conversation Discussion with parents	Stage 2- check in with SLT for restorative conversation. Formal meeting with parents	Created after formal meeting with parents, class teacher and Headteacher Star targets to be earned depending on each individual circumstance

Giving direct praise and positive feedback for specific behaviours is always the first step in the implementation of the behaviour policy. It is key to draw attention to the desired behaviours, while also using the granular details to help model to others. We recognise the importance of ensuring all children are championed and that their successes are celebrated.

Sanctions

All situations are different and will be investigated to ensure that the consequence to an action is based around the level or risk to others, the intention and the lead up to the event. We ensure that all children have the opportunity to share their version of what has happened. Sanctions are given with the intention of guiding children in repairing and restoring relationships and to support the child in making positive behaviour choices in the future.

When delivering feedback, staff will use the principles set out in Thrive:

P- playfulness A- acceptance C- curiosity E- empathy

Vital Relational Functions (VRFs)

- Attune- match the child's energy using your body, face and voice
- Validate- let the child know it's ok to have the feeling
- Contain- be alongside as a helpful supportive adult
- Regulate- soothe or stimulate the child back to social engagement

Feedback given needs to:

- Address the specific behaviour and explain why it is inappropriate, then model the expected behaviour and highlight the importance of it
- Highlight the Whole School Rule which has been broken
- Be given calmly and swiftly to cause as little disruption to the learning of others

It is the intention that children will only need a verbal reminder and possible re-modelling of a behaviour to ensure that good behaviour choices are made. We have these stages within our behaviour policy to give responsibility to the children in order to make their own decisions, but also with the support of adults in

making these decisions. However, there are times when Difficult and Dangerous behaviours are displayed and so Stage 1 and Stage 2 consequences need to be given.

Fixed term and permanent exclusions

The school will use fixed term and permanent exclusions in response to serious incidents or persistent dangerous behaviour. We will investigate any serious incident individually, ensuring that the behaviour policy has been followed prior to these events and that behaviour has not improved despite this.

The decision to make any exclusions will be made by the Headteacher but only as a final resort.

Exclusions policy

Our exclusions policy is in line with the regulations set out by the DFE.

Restorative conversations

At all stages throughout the implementation of the behaviour curriculum and policy, restorative conversations will feature to highlight to the children the importance of repairing relationships. Staff will lead these discussions calmly to support the modelling of restorative conversations and to help structure them.

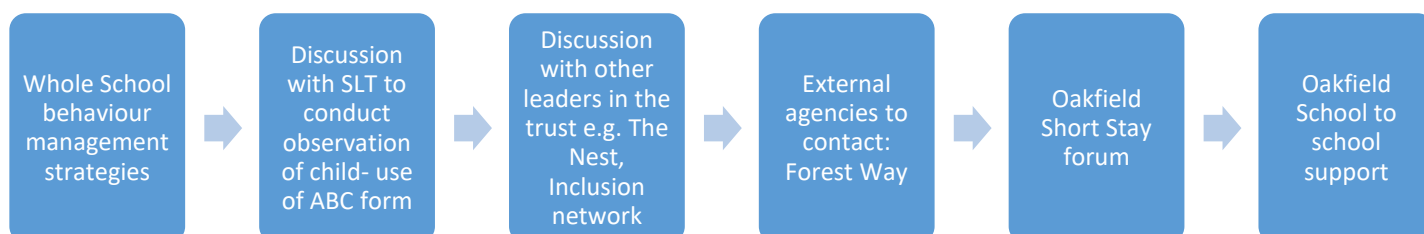
Restorative conversations should include:

- What happened/which school rule was broken?
- What were you feeling/thinking at that time- linking to specifically to how body was feeling (shortness of breath, tingly tummy, fists clench)
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right and begin to repair the relationship?
- What can we do to make sure this doesn't happen again?

Additional support for behaviours- outside agencies

As a school, we recognise and value that all children have a variety of different needs within their learning and learning behaviours and that none of these should disadvantage the child. Therefore, we work with a range of outside agencies, medical practitioners and educational psychologists to ensure that reasonable adjustments and personalised plans can be developed so that children for whom behaviour can be challenging, are successful.

Seeking support for challenging behaviour is as follows:



Individual behaviour plans

When a child is exhibiting persistent challenging behaviours, SLT, class teacher and parents will hold a meeting to form a personal behaviour plan. This meeting will take place after class teacher and parents have already had informal (Stage 1) meetings to discuss challenging behaviours and what has been put in

place already to support. A range of supporting documents will be needed to help inform the best course of action: observations, ABC trackers, and intervention data.

The meeting process is as follows:

- Identify the specific behaviour/s which are the focus
- Identify time and frequency (linking to patterns and known triggers)
- Discuss with the child about the behaviour- what it was, why it happened, how it felt
- Further discuss one or two behaviours to explain why they are expected in school and what they look like when they are successful
- Set up behaviour plan with child with clear behaviours trying to modify, clear visual representation that these have been achieved and clear reward for achieving
- Targets on behaviour plan should include frequency and encourage children to be successful
- A review date is set with the expectation that the targets increase slightly in difficulty in order to achieve the reward

Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful, repeated and over a period of time. (STOP- Several Times On Purpose)

Bullying can include:

Type of bullying	Details
Emotional	Being unfriendly, purposefully excluding, tormenting
Physical	Any use of violence- hitting, kicking, taking belongings
Prejudice based: Racial, faith-based, gendered (sexist), Homophobic, biphobic, transphobic, disability-based	Taunts, gestures, graffiti, physical abuse focused on a characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, inappropriate touching
Direct or indirect verbal	Name-calling, teasing, sarcasm, spreading rumours
Cyber	Bullying which takes place online, through apps, websites, gaming sites and social networking sites

Use of team teach

The use of team teaching as a means of reasonable force is not taken lightly. It covers a range of techniques used to physically intervene with children to prevent:

- Children hurting themselves or others
- Children damaging property
- Committing an offence

Any use of team teach methods must be:

- Carried out by trained members of staff
- Always as a last resort

- Be applied using the minimum amount of force, for the minimum amount of time
- Be applied in a way which ensures the safety and dignity of all involved
- Be recorded on CPOMS and reported to parents
- A full de-brief of the event will be held by SLT with any members of staff involved
- Training updates will be held termly for members of staff with current team teach training

Recording behaviour

All teaching staff are expected to track behaviours on the behaviour tracker to help us understand patterns and triggers. When a behaviour incident happens at Stage 1, then it needs to be logged on CPOMS by the class teacher or teaching assistant. When a Stage 2 behaviour incident happens, it needs to be logged on CPOMS by the class teacher or Headteacher.

Monitoring behaviour

The Headteacher will consistently monitor behaviour through being present around school and frequent discussions with members of staff. All staff are expected to log behaviour concerns on CPOMS and so the Headteacher will action these, investigating when necessary.

Headteacher will collate information from behaviour trackers at each half term (more frequently if needed in a particular class), to monitor frequency of different levels of behaviour.

Approved by Governors November 2024

Next review June 2025 2024