James Peacock
Infant & Nursery School

Behaviour Policy

Reviewed: July 2025
Due for review: July 2026

Here at James Peacock we want to encourage our children to be the best they can be and to aim high. This ultimately forms the foundation to our behaviour policy as we aim to encourage children to be the best and aim high through modelling, discussions and positive reinforcement.

“Proud children, proud staff, proud parents”

Our PROUD values are displayed in all classrooms and across the school to ensure that they are always in our mind. We work on the values across the year with a different emphasis on each value each half term.

				

All adults in the School Community need to ***‘be the person you needed when you were younger’*** and as such, need to:

- Value **every** child; promote respect and acceptance for all
- Act as positive role models
- Take shared responsibility for managing behaviour and follow-up incidents personally
- Provide a safe, comfortable and caring environment where optimum learning can take place
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments

- Ensure that there is an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour. PIP (Praise in Public) but RIP (remind and address in a more private location)
- Relentlessly work to build mutual respect
- Provide a predictable, calm and safe environment, explicitly founded on nurture and attachment principles and one that promotes security through consistent routines and clear boundaries.
- Always redirect children by referring to 'Be proud.'

Introduction

This document provides a framework for the creation of a happy, secure and orderly environment in which the children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community to be used as a tool to help us strive to create an environment where children are truly encouraged to be their best selves.

Staff and governors work together in order to develop an ethos that will encourage good behaviour in our school. Through our behaviour policy we aim to help children to develop the values and principles that will guide them through the difficult decisions of life and enable them to make a full and positive contribution to society.

Each and every member of our school community is valued and respected. We aim to treat each person fairly and well and to create a caring community, whose values are built on mutual trust and respect for all. The school expects every member of the school community to behave in a considerate way towards others, regardless of our individual differences.

Our behaviour policy is designed to support ways in which all members of the school can live and work together in a supportive way. It is written with reference to the 'Behaviour in Schools' advice 2022' and with our 'Proud Values' being at the heart of expectations and vision.

Ethos and Vision Statement

Believing that anything is **P**ossible, **R**especting the people and the world around us, having a go when **O**pportunities come our way, celebrating all children for being **U**nique and having **D**etermination to succeed in all we do.

Every child is recognised and encouraged to be their own person, we celebrate and nurture each child's individuality here at James Peacock. Our shared aim is to inspire every child to achieve their full potential by ensuring learning is engaging, challenging and fun.

The journey of learning starts with the ability to understand and recall basic skills, knowledge, concepts and values. We equip our children with the tools they need to ask questions about the world around them. Our curriculum design ensures that we provide opportunities which truly hook children into their learning. In Early Years we believe strongly in following our children's interests as

we design and adapt the curriculum achieving a balance between adult guided activities and child initiated exploration. As we move into Key Stage one these skills are built on as a foundation through a progressive approach to teaching our children about the world around them.

Our curriculum has been designed to:-

- recognise and build on children's prior learning
- provide first-hand memorable learning experiences
- Encourage and provide opportunities for children to work collaboratively
- build resilience and determination
- become creative, critical thinkers.

We understand here at James Peacock the importance of ensuring children are engaged and excited for their learning. We promote positive attitudes to learning through our PROUD values, these reflect the values and skills needed to promote dedication to learning and future success.

Our Values: **PROUD; *Perseverance, Respect, Opportunities, United, and Determination***

Our shared aspiration is for all of our children to leave us as life long, independent thinkers who are well prepared to play a positive role as active citizens in life in the modern world.

Aims of School Behaviour Curriculum

We have high expectations of behaviour at James Peacock Infant and Nursery School. This starts with the relationships we foster between pupils, parents and staff, fundamentally underpinned by mutual respect.

We aim to:

- Create a secure caring and well-ordered environment for the whole school community
- Take responsibility for their own actions and by doing so develop self-regulation
- Raise self-esteem and really instil a sense of being proud in each child
- Promote positive behaviour by valuing effort and recognising success
- Ensure that everyone in school follows and understands the principles of the policy
- Ensure that rules, rewards and consequences are implemented fairly and consistently
- Work in partnership with parents/carers to promote the behaviour policy

Our aims for behaviour are that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards learning and others.
- Achieve their potential in terms of self- esteem and academic achievement.

We Encourage Good Behaviour by:

- Explaining and modelling behaviour we wish to see
- Ensuring all children are praised for behaving well
- Recognising and highlighting good behaviour as it occurs
- Supporting children to be responsible for their own behaviour
- Recording and celebrating individuals and groups of children for behaving well
- Letting parents/carers know about their child's good behaviour
- Teaching children what good behaviour looks like
- By prioritising relationships throughout school
- Making learning irresistible and ensuring our school environment promotes excellent behaviour
- Providing an environment which engages children during lunchtime and playtime
- Making instructions clear
- Managing transition well at different stages
- Promote emotional literacy through Relationship Education and PSHE.

We use Class dojo as a way of responding to the above behaviour and whilst building intrinsic motivation we are also recognising that children need to see a reward for when they feel proud. Each child has their own dojo character, as a class we work together to earn class rewards, these can range by cohorts as they are chosen by the children. Children also work hard to earn their own certificate for increments of dojo points.

Good behaviour is recognised through rewards and privileges. These include:

- Non-verbal praise Smiles, applause, thumbs up
- Verbal Praise - comments refer specifically to the behaviour that is being praised.
- Stickers
- Dojo points
- Proud Certificates
- Proud postcards
- Learning and behaviour champion certificates and associated assembly
- Notes sent home
- Electronic messages to parents/carers
- Special responsibilities, privileges, additional activities or time
- Special head teacher stickers and visits to her office

Our high expectations are set out through our charters and the behaviour which is modelled and reinforced through adult and child interactions. These behaviours are expected in our learning, the classroom, the playground during playtimes and lunchtimes and in the wider community when representing our school on visits.

- We have high expectations for our behaviour
- We do as we are asked the first time
- We help each other and are co-operative
- We are polite and well mannered
- We are kind and respectful
- We look after our classroom and school

- We care for our environment and living things

Bullying

Children will know:

- That bullying is rated as 'Zero Tolerance' in and out of school
- This type of behaviour is totally unacceptable
- If they feel they are being bullied the action they need to take
- The staff in school know procedures to address concerns
- What bullying means and looks like
- Internet Safety Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our Internet Safety Policy
- Racist, sexist prejudicial or homophobic remarks are not acceptable (these are recorded separately and reported to Governors)

Procedures For ensuring involvement of all members of school community:

- Regular meetings in order to develop and monitor behaviour policy
- Regular meetings with staff to review behaviour issues
- Frank and open debate about behaviour at SLT and governor meetings
- Continue to develop good partnerships with parents/carers
- Regular informal contact with teachers
- Open door policy
- Consultation with parents/carers
- Devising individual programmes where appropriate
- Training for staff on challenging behaviour
- Using formal disciplinary procedures e.g. exclusions (in exceptional cases)
- Rapid and stringent response to incidents of bullying, racial, sexual harassment or disability

Tailoring our Behaviour Management to the needs of individuals

We recognise at James Peacock that it may sometimes it is necessary to tailor our response of dealing with certain behaviours around particular needs of the child and family. We recognise the need therefore to set up provision and behaviour management strategies on an individual basis in order to meet the needs of all children. This is where are excellent relationships with staff, children and parents are especially important. We do not take a 'One size fits all' approach to supporting children with their behaviour and recognise that there can be periods of time where we may see more triggers and responses.

We as a staff use our emotional intelligence and our ethos of truly ensuring that children are at the heart of all we do. We endeavour to go the extra mile to meet the needs of our children and families. We take a graduated response to behaviour management.

Implementation of the Restorative Approach.

We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach

underpin our method in dealing with challenging behaviour, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach and time to talk and understand situations which may occur. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused.

Modelling, small group work, peer support and visual resources such as photographs and social stories are all used to support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school. Pupils with lower levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. When we have the discussions as a team we will often include parents, the class teacher, our ELSA specialist, SENCo and Headteacher.

Roles and Responsibilities

The role or responsibility for dealing with behaviour in the school; it is a shared responsibility. The relationship-based approach applies to all relationships within the school community.

All stakeholders at James Peacock have a responsibility to:

- Read and understand and implement this policy
- Seek advice from SLT if unsure (teachers, teaching assistants, midday staff and support staff)
- Use positive language and descriptive praise
- Model desirable behaviours at all times
- Use the language of 'choice' and 'values' when managing poor behaviour
- Take responsibility for dealing with any poor behaviour witnessed, if support is needed staff understand who and when to seek help from
- Support the children, with their learning and self-management of their behaviour
- Teach the children how to manage their behaviour through positive language, signs and symbols at all times
- Involve children in determining expectations, rewards and consequences
- Complete incident/accident reports as necessary and as shown in guidelines.
- Support children and parents/carers with understanding the school's approach to managing behaviour
- Liaise with the class teacher over incidents/success
- Maintain records on Safeguard to monitor progress and to establish patterns.
- Review personal and whole school strategies regularly and adapt if not working
- Develop positive relationships with all parents/carers through conversations to support pupil's behaviour both in school and at home
- Be familiar with and follow the school's policy and guidance with regard to physical intervention

- Remain calm and avoid the use of emotive responses to poor behaviour
- Encourage other adults in and around school to follow these
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Head Teacher

- Have ultimate responsibility for the behaviour management strategies outlined
- Monitor and review the impact of the positive behaviour policy with the SLT through the SEF; and to prioritise positive behaviour management where necessary through the School Improvement Plan.
- Delegate responsibilities as appropriate in relation to positive behaviour management and the day-to-day implementation of this policy through the identified roles and responsibilities within the policy
- Work with the SLT to regularly review the policy and practice across the school
- Make strategic decisions with the SLT regarding specific behaviour management issues related to whole school practice or individual pupils
- Make ultimate decisions about consequences for behaviour resulting in fixed term or permanent exclusions.

SENCo

- Regularly review policy and practice
- Advise the SLT on impact of this policy
- To refer and ask for advice from external agencies if needed.

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice and or the use of an 'ABC form' to map frequency and triggers. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) as well as the behaviour team and Springboard notification.

If a child's behaviour is causing concern we will:

- Arrange and lead meetings with parents/carers and multi-agency teams to understand, support and resolve behavioural difficulties
- Support staff to manage behaviour effectively through continuing professional development and specific skills needed for a more sensitive and differentiated approach
- Advise and support staff on general and specific effective behaviour strategies for class/individual pupils
- Lead the development of Behaviour Management Plans
- Monitor and review Behaviour Logs compiled by staff on Safeguard
- Lead the development of Individual Handling Plans
- Monitor and review Incident Logs and Physical Intervention records compiled by staff
- In a minority of cases carry out risk assessments with key staff and parents/carers with regard to physical intervention planning.

Teachers and Teaching Assistants

- Develop and maintain a positive classroom environment

- Quality first adaptive teaching and learning in the classroom
- Provide a positive classroom climate- ensure that children feel emotionally and physically safe; clear routines, clear expectations, clear rewards and consequences.
- Monitor behaviour in lessons and adapt approaches to ensure success for the pupils
- Ensure that pupils manage their behaviour positively during the school trips
- Strategic use of teaching assistants and other resources, to support learning and behaviour
- Take ownership for meeting the needs of special needs children in the class through a graduated response.
- Implement Individual Pupils Behaviour Management Plans and review with SENCO

Midday Supervisor/Support Staff

- Communicate positive as well as negative comments about an individual's behaviour to key staff/class teacher
- Adopt key staff's strategies and techniques to provide a consistent approach
- Report concerns using appropriate procedures; Safeguard

Governors

- Approve the school's policy
- Support the school with its implementation
- Regularly monitor head teacher's reports on behaviour incidents and fixed term exclusions

Parents/Carers

- Support the school's approach to behaviour management in line with this policy
- Encourage children to be respectful to school staff at all times and to act as a role model in front of children in communication with school staff
- Discuss the code of conduct and home school agreement with their children and to support them
- Support their child in learning to manage their own behaviour
- Take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management
- Inform the school as soon as possible if something has occurred at home which may affect a child at school
- Respond to the school's concerns about their children; respond to phone calls and letters and to treat all staff with respect in order to support their children's behaviour and learning
- Support the actions of the school if reasonable consequences have been used to discipline a child
- Come and see us if there is a problem – no matter how big or small

Our Behaviour System

James Peacock Infant and Nursery is adopting a restorative approach to managing behaviour. This approach relies on positive relationships and a willingness for all members of our school to talk through problems that may arise.

Inappropriate Behaviour in School:

Children will not:

- Prevent other children from learning/playing
- Behave in a way that puts themselves or others at physical risk
- Hurt or use intimidating behaviours e.g. threaten others, spitting, swearing
- Call people names (including racial, sexist)
- Use behaviour that is dishonest e.g. Steal, tell lies
- Refuse to follow instructions
- Damage other peoples' work or property Consequences/Consequences

Behaviour is excellent at James Peacock and we rarely have a need to enforce consequences but we are clear about the systems we follow if poor behaviour exists. We always give children a reminder first if they are heading towards a consequence for their actions.

This will include:

- Encouraging children to take responsibility for their actions.
- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school. If a child continues the behaviour we give a warning the child is informed of which rule they are compromising. If this continues a consequence is put in place. The child is encouraged to think about their behaviour. The child will be asked to discuss their actions with an appropriate adult and agree a consequence.

Consequence suggestions include:

- Reflection time
- Moved away in the classroom to a quieter space
- Restorative conversation
- Seek SLT support

The class teacher will discuss behaviour with the child's parent/carer at end of school day or as soon as possible.

The Restorative Approach and use of consequences

When using consequences at James Peacock, the child/children should always be involved in a Restorative conversation and take an active part in deciding any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a consequence being imposed and the child seeing themselves as the victim of punishment.

We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. This can be offered to children before an incident is dealt with at the discretion of the adult linked to the need of the child. This is not a punishment but a time to calm emotions before discussing the event. Some pupils may require support or specialised resources to enable this, e.g. visiting a calming space, a walk outside, access to a busy box. Where there is repeated concerning behaviour, the following will apply:

1. Behaviour logs will be completed on Safeguard-
    a. Trigger points and incidents are monitored by SLT to identify patterns.
2. Informal contact with the parents/carer by the class teacher.
3. Involvement of SLT and/or the Headteacher
4. Formal contact with parents.
5. Individual Behaviour Plan drawn up.
6. Involvement of outside agencies/ support- referrals to behaviour team etc.
7. Internal exclusion.
8. Exclusion – temporary/permanent as set down by NCC guidelines if the incident is serious.

Lunchtimes and Playtimes

The same behaviour system will be in place at lunchtimes and playtimes. Our midday supervisors will apply the same rules, rewards and consequences. We are working with the school council to ensure that the children's voice is heard in regards to play times. This unstructured time can be difficult for some children leading to more challenging levels of behaviour. As we continue to develop this approach we are looking at different ways to engage children through creative, sports and space to simply read and reflect.

Stopping Inappropriate Behaviour

At James Peacock, we do everything possible to work with children to promote positive behaviour. Positive reinforcement is much more effective than issuing a consequence.

At our school we understand that;

- Behaviour is a form of communication of an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
- Children's behaviour cannot be fully understood in isolation, without considering their individual influences, relationships and taking time to gather the whole picture.
- Relationship-based, restorative approaches offer an evidence-based alternative to zero-tolerance behaviour management systems.

Continued Inappropriate Behaviour

Children's behaviour is monitored through the use of a recording incidents on Safeguard as well as regular opportunities to raise 'children of note' in meetings. Occasionally, additional or individual measures may need to be implemented in order to address a range of needs.

Members of staff will work with parents/carers and external agencies to develop a plan that is appropriate. Repeated incidents of inappropriate behaviour or a significant incident will be discussed with parents/carers as well as the team around that child involving SLT and/or the Headteacher. In these instances, children may be placed on an 'Behaviour Plan' this will be regularly reviewed and updated with parents. During this period of monitoring, children may also have access to sessions such as ELSA or art therapy as well as interventions or individual reward systems. When we feel that the graduated response needs to move to the next level a Boxall Profile may be completed, and external agencies may be requested for support. If the child shows risk of flight or violent outbursts, they will have an Individual Risk Assessment; these will be shared with all staff at the school and raised as a child of note. For some children who require this approach, a team of people within

school will also be identified in order to ensure that support delivered during an incident is consistent.

Individual Behaviour Plans for individual pupils, will be written in collaboration with parents/ carers, the child themselves (if appropriate), teachers and TAs, school SENCO and outside agencies may be sought for advice e.g. School Special Services (SFSS) ,SBAp.

For school trips, reasonable adjustments may have to be made to ensure that a child's behaviour will not prevent others from being safe and having a good time. In these instances, a child's parents/carers will be informed of the measures being put into place.

Use of Reasonable Force

What is the Use of Reasonable Force?

This describes the appropriateness of the physical intervention which must always be related to age, maturity, sex, understanding and capacity of the individual. Appropriateness will also be dependent on the risk factors associated with the individual, the staff and other individuals in the vicinity.

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

Force is usually used either to control or to restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact, such as leading a pupil by the arm out of a classroom.

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

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Designated staff have attended CRB Intervention training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

To fulfil our duty of care to prevent harm, CRB Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to, or damage to the property of, any person (including the pupil himself).
- Prejudicing the maintenance of good order and behaviour at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Staff to which this power applies is defined in section 95 of the Act. They are; 'Any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils' The use of this power also includes:

- Support staff whose job normally includes supervising pupils such as teaching assistants, learning mentors and lunchtime supervisors.
- Can also include people to whom the Head Teacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits). Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force. Where Restrictive Physical Intervention has been used, a record must be made (on the County Council System) and parents/carers must be informed as soon as practical after the incident.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to:

- Restore a sense of calm if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- 1:1 time with a designated adult
- Longer term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis as a team which involves teachers, TAs, the child's voice and parents. When addressing misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include:

- Short planned movement and 'brain' breaks
- Adjusting seating plans
- Adjusting uniform requirements
- Use of calming spaces in order to promote self regulation

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular area of need?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence. Considering whether a pupil displaying challenging behaviour may have un-identified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and seek further support from external agencies. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC. Liaison with Parents/Carers.

We have frequent conversations with parents/carers about children's behaviour at James Peacock and aim to celebrate the positives as much as possible. The class teacher and on some occasions if deemed appropriate the SENCO or head teacher will make contact with parents/carers to discuss a child's behaviour so that we can work together to ensure excellent behaviour and support systems are in place for all of our children. We will also make contact through the dojo electronically or arrange a quick telephone chat. We pride ourselves on the excellent open-door policy and supportive and nurturing ethos we have here at James Peacock and our school community is centred around mutual respect for all. We recognise that the best behaviours in school are achieved through continual informal communications with parents/carers.

Suspension and Exclusion

This is a consequence used by the school only in cases deemed as serious breaches of the School Behaviour Policy.

A pupil may be at risk of suspension from school for:

- Verbal or physical assault of a student or adult.
- Persistent and repetitive disruption of lessons and other students' learning.
- Extreme misbehaviour which is deemed outside the remit of the normal range of consequences.

A Suspension from the school can only be authorised by the Head Teacher or Acting Head Teacher. A Permanent suspension can only be authorised by the Head Teacher or Acting Head Teacher and must only be done after consulting with the Chair of Governors about the intention to impose this consequence, although the final decision rests with the Head Teacher of the school.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Behaviour Policy. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency.

Suspension

Suspensions are rare, but in the event of suspensions taking place, the school will monitor the number of suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met. These figures are also monitored and discussed at governors level as well as in moderation and strategy discussions with other local head teachers.

In any incidence of exclusion parents will be contacted. This will be done by the Head Teacher on the day of the exclusion, either by direct phone contact or a face-to face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day. A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all suspension the same day of the production of the suspension letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion. The school will also work to put in place a programme for the pupil on their return 'Return to School Plan' including a reintegration meeting at the start of the day. This will include input from staff at the school, parents and any other appropriate. This plan will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school. It is hoped that in most cases following a suspension, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

Permanent Suspension

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. In the case of a permanent suspension parents will be notified by the Head Teacher in a face-to-face meeting. In exceptional circumstances, a Head Teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off'' incident.

If your child has been permanently suspended, be aware that:

- The school's governing body is required to review the Head Teacher's decision and you may meet with them to explain your views on the exclusion.
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority.
- The school must explain in a letter how to lodge an appeal.
- The local authority must provide full-time education from the sixth day of a permanent suspension.

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Each class teacher is responsible for recording daily each behaviour incident as it occurs and completing, reviewing and updating Individual Behaviour Plans, Reward Systems and Incident Logs/ Forms.

When Should Behaviour Incidents Be Logged?

1. When a pupil has been reminded and then warned and or the behaviour is escalated.
2. When a pupil damages property on purpose (belonging to school or to another individual in school).
3. Racist incidents (these also need to be reported separately to the Head Teacher).
4. Severe swearing/verbal abuse.
5. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
6. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.
7. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a

broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

8. If any of points 1-6 occur during lunchtime, the Midday Supervisor involved should report this to the class teacher. The class teacher will take responsibility for logging this and will liaise with relevant practitioners regarding further action (e.g. communication with home). Points 1-6 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative approach.

Behaviour Logs Class teachers and the midday supervisors keep a record of inappropriate behaviour written on Safeguard. These are monitored termly by the SLT and SENCO who looks for any patterns or triggers in behaviour. This will be fed back to the appropriate staff teams and parents/carers. Any child causing concern will form part of a SLT discussion and appropriate action will follow, taking into consideration the holistic view of the child and their circumstances. A Graduated Response will be used to inform future actions.

Monitoring of Behaviour

Class teachers will monitor the behaviour of their children each week and where they have ongoing concerns and feel it is necessary, they will contact the child's parents/carers to discuss the concerns. At this point, class teachers will begin to complete a log of concerning behaviours. This helps us to communicate triggers and spot areas which identify there is further support needed. Should the concerns persist, it may be the case that a meeting is held with the teacher and SENCO to discuss the strategies that can be put in place to best support the child to develop the high standards of behaviour we are striving for. If necessary, outside agencies will be invited to support.

The class behaviour logs will be monitored whole school by the SLT and SENCO on a termly basis and overseen by the link governor for safeguarding and leadership and management. An overview of behaviour in the school will be reported each term to the governing body. The regular review of behaviour across the school also allows the school to continually review the effectiveness of the system and to make necessary changes.

Monitoring and Review of the Policy

The impact of this policy will be reviewed by the Senior Leadership Team and the governors annually. The Head Teacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders. This policy is written with in accordance with the Equality Act 2010, our school code of conduct, with our SEND policy and in accordance with school safeguarding policies.