

Behaviour Policy and Practice

We firmly believe that all children have the right to learn in a positive environment.

We achieve this through:

- **Building positive relationships with all children.**
- **Giving attention to the behaviour we want to see.**
- **Consistent and calm adult behaviour**

Children use behaviours as a way of communicating. It is our responsibility to understand and identify what they are trying to communicate.

We achieve this through:

- **Restorative conversations.**
- **All adults being role models for positive behaviours.**

We want all children to feel safe and happy at school.

We achieve this through:

- **Relentless routines**
- **Clear rules with consistent follow-up actions applied fairly for all children.**

What does this look like in practice?		
Golden book Learner of the week HT award	Recognition for excellence.	<div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">3 RULES</div> <div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">BE RESPECTFUL</div> <p style="font-size: 0.9em; margin: 0;">Our definition: Treat yourself, others and the world with kindness.</p> <div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">BE READY</div> <p style="font-size: 0.9em; margin: 0;">Our definition: Being organised, focussed and positive.</p> <div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">BE SAFE</div> <p style="font-size: 0.9em; margin: 0;">Our definition: We do not hit, kick, throw things or hurt people at our school.</p>
Class dojos	Positive praise in class. Positive praise at free times.	
Ready to learn	Focussed, organised and with a positive attitude.	
Turn around time	I know you can turn this around. Teacher provides support & space to process request. Are they ready to learn?	
2 mins time out	2 mins off break. Positive / restorative conversation with teacher. Build relationship. Are they ready to learn? How can we help?	
Leadership team check in time	Restorative conversation with a member of the leadership team. Support for the child and support for the staff member. Relationships built with leadership team. School expectations reinforced.	
Follow-up action	Regular attendance at 'Check-in' time will lead to behaviour intervention. A letter or phone call will be issued to parents explaining actions.	
Further action	Head teachers will decide on support and sanctions to address serious misconduct. Parents will be expected to attend a meeting to discuss, where support will also be offered. Exclusion will be used when deemed necessary i.e. to maintain the safety of our children.	