



Behaviour Policy

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“Research suggests that when schools place a strong emphasis on the emotional health and well-being of all members of the school community this leads to better outcomes for all (for example staff retention, pupil attendance, attainment and positive home-school relationships).” Banjaree R, Weare K and Farr W 2014

A wide range of strategies and interventions are used in our school to create a warm and caring environment in which pupils can flourish. This is the first and most important step in our management of behaviour.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and we as teachers can assist children to manage their behaviour more effectively.
- A child with behaviour needs is the responsibility of the whole school not just the responsibility of one individual teacher.
- Everyone in our school has the chance to be the best they can be by promoting high expectations of all and building meaningful relationships. By having clear, succinct, consistent school rules, clear systems and guidance, we ensure that there is excellent behaviour around school, purposeful behaviour for learning and a clear values system.

Aims:

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.
- To outline our clear guidance for children, staff and parent/carers of high expectations and clear consequences for inappropriate behaviour.
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- Where children are encouraged to project themselves as good role models, co-operating and supporting one another, and treating peers and staff with courtesy, consideration and respect.
- Where parents/carers project themselves as good role models, co-operating and supporting staff and treating our school community with courtesy, consideration and respect.
- To promote an environment where everyone feels happy, safe and secure and where optimum learning can take place.
- To develop a common language of Ready, Respectful, Safe and know what this looks like and how to act in this way.
- For staff to have a high standard of expectation in all aspects of work.
- To provide a varied range of teaching and learning styles to suit the needs of all children.
- To provide an attractive, tidy learning environment with quality resources.
- To provide resources on an individual basis that will support positive behaviour.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.

- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to individual children when needed.
- To consistently and fairly implement reward and sanctions systems built on consequences.
- To encourage school/parent/carer partnerships, to promote children's education and maintain standards of behaviour.

Purpose of the policy

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to develop an ethos of kindness and cooperation
- to promote good behaviour through positive reinforcement

Roles and Responsibilities

All staff must:

- Welcome children at the start of the day with a smile, hello, thumbs up, to check in.
- Know the children well and develop positive relationships with all.
- Have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- Follow the 'Staff Code of Conduct' which is shared with staff annually.
- Promote positive expectations, praise and reward and value high expectations which are the key to successful classroom management.
- Children need to know that behaviour is about choice, the right choice and the wrong choice. We do not refer to children as 'naughty', we know that children on occasion make wrong choices and we must give them opportunities to learn from these, discussion around why it was a wrong choice and what the right choice would look like, so that should they be faced with the same choice again, they make the right choice.
- Children will receive consistent positive encouragement as means of motivation.
- Staff use observation to catch children making right choices and use PIP (praise in public) to encourage others to make similar choices.
- When children are seen to be making the wrong choice, sometimes what is need is a general reminder. For more serious misbehaviour choices, the member of staff will RIP (reprimand in private) and will speak to the child to ensure they are aware of their actions and how they can alter these.
- The class teacher/teaching assistant treats each child fairly and enforces rules consistently. The teacher/teaching assistant treats all children in their class with respect and understanding of their individual circumstances.
- Teaching staff need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.
- It is the responsibility of the class teacher/teaching assistant to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

- The class teacher/teaching assistant have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- A culture of 'Behaviour for Learning' is set at the beginning of each academic year and referred to throughout the school year.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS alerting both the headteacher and their phase leader in all entries.
- In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from other staff.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class. He/she should also contact a parent if there are concerns about the behaviour or welfare of a child.
- Staff should never leave the class unsupervised to go and collect resources, speak to another teacher etc... even for a few minutes.
- Shouting should not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. when children are completing a noisy activity such as drama, be to be heard on the playground, in the dining hall etc.
- To gain the attention of children in a classroom, staff should use the 'Show me you are ready' signal. Staff raise their hand when they want attention, and children raise theirs in return and stop talking. The member of staff will do a count down from five using their fingers as the silent signal. The more quickly they raise their hands the quicker the lesson moves on. Staff can get potential 'slow responders' to start the signal with them and acknowledge their help quietly. For children who also require a audible signal a table bell will ring once, this signal will indicate the teacher is about to raise their hand for attention. The teacher/teaching assistant will then say 'Show me you are ready' and then move on with learning when everyone has done so.

Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we expect
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour and challenge unacceptable behaviour
- **CREATE** conditions for excellent behaviour

Pupils

- All pupils are expected to follow the behaviour Policy.
- To know, understand and follow the behaviour rules of Be Ready, Be Respectful, Be Safe.

- Understand that as a school community we have high expectations regarding behaviour.
- Know that rewards can be earned for going above and beyond our behaviour standard and that consequences will be faced if they don't meet the behaviour standards expected.
- That pastoral support is available to help them meet the behaviour standards.

The Role of Parents/Carers

Galley Hill staff work collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support the school regarding any concerns raised with them about their child's behaviour. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. When we implement a consequence as a child has made a wrong behaviour choice, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem and they wish to make a complaint they should follow the procedures found in the complaints policy.

We have a parent/carer code of conduct that is shared with parents and carers each year.

The Head teacher:

- Be a visible presence around the school. To implement the school behaviour policy consistently throughout the school, and to report to Governors or Trustees, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of the children.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

The Role of Local School Board

The Local School Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may

give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Behaviour for Learning

It is the responsibility of the class teacher to ensure a climate for learning is established but it is also imperative that pupils understand their responsibilities to demonstrate behaviours for learning.

What are behaviours for learning?

Being Ready

Having equipment ready e.g. pen or pencil, book, reading book etc.

Show they are ready to listen and learn

Not fiddling with equipment (unless a fiddle tool aid has been provided)

Looking towards the teacher or board or person talking and giving full attention

Not talking or making noises that will distract other learners

Sitting appropriately in their seat (wobble cushions and chair bands are given to children who need support this this)

Not moving around the classroom while the teacher is talking, to avoid distracting other learners

Moving to use the toilet or get a drink is allowed, however the children are asked to be mindful of when they do this.

Being Respectful

Quickly following instructions

Quickly following the signs to give attention

Not talking over others

Not shouting out

Not using unsuitable language

Using equipment carefully, so not to damage it

Looking after classroom and whole school equipment and books

Tucking in their chair when moving away from the desk

Giving others personal space

Being Safe

Not swinging on chairs

Holding doors when someone else is coming

Holding sharp objects like scissors and pencils carefully

Recognition and rewards for effort

Good behaviour and behaviour for learning is an expectation at Galley Hill. All staff promote high expectations, reminding children when needed of our rules, Ready, Respectful, Safe. Relentless routines and visible consistencies that all children and staff follow. Children who go above and beyond are rewarded for their effort, this might be in the form of an intrinsic reward such as a verbal congratulation message, telling them how proud we are of them or a extrinsic reward which is a physical reward such as a sticker or certificate.

Staff in school can also award children with Dojo points. These points are collected electronically on an individual basis. This App can be seen by parents who sign up to the App.

Children who achieve a high number of Dojo's are rewarded by the class teacher or headteacher.

Also, classes are set Dojo challenges. During a challenge the class have to collect a set amount of Dojo points in a given time. If they successfully reach their target a pre-determined reward is earned. This might be an additional playtime, free choice activity time or other rewards agreed by the children and class teacher. If a child in class does not make any attempt to earn reward points they will not be able to take part in the reward activity. The hope of this is that the class work together as a team and encourage those who are not actively taking part to make the right choices and begin to join in, making right choices and earn reward points as a collective.

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. This is sent to the child's home address. Staff may also phone parents/carers to share child's success. A teacher may also arrange for a child or group of children to visit the Headteacher for commendations.

Opportunities for giving children greater responsibility in school is also fostered e.g. Playtime Buddies, Monitors, Librarians, Sports Leaders, School Council, Anti-Bullying Ambassadors.

Celebration Assembly and Assembly Behaviour

Our celebration assembly is held on Friday, where one child from each class will be chosen as 'Star of the Week'. This child will have consistently gone "over and above" in our school rules and values during the week. Children with an achievement outside of school can also share their success at the Celebration Assembly.

When walking to assembly, children will walk in class lines. Children should walk in a single file straight line, to allow safe movement through doorways and to ensure quiet movement around school. If children are not walking in this way, staff will stop the line and ensure this expectation is seen before moving on. Children who find this challenging will be asked to walk with the teacher.

Children are expected to come into the assembly hall in silence, listening to the music playing. Children who are noticed by the 'Star Spotter' are asked to come and sit at the front of the hall to look for other children who have modelled exemplary behaviour during the assembly.

Movement around school

To ensure children's safety we operate a no running inside rule. Reminders of 'Remember to walk not run' will be given. Children are expected to come in to school from the playground in lines and move around school not disturbing the learning environment. Staff will stop children and remind them of expectations if they are not moving around school appropriately.

Playtime/lunchtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground. A minimum of two staff members are required to supervise playtimes for each playground and a member of staff should be present on the school field. Supply teachers should cover the duty of absent teachers but should never be without support. When on duty, staff should circulate and take

the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Two members of staff per playground maximises levels of visual supervision. An whistle will be blown to indicate the end of playtime. Children walk calmly to their lining up position in front of their class welly shed. This is also an opportunity to ensure all wellies are returned to the shed and the doors are closed. Staff who are not on duty should go to the yard to collect their classes. Children walk in to school in single file and enter school in a calm and orderly manner.

Lunchtime supervision also includes Lunchtime Assistants, who play an important role in ensuring appropriate behaviour and that the same rules are followed at all times. It is also important that pupils give the same level of respect to Lunchtime Assistants as they would any other member of staff.

When coming in to school for dinner, children will be escorted in by a Lunchtime Assistant. They will walk through the dining hall to either collect their packed lunch or school dinner. Children are expected to use manners when asking for food at the food hatch and while sat eating their dinner. Children who are not seen to be using a knife and fork will be supported to do so or reminded to use the equipment provided. Once the children have finished eating their dinner, they will take their lunch tray to the cleaning area or packed lunch to the storage area. Children are not allowed to walk around with food in their mouths, as this is a choking hazard. Children are asked to report any spillages to a member of staff. Children leave the school hall and go straight back to the yard, they do not walk around inside school during lunchtime. Year 6 corridor monitors will ensure this is adhered to.

In poor weather, staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that children are never left unsupervised.

Mobile Phones

Children in Year 5 and Year 6 can bring to school mobile phones for safety when walking home alone. Mobile phones must be turned off as the child enters the school grounds. On entering the classroom the phone must be placed in the mobile phone box. This is taken to the headteachers office and locked away for the school day. The box will be returned to class at the end of the school day. Mobile phones must not be switched on until the child leaves the school gates. Any child seen using a mobile phone on school grounds will have the phone confiscated and parents will be informed. If this continues the mobile phone will not be allowed on site.

Exception to this rule is for children who have diabetes and require phone access to use the insulin pump App.

Adults should not use mobile phones when children are present. Adults will take mobile phones on school visits for safety purposes.

Managing Behaviour and Consequences

Ensuring optimum 'behaviour for learning' is always our primary aim at Galley Hill Primary School. For the vast majority of our learners a gentle reminder is all that is needed.

We believe that consequences are important to help children understand when they have made a wrong choice. In the use of consequences, children learn from experience to expect fair and consistently applied courses of action which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances, the age of the child and the developmental maturity of the child.

Consequences that may be used at Galley Hill are;

Instructing the pupil to have 'Thinking Time', within the classroom or in another area which allows the child, child and adult to have the time to think and discuss.

A verbal reprimand and reminder of the expectations of behaviour.

Setting of written tasks such as an account of their behaviour.

Expecting work to be completed at home, or at break or lunchtime.

'Thinking time' at break or lunchtime.

Loss of privileges – for instance, the loss of a prized responsibility or activity they have been chosen to take part in.

Activity due to outcome of behaviour such as tidying a classroom.

Referring the pupil to a senior member of staff.

Letter or phone call home to parents.

Being placed on a Behaviour Support Plan.

Suspension.

Permanent exclusions, in the most serious of circumstances.

(This list was discussed with the school council, who gave suggestions of consequences that they felt would make pupils make the right choice, when behaving in and out of class).

CONSEQUENCES PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable consequence given the behaviour displayed.

If unacceptable behaviour occurs after a gentle reminder a final warning is given, reminding the child that they have a choice to make the right decision regarding their behaviour.

If they continue to display the behaviour or distract their peers from learning a consequence of time out is given. The child will be sent to a designated 'sit and think' chair/area of the classroom for a set period of time, in order to reflect, calm down etc. This should be done without causing a disturbance to the rest of the class. If behaviour improves, they may return to their usual seating area and/or activity.

If behaviour does not improve then the next consequence will be given, this may include

- Possible removal of reward activities/playtime etc.
- Child escorted to designated colleague along with work.
- 30 mins working alone without causing disturbance.

- Child will consider how their behaviour can be put right
- This behaviour incident will be recorded on CPOMS

If behaviour improves return to class. If child refuses or behaviour continues then

- Child escorted to HT along with work.
- 1 hour working alone without causing disturbance.
- Parents informed.
- Incident recorded on CPOMS

If behaviour improves return to class. If behaviour does not improve then

- Parents informed that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies
- Referral to external agencies
- Child will be placed on a Behaviour Support Plan
- Consider EHCP process
- Consider TAF

If behaviour still continues then the child will be removed to the TASC area (Time Away from School Community)

- Child has no contact with own class, this also includes eating their dinner away from peers.
- No access to playground or extra-curricular activities.
- Parents informed and meeting to discuss the TASC arrangements
- Recorded on CPOMS

If persistent behaviour continues then a Fixed Short-Term Suspension will be actioned.

- Parents, CEO, Governors, Trust, LA Officer informed.
- Parents may make representations to Governors.
- Governors may meet but cannot reinstate.
- Upon return to school, child returns on a behaviour plan for a minimum of 2 weeks.

If behaviour improves the child will be removed from Behaviour Plan. If not, longer term or even permanent exclusion may be used.

(Please see separate Trust exclusions policy).

Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Headteacher informs the Local Authority, CEO and the Governing Body about any permanent exclusion, and about any fixed-term suspensions. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another child or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Persistent Challenging Behaviour - Personalised Behaviour Plan

At Galley Hill, behaviour which is classed as persistent challenging behaviour is defined as: Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them and may be shown by:

- A child who is disturbing the learning of others in every lesson.
- A child who is verbally aggressive or using inappropriate language, including swearing and offensive language.
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion.

When a child displays persistent challenging behaviour, an individual behaviour plan will be completed and shared with parent/carers and the child. Targets will be set with clear behaviour expectations. The child will then have a physical behaviour plan that is completed after each session. A session is not necessarily a lesson, it might be a task or activity e.g. attending assembly. This plan is shared with parent/carers at the end of each day or each week and is reviewed after a set period of time. At this point the child if behaviour has improved then the child will be removed from the plan, if behaviour has continued the plan may be adapted but will continue until the next review meeting. Advice will also be sought from the SEMH advisory team.

Emotional Crisis (Fight, Flight, Freeze or Fawn)

If a child is demonstrating behaviours that would indicate they are in an emotional crisis state, the response will depend on how the child presents. For some children they are in need of calm reassurance from an adult, for some children distraction is a strategy that will work, for some children they are in fight mode and therefore it is important to remove other children to safety and allow the child to de-escalate in their own time. For some children who are in flight mode, it might be felt that allowing them to move outdoors is a suitable strategy. They will be monitored at all times, closely by an adult while outside.

For some children they may need to be restrained. At Galley Hill Primary School key members of staff are trained in Team-Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. Records are kept, the incident is reviewed and parents/carers are informed.

Responding to misbehaviour from pupils with SEND

At Galley Hill we recognise 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. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Strategies to support pupils with SEND and behaviour needs include;

- short, planned movement breaks.
- adjusting seating plans.
- adjusting uniform requirements.
- training for staff.
- use of separation spaces where pupils can regulate their emotions.

It is also necessary to adapt sanctions/consequences for pupils with SEND. When considering a behavioural sanction/consequences 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 SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

We will also consider whether a pupil displaying challenging behaviour may have unidentified SEND needs. 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. Where necessary, support and advice may also be sought from SEMH 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 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 plan.

Off-site misbehaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil.

It could have repercussions for the orderly running of the school.

It adversely affects the reputation of the school.

The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Confiscation of Inappropriate items

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 a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Pupil transition - Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Pupil transition - Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils will have at least one transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff.

Training

Behaviour management is part of continuing professional development and where possible, other training is identified in order to meet the needs of children who staff members are working with.

Monitoring arrangements and evaluating school behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom.

Attendance, permanent exclusion and suspension.

Use of pupil support units, off-site directions and managed moves.

Incidents of searching, screening and confiscation.

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every term by the headteacher.

The data will be analysed from a variety of perspectives including:

At school level.

By age group.

At the level of individual members of staff.

By time of day/week/term.

By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Local School Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies

Child protection and safeguarding policy.

Anti Bullying policy.

Complaints

Galley Hill Primary School works, wherever possible, in partnership with parents and carers to ensure a collaborative approach to meeting the needs of their child. All complaints are taken seriously and are heard through the Galileo Trust's complaints policy and procedure. We would encourage parents and carers to discuss any concern they have with their child's teacher as it is in everyone's interest that complaints are resolved at the earliest possible stage and we expect that the majority of concerns will be resolved in this way. If you are not satisfied then should speak to the Headteacher.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education 2025

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy