

Viking Academy Trust



Behaviour Policy Chilton Primary School

The VIKING ACADEMY TRUST Behaviour Policy for Chilton Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 1 2022

Reviewed annually: Term 1

Last review date: Term 1 2023

Signed

A handwritten signature in black ink, appearing to read 'N. Roby', is written over a light-colored rectangular background.

Chair of Trust

Behaviour Policy

The Viking Academy Trust

Chilton Primary School

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Behaviour Policy is specific to Chilton Primary School

1. Purpose

The purpose of the behaviour policy is to outline the expected standard of behaviour from all children attending Chilton Primary School so that every learner can succeed in a safe and calm environment. The policy details school ethos and how children and staff should conduct themselves and apply and respond to the behaviour policy so that every child can meet their potential.

The policy outlines how Chilton will:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying and child-on-child abuse
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Behaviour Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and Guidance

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

- [Behaviour in Schools Guidance 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education 2023](#)
- [Preventing and Tackling Bullying 2017](#)
- [Behaviour and Discipline in Schools: Guide for Governing Bodies](#)
- [Mental Health and Behaviour in Schools](#)
- [School suspension and exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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 online

3. Child on Child Abuse

As outlined in Keeping [Children Safe in Education 2023](#), child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

This behaviour policy treats child-on-child abuse as serious misconduct and outlines sanctions in response.

4. Bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name calling, mocking, gossiping, spreading hurtful and/or untruthful rumours, taunting, making offensive comments

Physical	Hitting, kicking, pushing, taking or hiding another's belongings, any use of violence
Racial/Faith/Cultural	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying / online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The definitions above are covered and expanded upon in full in our [Anti Bullying Policy](#) which also outlines the school response to tackling and preventing bullying. This behaviour policy is designed in conjunction with the Anti Bullying Policy.

5. Leadership and Management

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation. Termly behaviour overviews will be reported to the governing body by the Head of School.

5.2 The Head of School

The Head of School is responsible for the successful implementation and review of this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Behaviour issues are recorded on Bromcom and the monitoring of this system is the responsibility of the Head of School. Recorded incidents will be reviewed daily and appropriate response / action will be taken as a result.

5.3 Senior and Wider Leaders

The Deputy Head, Assistant Head & Inclusion Lead, Key Stage Leaders and Curriculum Leaders will support the Head of School and school staff in the effective

implementation of this policy. They will support colleagues to ensure that it is consistently applied.

5.4 Staff

ALL Staff are responsible for:

- Building positive relationships with children
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Positive Relationships

Fundamental to the success of any behaviour management approach is the foundation of positive relationships between adults and children within a school setting. [EEF Research](#) outlines that *"Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to Misbehaviour. Every pupil should have a supportive relationship with a member of school staff"*.

Class based staff will ensure that they take action to build positive relationships with children and understand their influences. This will be achieved by:

- Meeting and greeting children at the classroom door every morning
- Using class and curriculum opportunities to get to know children
- Listening to children
- Use systems and reward to include and motivate all children
- Communicate regularly with parents
- Explicitly teaching the norms of good conduct and behaviour
- Noticing and praising excellent behaviour from all children
- Create a class environment where respect and kindness is the norm
- Create and maintain a stimulating and calm environment that encourages pupils to be engaged
- Display and consistently enforce the school rules, values, safety and playground codes.

ALL school staff will promote positive relationships by:

- Conducting themselves in a positive, kind and respectful manner
- Promoting and demonstrating the school rules and values
- Greeting children around the school
- Praising and thanking children for excellent behaviour and conduct

- Always managing behaviour in a calm and professional manner

When discussing or addressing conduct and behaviour, all staff will use consistent language choices.

e.g:

- "The rule" is statements
- "Remember to" reminders
- "Track the Speaker"
- Show me three good things
- Show me The Chilton Way
- Show me Chilton values

Staff will be careful to speak to children regarding their behaviour in a calm and considered way. They will avoid blaming and shaming and use non-verbal signals first before quiet and private conversations are held with children to address particular issues.

7. Pupil Code of Conduct – The Chilton Way

The Chilton Way refers to the code of conduct expected of children at Chilton Primary School:

Chilton Primary School rules are:

- Be Ready
- Be Respectful
- Be Safe

Chilton Primary School Values are:

- Respect
- Equality
- Courage
- Kindness

Chilton Primary School Safety Code:

- Remember to walk in and around school buildings
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

Chilton Primary School Playground Code:

- Walk sensibly down from the playground when you hear the bell
- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground
- Remember snacks and toilets

Pupils are expected to:

- Follow the school rules and safety & playground codes
- Demonstrate school values in their behaviours, attitudes and interactions
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Respect the property of others
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Show 'three good things' in lessons / assemblies : good sitting, good looking, good listening
- In lessons demonstrate SLANT: sit up, listen, ask and answer questions, nod your head, track the speaker

8. Rewards and sanctions

8.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- Super-Star Learner / Over and Above / Gold Award Cards
- House Points
- Certificates
- Chilton Hero Assembly certificates
- Chilton Hero Assembly awards: Team of the week, child of the week, Kindness Cup
- Monday Assembly behaviour certificates
- Stickers / table points / class points
- Letters/postcards or phone calls home to parents
- Special responsibilities/privileges

8.2 Reception

Terms 1, 2 and 3: Children receive stickers, house points and other praise rewards for good behaviour, learning and conduct. Children's names will be placed on a "Chilton Way

symbol" and if they remain there at the end of each day, a "smiley card" is sent home. After a pre-defined number of cards have been collected, children receive an additional prize. From term 6 the children are introduced to the behaviour policy for Years 1-6 in a very visual way

8.3 Weekly Points - Years 1-6:

- Children have 5 points per day (25 points per week)
- If all points are kept, a praise text is sent to parents each Friday
- After three weeks, if 75 points are kept, children earn a Chilton badge which is displayed on lanyards in the classroom
- The sixth badge is silver and the twelfth badge is gold
- If the whole class keeps all of their points, a gold star is added to the behaviour display board. For every three gold stars, a 'Chilton Cheque for £3 is awarded. These can be saved for class rewards
- Every week, if all 25 points have been kept, a praise text is sent to parents

8.4 Individual Class Rewards:

- Class teachers will devise their own systems for children to earn class rewards. These will be suitable for the children within the class to take collective ownership for earning the reward. Systems may include: a number of cubes or marbles earned in a jar; a number of squares earned on a hundred square or similar. Progress towards each reward will be earned by excellent learning and behaviour. Rewards may include movie afternoons, additional play sessions etc.

8.5 Annual Whole School Reward

- At the end of every school year, a special reward day is held for children for their behaviour

8.6 Systems and Sanctions

Before any sanction is taken, the first step is always to praise children demonstrating excellent behaviour and meeting expectations.

Reception - Systems

Behaviour	Action
<p>Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions</p>	<p>Verbal warning is given with an explanation of the issue with the behaviour - <i>e.g. the rule is be respectful and you are talking at the same time as me</i>, followed by an explanation of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.</p>
<p>Repeat of poor Conduct and / or learning behaviour</p>	<p>If the behaviour continues or fails to improve, a yellow card will be issued, the</p>

	<p>child's name moved to the yellow section of the Chilton Way display and 1 minute time out given</p> <p>An explanation will be given of the issue with behaviour and how it needs to improve</p>
Continued poor conduct after yellow card issued	If the behaviour continues, a red card will be issued, the child's name moved to the red section of the Chilton Way display and 3 minutes time out given
Continued poor conduct after a red card issued	If the behaviour continues, time out in another classroom will be given
Continued poor conduct after time out	SLT will be called to support

- Parents will be informed of cards issues and recurrent behaviour patterns
- From Term 6, sanction is in line with procedure for Years 1-6

Years 1-6 - Systems

Behaviour	Action
<p>Poor Conduct and / or learning behaviour</p> <p>e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor uniform standard, not addressing teachers or children appropriately.</p>	<p>Verbal warning is given with an explanation of the issue with the behaviour - e.g. <i>the rule is be respectful and you are talking at the same time as me</i>, followed by an explanation of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.</p>
<p>Repeat of poor conduct and / or learning behaviour</p>	<p>A yellow card will be issued which will be kept on the child's desk / on the carpet in front of them. An explanation of why the card has been issued and what changes need to be made with conduct will be given. A warning that it may be changed to a red card if improvements are not made will be given.</p> <p>This card will be removed when improvements in behaviour are observed.</p>
<p>Yellow card remains with child at the end of a session</p>	<p>Child misses next playtime / 15 minutes of lunchtime to discuss behaviour with</p>

	<p>class teacher. Expectations are re-set for the next session.</p> <p>1 point lost - this must be logged on Bromcom</p> <p>Any missed learning will need to be completed</p>
Yellow card issued and no improvement in behaviour / decline in behaviour during a session / additional poor behaviour in a session	<p>The yellow card is exchanged for a red card. Issues with behaviour and how this must be improved are explained. Warning of consequence and next step explained.</p> <p>The red card can be removed completely if a child improves their conduct or can be exchanged for a yellow in response to how behaviour is improving</p>
Red card remains at the end of a session	<p>Child will miss next lunch play - supervised by a member of SLT.</p> <p>Any missed learning will need to be completed.</p> <p>Class teachers will need to ensure that they communicate with SLT to ensure that the sanction is given.</p> <p>2 points lost and recorded on Bromcom</p>
Repeat of poor conduct / learning behaviour when a red card has been issued	Time out given in parallel / another class
Repeated poor conduct / learning behaviour after time out	SLT intervention

Some behaviours will earn an automatic card or sanction:

Poor behaviour - Automatic yellow card + sanction	<p>Serious disruption in lessons and around the school</p> <p>Non-completion of classwork</p> <p>Poor attitude and lack of respect to people and property</p> <p>Non-deliberate swearing / poor language use</p> <p>Lying</p> <p>Dishonesty</p> <p>Teasing / unkindness</p> <p>Silliness in toilets.</p> <p>Damage to equipment or property through lack of care and/or attention</p> <p>Walking away from a member of staff</p> <p>Leaving a room without permission</p> <p>Leaving the playground without permission</p>
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	<p>Hurting child or member of staff by careless action or lack of attention to safety (not deliberate) Deliberate disrespect of environment - throwing paper towels / rubbish on the floor</p>
<p>Serious misconduct Automatic red card + sanction</p>	<p>Name calling Pushing / shoving / barging Physical harm to others - hitting, kicking, throwing something, biting etc. Swearing Repeated lying after previous incidence Deliberate actions that can cause harm - pulling chairs away, shutting doors on people Unsafe or unsuitable behaviour in toilets - locking doors and crawling out, throwing water, any misuse of toilet paper, soap, paper towels etc. Playing with key-pads / codes / exit buttons around the school</p>
<p>Serious misconduct: Automatic SLT intervention</p>	<p>Any behaviour which puts safety of children or staff at risk.</p> <ul style="list-style-type: none"> Any form of bullying Any form of child on child abuse Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Vandalism Serious damage to property or equipment Theft Fighting Physical or verbal aggression towards a child or member of staff Physical assault of a child or member of staff Racist, sexist, homophobic or discriminatory behaviour or language <p>Possession of any prohibited items (for which a search can be made). These are:</p> <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items ○ Tobacco and cigarette papers ○ Fireworks ○ Pornographic images

	<ul style="list-style-type: none"> ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
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8.7 Monitoring and Response to repeated incidents

All points lost as a result of cards issued must be recorded on Bromcom. The Head of School and Deputy Head are responsible for monitoring Bromcom behaviour issues.

Issue	Action
22 points or less by the end of the week	The Head of School or member of the leadership team will speak with the child to re-set expectations for the following week. Class teacher will speak to parents
2 red cards in a week (not earned back or issued automatically)	Child will spend one session / lesson with the HoS or member of the leadership team completing class work after teaching input. Lunctimes will also be missed as a result of both cards. <i>Class teachers must verbally inform HoS / DHT to ensure sanction is prompt</i>
3 weeks of less than 22 points within a term	Parents informed - Behaviour Card issued (suitable for child) This must be signed by a member of SLT at the end of every session. When card is completed, it must be handed to HoS to be retained.
4 red cards in two consecutive weeks	Behaviour Card issued (suitable for child) This must be signed by a member of SLT at the end of every day. When card is completed, it must be handed to HoS to be retained.
3 red cards on the playground within a term	Playground privileges removed and social skills support in place for a term. Parents informed

Should behaviour not improve or issues consistently be repeated, additional sanction and consequence may be implemented:

Timetable adjustment or reduction	Parent meeting Hours in school adjusted to allow child to demonstrate required behaviours and become successful. Hours to increase over time. SLT & SENco involvement
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	Behaviour plan written	
Internal Exclusion	A child will spend a period of time out of class with a senior leader, completing class work. Parent meeting Behaviour plan written	<i>Internal exclusion may be given after a stand-alone behaviour or child-on-child abuse incident. e.g. hurting children or staff with deliberate action, aggression, serious damage to equipment or property, leaving the school site</i>
Alternative Hours	Consistent behaviour issues after internal exclusion may result in a child being sent home at lunchtime and being asked to return to school at 3:15 until 5:00 to complete the afternoon class work with a member of SLT Parent meeting Behaviour plan in place	
Suspension	Consistent behaviour issues after alternative hours may result in a child being suspended Behaviour plan	<i>A suspension may be given without the sequence of internal exclusion and alternative hours: child-on-child abuse, uncontrollable aggression, seriously hurting a child or member of staff, behaviour which puts safety of others at significant risk</i>
Exclusion	Consistent behaviour issues after alternative hours and / or suspension may result in a child being excluded	<i>A child may be excluded for a significant incident or issue without other sanction being implemented previously.</i>
<ul style="list-style-type: none"> • Repeated physical behaviours towards members of staff may result in parents being called to collect a child from school • Suspension: will follow DFE and Kent Guidance • Exclusion will follow DFE and Kent Guidance. • Viking Academy Trust Exclusions Policy can be found on the Trust website (www.vikingacademytrust.com) 		

8.8 Serious Incident Forms:

These must be completed after an incident where a child:

- Seriously hurt a child
- Harmed an adult
- Caused significant disruption
- Caused significant damage to property

- Had a prolonged period of disruptive behaviours
- Left the school site

Senior Leaders will direct staff to complete a serious incident form for other behaviour issues not listed above as appropriate.

[Serious Incident Form](#)

9. Support Strategies:

Chilton Primary School will implement a range of support strategies in response to the need of individuals. These will be used to support children to meet the behaviour standards expected at the school.

Behaviour Charts

- If a child has identified barriers to consistently keeping points each week, an alternative method of tracking days where all points have been kept may be implemented to ensure a child can work towards Chilton badges
- A visual representation of each day where points are kept will be held in the classroom, enabling a child to work towards 15 days (which do not have to be consecutive). When 15 days have been achieved, the child can earn a Chilton badge.
- Alternative charts to track success may also be implemented and these will be designed to suit the needs to the child.

Behaviour Cards:

- Both class and / or playground behaviour cards may be issued.
- A grade of 1-4 is awarded for behaviour for each session throughout the day (class) or each break time session throughout the day. 1 is awarded for outstanding behaviour with 4 being the lowest grade possible.
- The card must be signed by a member of SLT at the end of each day. Failure to do this results in an automatic 4 for the next day.
- If a child receives a 4, parents are informed by the class teacher
- Any 4's on the card result in the behaviour card continuing for another week
- Three 4's in a day or four 4's in a week result in an internal exclusion
- Each new term is a "fresh start"
- Parents will be informed should their child be "at risk" of being placed on a behaviour card.
- Adjusted behaviour card may be designed and implemented to suit the needs of the child and to ensure they can achieve success and positive recognition for good choices with their behaviour

Catch Me Being Good Cards

- These may be used for children who would benefit from the promotion of good choices over the sanctions associated with a behaviour card

- Cards are separated in to boxes and staff members sign boxes when a child displays excellent behaviour
- When the card is completed, a prize is earned from a member of SLT
- A child may be asked to bring the card to a member of SLT at the end of each day

Pastoral Support

The school uses a range of pastoral support strategies to support behaviour including:

- Peer mentoring / buddies
- External counselling services
- Children's Champion
- Staff Mentoring
- Nurture Room
- Well-Being Support Worker

External Agency Support

The school will also consult external agencies to support children's behaviour. These include:

- LIFT (Local Inclusion Forum)
- Thanet Inclusion Support Service
- THRIVE
- NELFT
- Speech and Language Support

Behaviour Plans

Behaviour plans will be written by the Assistant Head & Inclusion Lead and other relevant staff (e.g. class teacher, Deputy Head, Teaching Assistants) and shared with parents. They will contain detail regarding barriers and challenges that children face with their behaviours and outline strategies to support and overcome these. They will be shared with parents and regularly reviewed to ensure that strategies are appropriate and take in to account any advice given by external agencies. Staff will be supported by the SENCo and Senior Leaders to implement strategies effectively.

10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy.

Please refer to our child protections and managing allegations policy for more information on responding to allegations. The Head of School will also consider the pastoral needs of staff accused of misconduct.

12. Use of Reasonable Force

In line with DFE Advice [Use of Reasonable Force](#)

Alex McAuley (Head of School), Hannah Cheshire (Deputy Head), Carly Reavill (Assistant Head & Inclusion Lead) and Kate Law (Director of Education) are members of staff trained in the use of physical intervention and restraint via Team Teach.

De-escalation techniques should be employed before physical restraint is considered.

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (serious incident log form)

12.1 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

13. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 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

14. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions 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 at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers. 'Team Teach' training for members of SLT is renewed every three years.

16. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governing body every year. It will be updated and reviewed in line with any changes to DFE guidance.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media
- Exclusions Policy
- Staff Code of Conduct
- Online Safety
- Managing allegations
- Whistleblowing

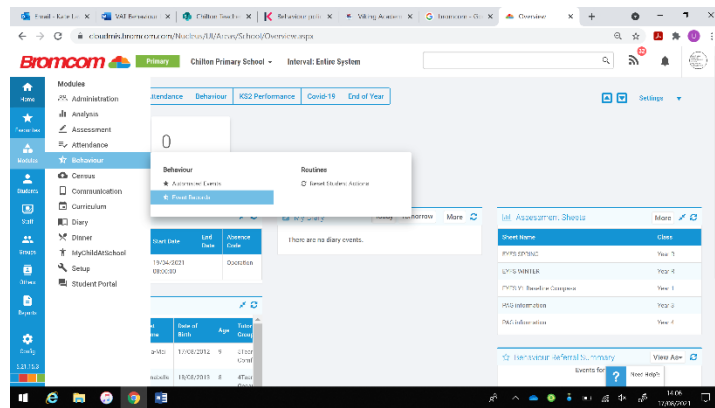
14 Links to Key Survey Forms:

- [Serious Incident Report](#)
- [Bullying, Racist and Sexualised Incident Report](#)

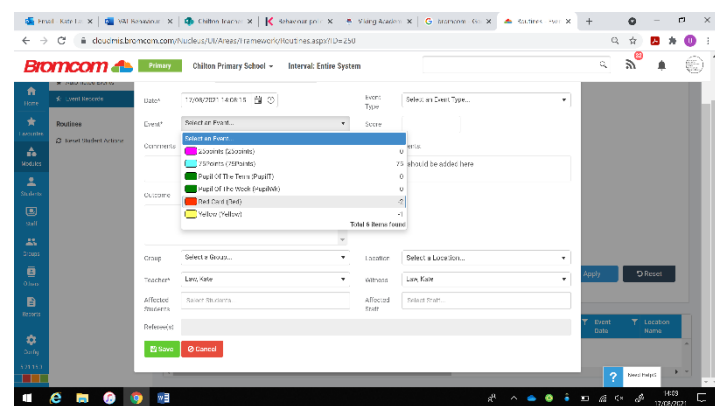
All allegations of bullying, racist or sexualised incidents must be recorded on the form above to form a record of the allegation, action taken and outcome.

Appendix 1: Recording behaviour incidents (red and yellow cards on Bromcom)

Go to Modules, Behaviour, Event Records



Select New Behaviour Entry and completed details - only add comments to the 'Internal Comments' section and click save when completed.



- Behaviour Tracking is transferred electronically to an excel document which is shared with teaching staff every three weeks.
- Red card notifications are sent by email to Alex McAuley (Head of School) and Hannah Cheshire (Deputy Head) as part of the monitoring process