



# St Joseph's Nursery and Infant School

## Behaviour policy and statement of behaviour principles

Approved by:

Date: Jan 24

Local Governing Body

Last reviewed on: Jan 24

Next review due by: Jan 25

## **This policy reflects our school vision:**

*St Joseph's Infant School is an inclusive, nurturing community school,  
growing together to become resilient and lifelong learners.*

## **Our Vision is driven by our core values:**

*Resilience, caring, learning, respect & listening.*

## **Our Vision & values are underpinned by our key principles:**

With the highest aspirations we will work together with all stakeholders to ensure that;

- Children feel safe and have learning behaviour that reflects the core values and ethos of the school.
- Parents engage fully with their children's education and work with staff.
- We have consistently high-quality teaching and learning.
- We raise attainment and increase progress for all children and that they have every opportunity to develop their learning aspirations.
- We have strong dynamic leadership and management to develop and challenge the improvement of the school.
- We become the school of choice within the local community.

### **1. Purpose of the behaviour policy**

This policy aims to support the creation of a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment by providing a simple, practical procedures for staff and children that:

- Fosters the belief that there are no 'bad' children, just 'bad choices.
- Encourages children to recognise that they can and should make 'good' choices
- Recognises individual behavioural norms and respond appropriately
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive intervention
- Establishes a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Defines what we consider to be unacceptable behaviour, including bullying and discrimination

To achieve these aims, all stakeholders have a role to play:

#### **All staff must:**

- Embrace the school behaviour policy
- Take time to welcome children at the start of each morning and afternoon session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to being 'Ready, Respectful and Safe'
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know the children they teach well and develop positive relationships with all children

- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, communicate with parents and certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

The parents must:

- Promote the school's values at home & support their child in adhering to the school's behaviour policy.
- Encourage tolerance, embracing and celebrating difference and diversity at home.
- Understand what bullying is/is not.
- Support the school in applying this Policy & inform the school of any changes in circumstances that may affect their child's behaviour.
- Follow the Home-School Agreement and the Parent Code of Conduct.
- Report concerns to the school and let school staff resolve the situation.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

The children must:

- Follow the school's values and develop a Growth Mindset.
- Be tolerant of others, embracing and celebrating difference and diversity.
- Understand what bullying is/is not with support from school staff.
- Report concerns immediately to a trusted adult at school/home.

## **2. 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](#)

- [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](#).

- 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.

### **3. Context**

For the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- PSHE and Working with Others
- Health & Safety Policy
- SEND Policy
- Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- Home-School Agreement
- Online Safety Policy
- Physical restraint policy
- Exclusions policy

### **4. Implementation**

At St Joseph's infant school, the children are taught our behaviour code of being:

#### ***Ready, respectful, and safe***

When things go wrong, we use principles of restorative justice and natural consequences as the basis of what we do. We aim to deal with all issues using the restorative language. This is built on four principles, which are built into classroom practice:

1. Restorative approaches
2. Consistent, calm adult language and behaviour
3. First attention for best conduct
4. Relentless routines

The application of this policy will be done while adhering to these four principles.

Minimum expectations of behaviour for Learning: When someone is talking, others need to listen; if an adult gives an instruction, it must be followed immediately (e.g. line up quietly); no child is allowed to disturb the learning of others. These are skills which are explicitly taught through the principles of 'Working with Others' (see policy). When these minimum expectations of behaviour are not followed, the following progression will be applied:

1. For the first poor behaviour choice the child will quietly and privately be given a "stop and think" verbal warning. A stop and think card may be shown to the child as a visual reminder. There is no

consequence for this, however, it does give the child the opportunity to reflect and change their behaviour choices.

2. After relevant take up time, if the child continues to make poor behaviour choices, they will then be given a reminder (which may be shown visually to the child).

3. If after further relevant take up time the child continues to make negative behaviour choices, they will be given a 'Thinking Time' instruction which again, may be shown visually to the child.

#### 4.2 General responses to other incidents

St Joseph's infant School will use the restorative approach when dealing with unacceptable behaviour. This approach focuses upon repairing relationships which may have been damaged through the inappropriate behaviour. All relevant staff will be trained on how to use restorative practice effectively. The aim of all adults in school is to de-escalate incidents of inappropriate behaviour to prevent damage to the relationships that the children have built. To do this we follow PACE.

- P= Playfulness. The aim is to minimise and distract the behaviour with playful contexts, providing the child with an opportunity to make the right choice and get back on track.
- A= Acceptance. Accept that the inappropriate behaviour is happening and recognize it in a non-judgemental way. E.g. say 'I can see you are upset / angry... How can I help you?' Accept that the child might not be ready to talk yet, but assure them you are there when they need you.
- C= Curiosity. When the child is calm try to find out what happened. Find out the facts. This might involve having a conversation with you. The attitude displayed by the adult should be sadness, not anger.
- E= Empathy. Restorative practice comes into place here. The adult works with the child to identify which relationships have been damaged and then how to put them right in a meaningful way.

If a child hurts someone, or is verbally abusive and hurts someone emotionally, they will immediately have a 'Thinking time' and the child will follow the restorative process and any other natural consequences. All parents (of offenders and victims) are informed of the incident and outcome. All 'Thinking Times' are recorded on Arbor.

The expectation is that the child must make things right. The process may need to take place during a break time, they may need assistance from an adult. The victim in a given situation may need consulting as to what the offender can do to make things right.

For any child who consistently does not follow the behaviour expectations, individual behaviour plans will be written in partnership with the Senior Leadership Team/SENCO, class teacher, the parents and the child, where appropriate. These will be individualised and highly personal to the child who it is intended for. These plans are to help guide the child to improve their behaviour choices.

If the behaviour of a child significantly compromises the safety of themselves or others (i.e. staff cannot keep all parties safe) a fixed term exclusion will be considered as a last resort. All fixed term exclusions will be followed by a reintegration meeting with the Headteacher/SENCO and a review of any behaviour risk assessments in place.

#### 4.2 Rewards

An integral part of our behaviour policy is promoting a sense of pride in the children, rather than being driven by external rewards. Children are taught to have a growth mindset through our curriculum, including assemblies, classroom practice and general school culture.

The school notices and rewards positive behaviour also by:

- Verbal praise & praise phrases;
- Praise actions (e.g. awarding a child a sticker.)
- Showing good examples e.g. work on display or under the class visualiser;
- Class reward of extra playtime by earning marbles in a jar;
- Star of the day;
- Invitation to the Headteachers tea party.

Our assembly on a Friday is a positive celebration for pupils and their parents. 2 children from each class are chosen for following the school values and/or behaviour code. This is rewarded with a certificate and a ride on Majesty, our Victorian rocking horse.

## **5. Extreme behaviours**

Some children exhibit behaviours which are considered more extreme and as a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit these behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke behaviour plans and / or risk assessment and the behaviour plan will be personalised to the child. This will sit outside the behaviour progression described above.

The school will record all serious behaviour incidents using school systems (either Arbor or My Concern) which are stored securely. Internal exclusions, fixed term suspensions and permanent exclusions will occur following extreme incidents at the discretion of the Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss this.

### **5.1 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time. This is known as an internal exclusion.

The child will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the classes' curriculum.

Staff will only remove a child from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal or to maintain the safety of all children. A child will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher and parents will be informed on the same day that their child is removed from the classroom. 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 on provision map.

### **5.2 Use of reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 on Arbor and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. (See our Positive Handling Policy for further information)

Only staff who have been trained in physical restraint should restrain a child.

### 5.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy on our website for more information.

## 6. Responding to misbehaviour from pupils with SEND

### 6.1 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.

When dealing with 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 consider the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjust seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### 6.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- 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?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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.

### 6.3 Considering whether a pupil displaying challenging behaviour may have unidentified 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.

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.

### 6.4 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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

If you would like to contact the West Sussex SENDIAS Service for information or advice then you can:

**Call** them: 0330 222 8555 (*open 9am – 4pm, Mon – Fri*) or **Email** them directly:  
[send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

## 7. Anti- bullying

The school does not tolerate bullying of any kind. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful,
- Repeated, often over a period of time.

We follow the sequence of events as outlined below when dealing with bullying:

1. Incident is reported to a member of staff.
2. All parties involved are spoken to. A restorative solution is put in place. A time frame is put in place to monitor this restorative solution.
3. Parents are informed of the solution and any time frames involved.
4. The situation is monitored.



5. The children involved are spoken to determine whether the issue has been resolved. Depending on the outcome & monitoring of the situation, further restorative practices may need to be implemented.
6. Parents are informed of the resolution and/or any further practices which need to be implemented. Steps 2-6 are repeated until the issue is resolved.

### 7.1 School Staff and Cyber-bullying

The bullying of staff by pupils or parents is unacceptable and will be challenged and reported. This includes all incidents where derogatory comments are posted about members of staff or pupils on social media sites. Online harassment is a crime, and all incidents will be reported to the Police and the Local Authority's senior solicitor. Refer to DfE November 2014 'Cyber-bullying: Advice for headteachers and schools.

### 7.2 Race, Disability, Gender or Homophobic Discrimination

St Joseph's infant School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010. According to our behaviour expectations St Joseph's infant school treats everyone fairly and as individuals. Any kind of discrimination will not be tolerated. Children heard to be using someone's cultural heritage; social circumstances or the colour of their skin against them; or homophobic language will be sanctioned. As soon as an incident occurs, it should be reported to a member of the SLT.

- In the first instance- of a first-time offence – the child will be spoken to and asked to reflect on their actions with empathy, then the restorative approach will be used, and parents informed.
- If the same child uses hate speech again, consequences will be escalated with a series of Thinking Times and further parental involvement.
- The next step is a behaviour plan and regular reporting in to SLT
- If the issue persists, SLT will consider the use of internal exclusion along with 1:1 enhanced teaching about racism, diversity, equality and equity.

Education is our greatest tool against discrimination. We aim to instil a sense of justice, tolerance, respect and love for fellow humans. One of the school's golden threads running through the curriculum is diversity and equity. Our teachers actively plan to include representation from all aspects of society. They will select texts that reflect neuro-diversity, a range of family constructs, important and influential people of colour from history and today as well as people who have overcome adversity in the face of disability either from birth or later in life.

### 7.3 Extremism

Extremism can be defined as "holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views". Through our diverse PSHE, Citizenship and Religious Education curriculums, we are proud of our ethos and values, which promote respect for others.

In the event where a family is suspected of extremist behaviour, our school will:

- get the facts clear – evidence versus rumour
- contact the PREVENT team
- understand motivations through discussions with families and relevant political or religious leaders

- promote human rights and legal protection – freedom of speech and due process to raise grievances
- ensure personal support is in place for staff and pupils most affected by any incidents.

## **8. Confiscation, searches, screening**

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

### 8.1 Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### 8.1a Prohibited items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

### 8.2 Searching a pupil.

Searches of pupils will not be carried out by any member of school staff or by a third part i.e. police. Parents or guardians of pupils will be called into school should the Headteacher feel that a pupil has something on their person that may cause harm to themselves, other pupils or staff. Parents will be asked to undertake the search.

If any member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

Parents can be contacted to come into school should a search need to be carried out by the parent or guardian if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules.

### 8.3 Searching pupils' possessions.

Possessions means any items that the pupil has or appears to have control of, including:

➤ Drawers

➤ Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, parents must be contacted for permission to be sought. Should it be deemed necessary pupils must remove items from their bags etc in the presence of 2 school staff and if applicable a parent.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single member of staff, under consultation from a member of SLT.

#### 8.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

#### 8.5 Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### 9. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

### 10. 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.

## **11. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
  - Responding to a report
  - Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally;

Refer to early help;

Refer to children's social care;

Report to the police.

Please refer to our child protection and safeguarding policy for more information.

## **12. Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **13. Pupil transition**

### **13.1 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.

### 13.2 Preparing outgoing pupils for 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.

## **14. When to engage with outside agencies**

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. An initial conversation with the SENDCo and the Headteacher is necessary at this point.

## **15. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **16. The role of the Governors**

The Governing Body has the responsibility of setting down the Governance Behaviour Principles Statement and for reviewing the effectiveness of the Headteacher's Behaviour Policy. The Governors support the Headteacher in carrying out the policy. The Headteacher has the day-to-day authority to implement the school's Behaviour 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.

## **17. Monitoring arrangements**

### 17.1 Monitoring 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 gathered and presented to LGB. This data is also analysed by the Senior Leadership Team at SLT meetings weekly and is a standing item on the agenda. This information is gathered by the Headteacher or Deputy 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.

#### 17.2 Monitoring this policy.

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full LGB.