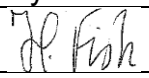
Warren Park Primary School

Behaviour Policy

Reviewed by:	FGB	Responsibility:	Lynne Lofting
Last Review:	October 2026	Next Review:	October 2027
Review Cycle:	Annually	Ratified by FGB:	12.10.2026
Chairperson's signature:			

1. Purpose

At Warren Park we aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the school values
- Support pupils to take responsibility for their own behaviour
- Work with parents/carers to enable pupils to develop their personal and social skills, to enable them to be happy with who they are and to become good citizens both in and out of school.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff

- Searching, screening and confiscation: advice for schools
- The Equality Act
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act which requires 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

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

3.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently for all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both ~~sanctions~~ consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The senior leaders within Progress Team will support staff in upholding and responding to these duties. Progress Team will be visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

3.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

3.4 Parents and carers

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. The school will work in collaboration with parents to tackle any behavioural issues as well as celebrating positive behaviour and attitude.

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

3.5 Pupils

Through their induction into Year R and beyond, pupils will be introduced to the behaviour expectations and rules at Warren Park including the rewards and consequences that will apply. This will be supported by a strong educational curriculum which will teach children to understand the school values, develop a strong sense of belonging to the school and instil a desire to meet the standards of behaviour expected.

Pupils are expected to:

- Follow the expectations set out in this policy
- Abide by the school rules and routines
- Endeavour to achieve the rewards for meeting the behaviour standard
- Accept the consequences for misbehaviour and learn from them
- Engage positively with pastoral support to help them meet the expected standard

4. School behaviour curriculum

At Warren Park we create a culture that promotes excellent behaviour within a calm, safe and supportive environment. Our expectations are exemplified through The Six Strands which underpin the school's curriculum and assessment for behaviour. Through the delivery of an age appropriate developmental curriculum pupils are enabled to master the behaviours required to demonstrate **resilience**, **independence**, **focus** and, most crucially in meeting our behaviour expectations, **self-regulation**, **boundaries** and **respect**. The Six Strands are also reflected through the school's values and are promoted through all aspects of school life including assemblies, team days, well-being support and the COSMIC curriculum. All staff members reinforce the language and curriculum at every opportunity providing a consistent and positive behaviour culture within the school.

The teaching of this curriculum enables the pupils to meet the behaviour expectations:

- Show respect to members of staff and each other
- Enable all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Endeavour to achieve rewards for meeting the behaviour expectation
- Accept consequences when behaviour falls below the expected standard
- Ensure that behaviours contribute towards the positive representation and reputation of the school

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following reasonable, age appropriate adult instructions
- Poor attitude towards learning
- Not speaking respectfully to adults and peers

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments, jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. (knives, weapons, alcohol, illegal drugs, stolen items, tobacco, 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)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

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

6. Bullying

6.1 Types of bullying

Emotional

Emotional bullying is the use of words to mock, shock, tease, or ostracize another person. This includes being unfriendly, excluding others or tormenting others.

Physical

Physical bullying is the repeated use of force toward a person's body or personal belongings. This includes hitting, punching, shoving, kicking, pushing, taking another's belongings and any use of violence.

Prejudice-based and discriminatory

Prejudice-based and discriminatory bullying relates to the unjust or prejudicial treatment of different categories of people, especially on the grounds of any of the protected characteristics: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation. This may take the form of emotional or physical bullying.

Cyber-bullying

Cyberbullying is the use of mobile phones, instant messaging, gaming apps, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone.

Sexual

If something is sexual in nature and it makes the target uncomfortable, upset, embarrassed, or afraid, then it is sexual bullying or harassment. This includes explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching.

Direct or indirect verbal

Verbal bullying is when an individual uses verbal language to gain power over his or her peers. This includes any form of name-calling, sarcasm, spreading rumours or teasing.

6.2 Approach to bullying

At Warren Park we are aware that pupils may be bullied and recognise that prevention, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our children. Bullying hurts and nobody deserves to be a victim of bullying. Everyone has the right to feel safe in school and to be treated with respect.

We are committed to ensuring that all pupils and staff are able to work and learn in an environment where they are supported, safe and cared for. Pupils have the right to achieve their full potential academically, socially and personally through learning and playing in a safe and secure environment. We promote and develop a whole school ethos where bullying behaviour is regarded as unacceptable. We discuss what bullying is with children through

assemblies, PSHE lessons and by promoting a culture of zero tolerance and having the confidence to tell.

All staff have a responsibility to:

- Create an ethos and environment in which attending school is a positive experience for all members of the community
- Make clear that all forms of bullying are unacceptable and will not be tolerated.
- Ensure that everyone feels safe at school
- Investigate incidents and support victims of bullying and ensure they are listened to
- Support alleged perpetrators and help them to change their behaviour and attitude, and also to understand why it needs to change
- Liaise with parents and other appropriate members of the school community
- Ensure that all members of the school community feel responsible for tackling bullying
- Ensure that pupils understand what constitutes bullying and what they need to do in the event of a bullying incident
- Record the incident on CPOMS (Child Protection Online Management System), ensure that incidents are investigated and records are kept and any further actions are followed up

6.3 Allegations of bullying

1. Should an allegation of bullying be made it needs to be referred to a member of our Senior Leadership Team (SLT).
2. The incident will be investigated as fully as possible by speaking to all parties involved, including staff who work with the children. Class teachers will also be kept in the picture.
3. Detailed records will be taken throughout the process and recorded on CPOMS.
4. Parents/carers will be kept informed during the investigation.
5. Designated Safeguarding Leads will be assigned to any cases of bullying and will ensure that actions are followed up. A case will remain open while DSLs regularly check in with all parties involved to ensure that there is no reoccurrence.

6.4 Procedures

When children are being bullied we:

- Ensure they know that they have the right not to be bullied.
- Make detailed notes on the incidents on CPOMS and alert members of SLT.
- Discuss repeated incidents with parent/carers.
- Ensure that they are closely supervised and observed during the school day.
- Communicate with relevant staff so that people are aware.
- Monitor their feelings and behaviour.
- Help them to assert themselves appropriately and to articulate their feelings through wellbeing support if noted as an action following an incident. This may include support for self-esteem.

When pupils bully others we:

- Take the incident seriously.
- Condemn the behaviour, not the child.
- Discuss repeated incidents with parents/carers.
- Listen to the children involved, use restorative questioning and record all meetings, incidents and follow up actions.
- Ensure that they are closely supervised and observed during the school day.
- Encourage them to reflect and to realise the effects of their actions.
- Encourage them to apologise and to make amends.
- Monitor their feelings and behaviour regularly.
- Avoid unsupervised meetings of victim and bully.
- Use wellbeing support/direct teaching if appropriate to discuss alternative strategies of how to manage behaviour.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Implement the school's behaviour policy consistently and fairly
- Model the behaviour expectations within their own professional practice
- Create classroom rules in partnership with pupils
- Create and maintain a stimulating learning environment that encourages pupils to be engaged
- Develop a positive relationship with pupils

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or exceeds the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.
Rewards can be given for achievement, attitude and effort.

Rewards can include

- Moving name up on the zone board
- Positive gestures from staff (smiles, acknowledgement)
- Praise
- Comments/feedback on work
- Displays of good work
- English/Maths star
- Stickers
- Star charts
- Sharing work with other adults
- Letters to parents/phone calls home
- Postcards
- Star of the week
- Prize box
- Special awards
- Book tokens
- Table points
- Team points
- Reward time

Whole school reward systems include:
Zone boards
All classes/year groups will have their own zone board. Children collect a stamp on their card every time they are at the top of the zone board as well as a sticker. For every 6 stamps collected they bring their card to the Headteacher where they receive a stamp on their hand and positive praise. A completed card = Warren's friend toy in assembly. Year 6 will ensure that children are aware of their whole school rewards in line with appropriate transition packages.

Stars of the week
During assembly a child from each class, and COSMIC, receives a Star of the Week award and badge in recognition of good work, achievement, positive attitude, etc. linked to our weekly theme, to our 6 strands, Fundamental British values and Warren Park values.
Children from across the school may be nominated for a Special Award, often linked to SMSC and Fundamental British values.
Photos are displayed on the board in the front office.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Pupils are always encouraged to make the right choices with regards their behaviour and attitudes to learning and to each other. The zone board is used as a very clear way to give pupils opportunities to turn their behaviour around.

Step 1: Children are given a **verbal warning** regarding the unwanted behaviour and to make the right choice. If they choose to continue with inappropriate behaviour, children will be asked to move their name down on the zone board.
Children may be asked to move their name down if they

- are disruptive
- are unable to settle to task
- prevent other children from learning
- are disrespectful to each other or an adult in school

Step 2: An adult/another member of staff will take time to discuss with children the reasons for their behaviour and provide opportunities to allow children to '**turn their behaviour around'.**

Step 3: If behaviour continues, children may end up on the bottom of the zone board. This could result in loss of free time, time out in another class or additional parental contact.
Children should be given every opportunity to **think** about their actions and to **resolve the situation**. This may involve a conversation with year leaders and ensuring that parents are informed.

Missing free time for KS1 may mean staying in at playtime to complete work/respond to a negative behaviour and in KS2 may mean loss of playtime. Each year group will organise their own missed free time/ consequences which should be as soon as possible, preferably on the same day.

A record will be kept on CPOMS.
Occasionally a pupil may need additional support with their behaviour and so a behaviour plan may be written in consultation with children, parents, staff and SLT, including the SENDCo. This will be monitored by Year Leaders and the SENDCo.
Year Leaders have discretion to make decisions/give time if incidents need to be dealt with and in consideration for staff wellbeing.

Step 4: Child is sent to Headteacher or Deputy Head to discuss their behaviour.

There may be some incidents where the severity of the behaviour means that children are sent straight to the Headteacher or Deputy Headteacher. This may lead to a period of internal exclusion although this is very rarely required, will be time limited and parents will be informed.

In the most serious circumstances suspension or permanent exclusion may be used.

7.5 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, in the following circumstances, to prevent a pupil from:

- Causing disorder
- 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 and reported to parents

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.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's Searching, Screening and Confiscation Advice for schools.

7.7 Mobile phones

The use of mobile phones is permitted for older children who are walking to school independently. On arrival at school, mobile phones will be handed into the school office or to year group staff and will be collected at the end of the day. The use of mobile phones by pupils is not permitted throughout the school day or during after school clubs and events.

7.8 Off-site misbehaviour

Consequences 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

Consequences 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

7.9 Online misbehaviour

The school can issue behaviour consequences 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

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 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 an assessment, 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

7.12 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 apply consequences 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.

8. Serious sanctions

8.1 Detention

The Headteacher and Deputy Headteacher can authorise the use of detentions at lunchtime or after school

Pupils can be issued with detentions during break or after school during term time.

The school will inform the pupil's parents. On the rare occasion that after school detention is used, arrangements for the pupil to get home safely will be agreed with parents.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils will not be removed from classrooms for prolonged periods of time without the agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class and this will be documented within an individual provision plan (IPP).

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 on CPOMs.

8.3 Suspension and permanent exclusions

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 consequences 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 for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 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.

Preventative measures may include:

- Additional, short movement breaks
- Adjusting seating plans
- Adjusting uniform requirements for pupils with sensory needs
- Staff training
- Use of safe spaces to reduce sensory overload and encourage self-regulation

9.2 Adapting consequences for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular 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 consequence and if so, whether any reasonable adjustments need to be made to the consequence.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) 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.

9.4 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.

10. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- Restorative conversations with staff members and/or other children.
- Daily/regular planned contact with the well-being team
- Daily/weekly behaviour card with personalised goals to be shared regularly with planned adults
- Reintegration meetings

11. Pupil transition

11.1 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.

11.2 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. Year 6 teachers support transition to secondary school through taster days and transition meetings.

For in year transition, staff liaise with teachers in the pupil's new school and send all appropriate documentation.

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.

12. Training

Staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- 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. We may also use external support, including from Primary Behaviour Support, at a whole school, cohort or individual child level.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- By CPOMs category
- Attendance, permanent exclusion and suspension
- Use of external provision such as pupil support units and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, parents on their perceptions and experiences of the school behaviour culture

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. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection
- Safeguarding policy

Appendix 1:

Written statement of behaviour principles for

Warren Park Primary School

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Rewards, sanctions, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff and the wider school community
- Staff understand that positive approaches which focus on rewarding appropriate behaviour are more effective than those which focus on unacceptable behaviour
- Staff understand that our aim is to prevent poor behaviour from occurring where possible
- Parents are included and valued as partners
- Suspension and exclusion will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Staff and volunteers set an excellent example to pupils at all times

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

This written statement of behaviour principles is reviewed and approved by the governing body annually.