

Positive Behaviour Policy

This policy sets out the school's expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment. It should be read in conjunction with the following policies:

Child Protection and Safeguarding Policy	Online Safety Policy
Early Years Policy	Social Media Policy
Anti Bullying Policy	SEND Policy
Care and Supervision Policy	Curriculum, Teaching and Learning Policy
Pupil Mental Health and Wellbeing	Health and Safety Policy
PSHE and RSE Policy	Activate Handbook
Equity, Diversity and Inclusion Policy	Class Welcome Booklets

The following have been considered in the development of this policy:

Behaviour in schools: advice for Headteachers and schools 2024
Equality Act 2010 (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989
Preventing and Tackling Bullying (July 2017)
Cyberbullying: advice for Headteachers and School Staff (2014)
'Keeping Children Safe in Education' (2024) LINK NOT WORKING
'Use of reasonable force' (2013, reviewed 2015)
'Searching, screening and confiscation' 2022
Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance July 2022
Guidance for behaviour in schools advise for Governing bodies

In addition, this policy is based on Schedule 1 of the Education ([Independent School Standards](#)) Regulations 2019; 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.

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Policy Review and Dissemination

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website	Governor approval
Dec 2023	H. Gee	Phase group meetings			
January 2025	SMT	Phase group meetings			

Introduction

At BPS restorative practice underpins our ethos. We focus on building and maintaining positive and healthy relationships, through an interpersonal approach, rather than a zero tolerance, compliance approach. We seek to create and maintain a secure and safe environment which improves the emotional wellbeing of all in the school community. At BPS, pupils are protected and safeguarded, but they are also taught to be responsible and feel empowered that they are willing to act the right way for the right reasons. There is strong sense of community at BPS with a culture of shared responsibility and problem solving.

This policy has been developed through a consultative process involving children, parents (ongoing and feedback from Phase Leader Pupil Review meetings), staff and governors. It will be reviewed annually, and comments will be regularly invited through feedback via Pupil Review meetings, Pupil Voice, Parent Voice, pupil reports/parents evening, parent surveys, meetings of the School Council, Class Reps, staff and governors.

Aims

This policy aims to ensure there is a balance of high levels of CHALLENGE (things like setting limits, boundaries, expectations, sanctions) with high levels of SUPPORT (things like encouragement, nurture, compassion, empathy and listening). We believe that children have the right to:

- To be safe in their body and mind.
- Learn in an inclusive and positive environment.
- Aim high and achieve their goals.
- Be encouraged and praised for good learning and positive behaviour.

At BPS, our vision is to provide unforgettable learning experiences which inspire our girls to **believe** in themselves and to **persevere** and **succeed** in all that they do. We aim to establish a culture in which members of the school community uphold our values:

Care for all We create and nurture an environment of trust and openness, where everyone feels secure, respected and valued	BE RESPECTFUL AND CONSIDERATE • Be inclusive; allow others to join games and activities. • Think of others and be open minded to other people's views and beliefs. • Be truthful. • Look after your own and other people's belongings. • Wear your uniform with pride.
Commitment to excellence We challenge ourselves in the pursuit of excellence across all areas of school life	BE THE BEST YOU CAN BE • Work hard and make the most of school opportunities. • Have a positive attitude and give everything a go. • Believe in yourself. • Don't be afraid to fail – we all make mistakes. • SSS: Slowly, Silently, Single file. Walk sensibly around the school and line up quietly for lessons.
Working together We foster positive and respectful relationships which are based on compassion, kindness and integrity	BE KIND, POLITE AND HELPFUL • Think about other people's feelings. • Support others and value being part of a team. • Take care not to hurt others and apologise if you upset someone. • Remember to say please and thank you and hold doors open for others. • Remember your table manners at lunch.

Our approach reflects our values and is adapted to age-appropriate levels.

Whole school: KG, Pre-Prep & Prep: **“Stop. Think. Make a Good Choice.”**

Extension: **THINK:**

Truthful
Helpful
Inspiring
Necessary
Kind

This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone has high expectations of the children, and all feel respected, valued, safe and secure. This will be achieved through:

- Working together with parents/carers to create a partnership between home and school.
- Facilitating a process whereby children are empowered and enabled to be responsible for their behaviour.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner.
- Providing opportunities to develop empathy and an understanding about the needs and rights of others.
- Creating clear, easy to follow, reward based and positive behaviour systems that are adhered to.
- A shared commitment to prevent all forms of bullying.

EDI (See [Equity, Diversity and Inclusion Policy](#))

At BPS we understand and respect that all our pupils are different. We are committed to providing a school experience that is accessible and appropriate for all our pupils. Where relevant, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Educational Welfare Officers

Responsibilities

Governors should:

- Ensure they have a good knowledge of the school.
- Approve the general guidelines on behaviour, support the staff and Headmistress and review the effectiveness of the policy.
- Ensure staff have training in effective strategies to implement this policy.

The Headteacher will ensure that the school environment encourages positive behaviour, and that staff are effective in supporting children to develop positive behaviour; they will also monitor how staff implement this policy ensuring rewards and sanctions are applied consistently. The Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils appropriate support where necessary. The Headteacher will ensure that regular reviews of behaviour logs take place and that the impact of this policy on different groups of pupils is understood, and any necessary changes or actions are taken.

The Phase Leaders should be highly visible and support staff in responding to behaviour incidents. They take overall responsibility for the pastoral care of all pupils in their phase, overseeing personal development, attendance and conduct, and will support staff in responding to behaviour incidents. They work with the PSHE Subject Leader to ensure that staff training and the school behaviour curriculum are effective.

Staff are responsible for implementing the behaviour policy consistently and...

- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of individual pupils.
- Recording behaviour incidents.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting with reinforcement.
- By attending Parents' Evenings, Pupil Review Meetings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without clear structures and boundaries.
- By remembering that staff deal with behaviour problems patiently and positively.

Rules and Procedures

See Appendix – What Positive behaviour Looks Like

At BPS, we recognise that most of the children are exceptionally well behaved. There are, however, occasions when individual children exhibit concerning behaviour(s) or behaviour which affects their ability to learn, or the ability of others to learn. Each child is different, so it is important that the cause of the behaviour is considered, and plans made to meet individual needs.

Concerning behaviour (low level and high level) (see Appendix)

Kindergarten and Pre-Prep

All incidents are discussed with the child at time. For any serious incidents (e.g. biting, hitting), the parents will be informed on the same day, or as soon as reasonably possible, as we want to establish good communication systems with parents from the start. We believe this will enable the child to learn the correct behaviour and begin to make "good choices", with consistent support from both school and home. Serious concerns or behaviour incidents are recorded on CPOMS

Prep

The children should be able to take greater responsibility for their own behaviour. In discussion with the class teacher, the child will be encouraged to take responsibility for their behaviour and show an understanding of why their behaviour was inappropriate (what better choice they could have made). If an incident is serious, then parents will be informed by the Phase Leader on the day it happens. We will support pupils demonstrating persistent poor behaviour eg, this may result in a 'diary log', which will go home each day sharing how the child has behaved in each session as well as at playtime and lunchtime. Sanctions will be put in place after a discussion with parents and the child (e.g. missing playtimes/no after school clubs).

Playground/ Break/ Lunchtime Incidents

Incidents are dealt with by the pupils' link LTA or staff on duty and reported to class teachers if they deem it necessary (or the Phase Leader/Headmistress in the case of a serious incident). If, on returning to the classroom, the child's behaviour prevents them from participating effectively in the lesson and problems persists, then they will be withdrawn and be supported by the TA/Phase Leader/Headmistress as appropriate. On occasions where similar incidents involving the same child/children occur repeatedly or the incident is of a more serious nature, then the child/children will be sent to the Phase Leader/ Headmistress directly.

Clubs

The school standards will apply to all the clubs at school. Incidents will be reported to parents at the end of the club, or to the Headmistress to inform parents. Persistent issues may result in the child being withdrawn from the club.

Off-site behaviour

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

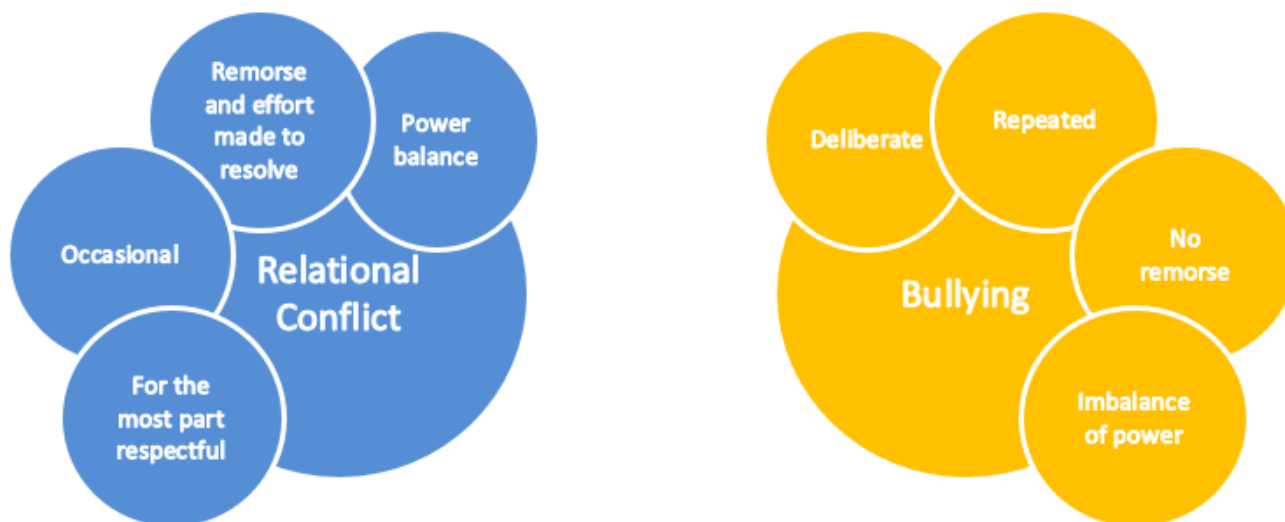
- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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 or it involved any sort of bullying or aggression towards another member of the school community.
- Could adversely affect the reputation of the school.

Bullying (See [Anti-Bullying Policy](#))

It is important to outline the difference between Relational Conflict and Bullying



Definitions

The Anti Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. A working definition of bullying, such as that it intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

This is reinforced with pupils using **BOO**

Being Mean

On Purpose

Over and over again

Racism

"A racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence Inquiry – The McPherson Report 1999).

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. Racist behaviour includes: isolation because of someone's race, name calling, teasing, comments about family members, offensive humour, inciting others, graffiti, handling racist material.

All staff at the school must challenge racist behaviour. Incidents of racist behaviour are dealt with by the Headmistress and parents of both the target and offender are informed. A record is made of all incidents and they are reported to the governing body. The seriousness and unacceptability of racist behaviour should be explained to all those involved, including bystanders and witnesses.

Reporting and Monitoring Incidents of Concerning and Inappropriate Behaviour

Records of severe incidents or of incidents that are part of a pattern of persistent misbehaviour will be kept, together with information about the action taken. Information will be logged on CPOMs appropriate staff are notified. (CPOMs was introduced in September 2022 - incidents predating this can be located on the Management Information System (MIS) or the serious behaviour, bullying behaviour logs). Parents will be informed verbally and in writing and their support will be sought in seeking solutions to problems. Teachers will record details of minor incidents or concerns in CPOMs, noting the incident and the consequence. Details of meetings are also recorded on CPOMS.

Communication and Parental Partnership

In order for communication and relationships with parents and carers to contribute to outstanding behaviour and ethos, all staff will keep parents informed through:

- Termly Parent Voice meetings with Headmistress
- A weekly bulletin, Newsletters in Kindergarten, Reception and Year 1.
- Class information meetings/booklets
- Key information communicated through the parent portal
- Parent workshops and open school events
- Updated website
- Parent/teacher meetings
- Pupil review meetings with Phase Leaders/Headmistress.
- Phase Leaders and Headmistress on duty outside to welcome pupils every morning and afterschool
- Open reception area and availability of office/pastoral staff
- Quick response to any enquiry or concern
- Active BPS Society (parents and families) and class representatives (parents)

Zero-tolerance approach to sexual harassment and sexual violence

We recognise that sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

We will ensure that any 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. This can be in person to a trusted adult. Pupils 'check in' with their form tutor at the start and end of each day, and a Phase Leader is available to pupils throughout the day.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

For full details and Child on Child abuse, please refer to our [Child Protection and Safeguarding Policy](#)

Confiscation

Teachers have the right to confiscate items from children when:

- They pose a threat to their own or others' safety
- They have a detrimental effect on learning (e.g. a pupil continuously plays with/is distracted by a toy)
- It is illegal for a child to have the item
- It is an item the school has previously banned

All confiscated items will be returned at the end of the week, either to the parent or the child, depending on the item. If the item is illegal, it will be handed to the police.

Searching Pupils

The headmistress and teaching staff may search a pupil, with their consent, for any item that is banned by the school rules, and in any situation considered necessary for the safety of pupils. Consent is not required if the search is for knives or weapons.

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well-intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility. Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

Physical Intervention

Physical contact may be used by members of the school staff to control, restrain or direct children without the use of force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control.

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or the appropriate Headmistress. Parents will be informed on the same day or as soon as reasonably possible and details will be recorded on the Restraints Log.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence.

Exclusion from school [\(See Exclusions Policy\)](#)

Staff training

Behaviour management will form part of continuing professional development and is an important part of our induction programme. Our staff are provided with training on managing behaviour (including proper use of restraint for selected staff) through ongoing CPS and INSET Sessions, the Teaching and Learning bulletins. Records of staff development and training opportunities are kept on the staff training logs and can also be found in the Performance Management files.

How we monitor the success of this policy

The behaviour policy will be consistently applied by all adults; adults will each take responsibility for promoting and encouraging appropriate behaviour around the school.

This will be monitored through:

- Clear induction programme for all staff/ visitors.
- Phase group meetings.
- Formal and informal monitoring by members of the Senior Leadership Team.
- Discussions at staff meetings/briefings
- CPD/INSET sessions for whole staff team.
- Phase Leader meetings with parents
- Use of behaviour incident records.
- General parent feedback.
- Lunchtime supervisor meetings.
- Governor reports/meetings/visits.

Appendix 1?!

Supporting the development of positive behaviour and healthy relationships

Restorative Approach

We believe all children should understand that it is the responsibility of staff, pupils, and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. Circle sessions reinforce restorative approaches. In addition, our Year 6 friendship mentors also follow a consistent approach.

When our pupils find themselves in conflict or upset, they will be asked

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What other choice could you have made?
- What will you do if this happens again?

Supporting Girls through Friendship Issues

Girls on Board is introduced in Prep

Empowering girls to solve their own friendship issues. We know that 'fall outs' can be tough. In many situations adult intervention can be avoided. In the same way that restorative approaches have a strong focus on pupils developing an understanding and seeking solutions, *Girls on Board* provides pupils with a set off tools and strategies. Unless there is specific wrong-doing or bullying taking place, *Girls on Board* replaces the 'justice tools' approach usually adopted by teachers to investigate conflict. A *Girls on Board* session bring all the girls in a school year group together to explore and reinforce the key principles:

- All girls fear having no friends.
- Adults can only help in very limited ways.
- A girl without a friendship group is a problem for *everyone* because whichever group she eventually joins will be changed in some way by her arrival.

Once girls begin to see and understand that they *all* feel this way, then rifts between them naturally start to heal and they start to bond with each other again. Using the *Girls on Board* approach, teachers help the girls build healing empathy and then let that empathy do its work. *Girls on Board* sessions look at the dynamics of group sizes, different types of girls and behaviours, managing parent reactions and include role play. A session may possibly address a friendship issue head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as facilitator in holding up a mirror which reflects the girls' behaviour and attitudes.

Building Resiliency (See PSHE Policy)

We believe that resilience is the ability to overcome life's hurdles and difficulties by solving problems and moving on rather than becoming stuck in a cycle of worry and an increasing sense of failure.

Starting from Kindergarten we support our pupils to develop resiliency by giving them the tools so that they are able to cope not just with life but also are able to learn at a higher level and be able to apply their skills across a variety of contexts. We instil our values of Believe, Persevere and Succeed so that our pupils can grow as individuals, be willing to have a go and be open to the idea that if things don't work out it's not failure but a learning opportunity.

Rewards

Rewards have a significant impact in promoting and reinforcing positive behaviour. They are given in accordance with individual behaviour programmes when necessary. We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour (verbal or written)
- Drawing the attention of others to their good behaviour
- Rewards including merits, golden points, class marble jars, stickers, house points, play leader awards and the 'good news post cards'
- Pupil of the Week Award
- Headteacher Award
- Visit to the Headmistress/Phase Leader
- Notes in reading records/dairies.
- Displaying work/website/Twitter/Facebook.
- Sending a child to another member of staff to share good work etc.
- Verbal commendations, awarding trophies/certificates in assemblies/celebration assemblies
- Special responsibilities
- Special recognition in assembly
- Children, especially in Year 6, are all given roles of responsibility such as House Captains, Sports Captain, School Council etc, to encourage an awareness of responsibility and commitment
- Year 6 Leaders also help in KG and Pre-Prep at lunchtime and play with our younger pupils
- Merit system (Prep only): Individual achievement rewards and certificates. **Children are awarded merits for Characteristics of Effective Learning.**

Certificate	Bronze	Silver	Gold	Platinum
Prep/merits	50	100	150	200

House System:

- We have a consistent and clear 'House' system. The children are in 3 houses – Austen, Bronte or Eliot
- House points will be awarded for positive attitudes and behaviour and for contributions to the wider areas of school life.
- House points can be awarded verbally or next to written work.
- Individuals awarded house points are announced in celebration assemblies and the tally point total (by house) is shared.
- At the end of the school year, the overall winning house will be announced.

Pupil of the Week Award:

- Individual children are chosen by their form teacher to be presented with a pupil of the week certificate and badge. These are given to children who have worked hard, behaved well or worked to the best of their ability.

Head Teacher Award

- Each week a pupil is chosen from each Phase and presented with the Headmistress Award Certificate, a 'Thank you letter' along with a small appreciation gift (e.g. a book)

Sanctions ([see Appendix 4](#))

Although rewards are central to the encouragement of good behaviour, realistically there is a need for some sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. We aim to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community.

The school does not have a rigid set of sanctions that a child might progress through in a set order; however, our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. Issues should be addressed as soon as possible, whilst memories are fresh and evidence available. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Punishments should be appropriate in terms of both frequency and severity. Within the classroom, staff use their professional judgement about the appropriateness of consequences matched to the child's misbehaviour.

The welfare and development of a pupil is the responsibility of every member of staff, therefore we work very closely as a team to ensure the individual needs of the girls are met.

When the behaviour of pupils continues to cause concern, they will be brought to the attention of the Phase leader and the Headmistress. An appropriate course of support will be agreed with the class teacher, pupil and parents, which may include a specific and appropriate reporting, rewards/sanctions programme.

Action taken against pupils who are found to have made malicious accusations against staff

As in line with our Child Protection Policy (Safeguarding Policy) where an allegation of abuse is made against a teacher, other member of staff or volunteer, the school is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. If a pupil does make an allegation about a member of staff, the member of staff receiving the allegation will immediately inform the DSL who will inform the Head. The Headmistress or DSL on such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at Trafford Children's Social Care Services, within one working day at the latest. The school will not undertake our investigation of allegation without prior consultation with the LADO, in the most serious cases, the police, so as not to jeopardise statutory investigations (in boarder line cases discussions with the LADO can be held informally with naming the school or individual). The DSL will keep written records of all conversations.

Where an allegation of malicious accusation is made against a teacher, other members of staff or volunteer, the School is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The matter will be dealt with by the Headmistress and will follow the procedure of the exclusion procedures.

A pupil who is found to have made malicious allegations against a member of school staff will be managed in accordance with this policy which may result in permanent exclusion from the school.

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 may be asked to 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 external professionals such as educational psychologists, medical practitioners and/or others, to identify or support specific needs. If acute needs are identified in a pupil, we will work with parents and any external agency involved to create the plan and review it on a regular basis. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members discuss transition at Phase Group meetings throughout the autumn term. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be shared and transferred to relevant staff prior to the start of the term or year.

Appendix 1: What Positive Behaviour Looks Like

Working together as a whole class

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Put a hand up to signal a desire to say something
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

- Concentrate on the task given and complete it as well as possible.
- Work independently, without interrupting other people unnecessarily.
- Accept responsibility for individual behaviour and work.

Walking around the school

- SSS - Slowly, silently, single file
- Staying in line order
- Keeping to the left
- Respecting displays
- Facing the front

At Playtime/ Lunchtime

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Inclusive
- Friendly
- Good language
- Good table manners

- Eating quietly
- Flushing the toilet
- Care for people if they are hurt
- Help tidy equipment at the end of play

In assembly

- Enter and leave the hall quietly and in an orderly way
- Respectful: listening not talking or fidgeting.

On trips or events

- Be responsible for one another.
- Be responsible for their own possessions.
- Be aware of personal safety and that of others.
- Be aware of representing the school.
- Be aware of the needs of members of the general public.
- Act courteously and speak politely.
- Walk quietly.
- Stay together.
- Accept rules.
- Encourage and support one another.
- Respond quickly to instructions.

With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge (green or red) or is accompanied by another member of staff.
- Be welcoming, courteous and helpful to any authorised visitor.
- If someone is not authorised, attract the attention of a known adult to that fact.

Managing Behaviour (strategies and sanctions)

In the following tables, we have listed behaviours and a range of strategies that may be used, as deemed necessary (please note that the lists are not exhaustive).

Behaviour

Low Level	Moderate Level	Serious Level
Fidgeting/fiddling Telling tales Punctuality Interruption talking/shouting Failing to keep on task Leaving desks Time wasting Running in corridors Pushing in line Borrowing without permission Leaving work area untidy <i>Any persistence of low-level behaviours would move into the moderate level.</i>	Unkind remarks Ongoing poor effort Distracting others Bad language (one off) Unprepared for work (continuously) Dishonesty Disregarding instructions Dropping litter Disrespectful or rude attitude to others <i>Repeated incidents of any moderate behaviour would be reported / discussed with Phase Leader</i>	Physical aggression Intentional hurting others/ threatening/ aggressive behaviour Racism Bullying Theft Refusal to cooperate Purposeful damage to property Physical/verbal threats made to staff Violent outbursts – verbal/physical <i>Incidents of serious behaviour would be reported / discussed with Headmistress</i>

Table 2 Strategies/Sanctions

Low Level	Moderate Level	Serious Level
Redirect to another activity. Talk to the child – discuss what has happened. Reminder of positive behaviour. Tactically ignoring behaviour. Disapproval shown through facial expressions. A verbal reprimand. Repeat activity properly. Child sits away from group/distractions. Praise to others showing positive behaviour. Warning Related sanction, e.g. completing work, cleaning up mess. Expecting work to be completed at home or at playtime.	Circle time Restorative meeting Girls on Board session Reflect and write letter. Verbal/written apologies Putting things right/reparation Loss of playtimes Internal exclusions – working away from own class eg, work in another classroom. Loss of privileges – as appropriate Referred to SLT or Headmistress Informal discussion with parents	Direct contact with parents Involve parents in action plan. Time out Daily/weekly behaviour report Involve outside agency. School support – eg, mentor meetings classroom/playground/dining hall as appropriate A system for being 'on report'. Involve/send to Phase Leader/Headmistress.

Summary of Recording and Record Keeping

CPOMS	
• DSL is responsible for CPOMS • All staff can access CPOMS • Policy record is held on CPOMS to register that all staff and Governors have read, understood, and agree to key policies – this is monitored by the DSL	
Area	Summary (as detailed in Policy)
Safeguarding including online safety	All safeguarding concerns to be fully detailed
Wellbeing (SEMH)	Details will be recorded on CPOMS by Phase Leaders when children's needs are being supported with a SEMH Plan. Details of parent communications linking to SEMH support for these pupils will also be logged on the system
Behaviour	Serious Behaviour Log. Phase Leaders will add full details.
Bullying and racial incidents	CPOMS has replaced the Bullying and Racial Incident Log. Phase Leaders will add full details.
SEND	Details will be recorded on CPOMS by the SENCo when children's needs are being supported with a IEP. Details of parent communications linking to SEND support for these pupils will also be logged on the system
Next steps DSL will continue to monitor effectiveness of CPOMS and develop as necessary	

ENGAGE	
• The Bursar is responsible for Engage • All staff can access Engage • Pupil Daybook is a running record of day-to-day matters such as absence and any day-to-day issues • Pupil record is on Engage • Pupil Reports are on Engage • Medical information detailed on Engage	
Area	Summary (as detailed in Policy)
Parent Communications	Staff and teachers should continue to enter general communications on the daybook. Select Clarification/Concern/Complaint as appropriate
Behaviour	Staff and teachers should continue to enter general information regarding low level behaviour incidents or concerns
SEND	Details of SEND levels are recorded and updated on Engage

TEAMS	
• Managed by SLT and TEAM leaders • Staff members of appropriate TEAM • House points, pupil of the weeks, Headteacher Award etc are recorded on TEAMS • Low level concerns (Staff log - safeguarding) on TEAMS	