

## Behaviour Policy

<b>Policy Level:</b>	
	<b>Level 2</b> <u>ODBST Statutory Policy</u> (ALL Schools require a policy on this topic/area.)
<b>Other related ODBST policies and procedures:</b>	Child Protection and Safeguarding Policy Anti Bullying Policy Attendance Policy Use of reasonable force in schools Searching, screening and confiscation at school School suspensions and permanent exclusion Mental health and behaviour in schools SEND code of practice: 0 to 25 years School Prospectus Staff Handbook SEN and Inclusion Policy Home-School Agreement E-safety policy Equal Opportunities Policy Physical Contact and Restraint Policy DfE Searching and Confiscation Guidance
<b>Committee responsible:</b>	Curriculum & Standards
<b>Approved by:</b>	Curriculum & Standards
<b>Date Approved:</b>	Spring 2023
<b>Date for Next Review:</b>	Spring 2026

### Vision statement

At Christ the Sower Ecumenical Primary School we provide the ‘good earth’ for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

## Introduction

In developing the local behaviour policy, the LGBs has reflected on the following key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

### 1. Purpose

- 1.1. underlying objectives of the policy
- 1.2. how it creates a safe environment in which all pupils can learn and reach their full potential;

### 2. Leadership and management

- 2.1. the role of designated staff and leaders,
- 2.2. any systems used,
- 2.3. the resources allocated
- 2.4. engagement of governors/trustees;

### 3. School systems and social norms

- 3.1. rules,
- 3.2. routines, and
- 3.3. consequence systems;

### 4. Staff induction, development and support–

- 4.1. regular training for staff on behaviour;

### 5. Pupil transition

- 5.1. induction and re-induction into behaviour systems,
- 5.2. rules, and routines;

### 6. Pupil support

- 6.1. roles and responsibilities of designated staff
- 6.2. the support provided to pupils with additional needs where those needs might affect behaviour;

### 7. Child-on-child abuse

- 7.1. measures to prevent child-on-child abuse
- 7.2. the response to incidents of such abuse;

### 8. Banned items

- 8.1. list of items which are banned by the school for which a search can be made
- 8.2. routines for searches and any confiscation

## 1. Purpose - Policy Intent

A clear school behaviour policy, consistently and fairly applied, underpins effective education. Christ the Sower Ecumenical School (CtS) believes that high standards of behaviour lie at the heart of a successful school and that this enables our pupils to make the best possible progress in all aspects of their school life. A fundamental part of a child's education is learning to be part of the society in which they live.

Through our behaviour policy, we aim to encourage and acknowledge behaviour which allows others to learn and our schools to flourish. We value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

We understand that children and adults learn most effectively in a well organised, clean, safe and attractive environment. We also understand the importance of providing a safe, positive and supportive emotional environment that enables and fosters learning.

We understand that most of the behaviours we see at school are those that have been learned in their environment. Some aspects of behaviour however are influenced by other factors (Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder etc).

We believe that how we live together is dependent on our behaviour, how we behave with each other and everyone's individual behaviour is important. It's what defines a community.

We believe behaviour is:

- Living socially
- Living morally
- Living spiritually
- Living culturally

## 2. leadership & Management;

The headteacher and members of the Senior Leadership Team (SLT) take responsibility for implementing measures to secure acceptable standards of behaviour. They ensure the school's approach to behaviour meets the following national minimum expectation:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

For Christ the Sower, establishing and maintaining high standards of behaviour vital in ensuring that teachers can deliver the curriculum and plays a critical role in ensuring that the school is a safe environment for all pupils.

The behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children. All staff are aware of the measures outlined in this policy and how they should implement these measures This policy is also a key part of the schools commitment to safeguarding. As part of this staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe

in Education<sup>1</sup> (KCSIE). Where it is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour is designed to bear this in mind.

The power to use reasonable force or make other physical contact;

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property to maintain good order and discipline at the school or among pupils. They can also use force when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

The power to discipline beyond the school gate;

Conduct outside the school premises, including online conduct will be considered against possible sanctioning pupils for misbehaviour. This could be when taking part in any school-organised or school-related activity;

- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Allocation of Resources

**Mrs Wilson- Andoh** (DHT) and **Mrs Robertson** (inclusion and wellbeing leader) are jointly responsible for behaviour in school.

- All significant behaviour incidents are logged on CPOMS, so that they can be monitored over time. All adults in school have access to laptops during the school day in order to use CPOMS.
- Behaviour training for staff takes place in staff meeting and on INSET days, and more bespoke training for individual staff, linked to particular children is organised on a needs basis.
- All new staff receive a comprehensive induction, linked to our behaviour policy and rewards systems. We support new staff and ECT's with regular training, coaching and 1:1 support as required.
- On occasion external resources are accessed, to support with individual children, such as the SEN support team and the local alternative resource provision.

3. School systems and social norms;

Positive behaviour reflects the values of our school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour will be taught to all pupils, so that they understand what behaviour is expected and

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<sup>1</sup> [Keeping children safe in education; Statutory guidance for schools and colleges](#)

encouraged and what is prohibited. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Our behaviour curriculum defines the expected behaviours in school, and is centred on what successful behaviour looks like and defines it clearly for all parties. Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promotes the values of the school, positive behavioural norms, and the consequences of unacceptable behaviour. Such aspect of behaviour are made into commonly understood routines which are simple for everyone to understand and follow.

#### The role of school leaders

- The school leadership team will be highly 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.
- They have a crucial role to play in making sure our staff understand the behavioural expectations and make sure that all new staff are inducted clearly into our behaviour culture, rules and routines and how to support all pupils to participate in creating the culture of the school.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.
- Provide ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, to help to inform our implementation, and the design, of behaviour policies.

#### The role of teachers and staff

- All our Staff have an important role in developing a calm and safe environment for our pupils and establishing clear boundaries of acceptable pupil behaviour.
- They will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- They will also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Our staff will communicate the school expectations through teaching behaviour and will consider the impact of their own behaviour on the school's culture.

#### The role of pupils

Our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this,

- every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- they will be taught that they have a duty to follow the school behaviour policy and uphold the school rules,
- pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture to help support the SLY+T and LGB to improve the implementation of the behaviour policy.

- where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

### The role of parents

Our parents are crucial partners in helping our school develop and maintain good behaviour. To support the school, parents will:

- get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- understand their role in supporting the school's behaviour policy and encouraged to reinforce the policy at home.
- be supported to build positive relationships with leaders, teachers and governors, through regular updates about their children's behaviour, celebrating pupils' successes, and holding sessions for parents to help them understand the school's behaviour policy.
- raise concerns directly with the school's leadership while continuing to work in partnership with them.

As a school we recognise that children do not always behave in the same way with all people and in all places and situations. As such we recognise that parents manage behaviour at home and we are best placed to manage behaviour at school.

### Behaviour strategies and the teaching of good behaviour;

Teaching SMSC is an important part of the National Curriculum. Teaching behaviour is our responsibility as a school, just as teaching Maths and English is.

At CtS SMSC underpins our vision and values. Our vision statement says that we offer 'A loving place where we all care, learn and grow together'. The way we teach SMSC is through CARE:

- C - Choices (Moral)
- A - aspiration (Cultural)
- R - Reflection (Spiritual)
- E - Engagement (Social)

In addition to timetabled, planned teaching and learning of social and emotional skills, one of the most powerful means of communicating these skills is through modelling.

We have four school rules:

1. Make good choices
2. Aspire highly, work hard and challenge ourselves
3. Reflect on ourselves, our learning, experiences and events
4. Engage with each other, our learning and opportunities

All other guidance for different areas, times and activities of the school are based on these four rules.

By understanding and following our Behaviour Policy it is our expectation that all children, parents and staff work together to ensure behaviour is underpinned by our core values and supports our School Vision Statement.

All staff at CtS are expected to model and teach CARE at all times. We will:

- Model adult behaviour to improve children’s behaviour
- Be visibly consistent
- Build on authentic kindness and care
- Provide good and outstanding teaching and learning to provide opportunity for good and outstanding behaviours
- Don’t crush behaviours with punishments but grow them with love and care
- Enable exceptional behaviour to flourish
- Teach and re teach expected behaviours - don’t expect certain behaviours by a certain age
- Resist the temptation to connect children’s behaviour with adult emotions and feelings
- Use recognition boards for good behaviour
- Any adults and children can nominate names for recognition board
- Recognise good and outstanding behaviour even if children have received sanctions for something
- Constantly look out for and catch good behaviour
- Responds to behaviour proportionately
- Respond immediately
- Not over praise expected behaviour
- Save emotional responses for behaviour that is over and above
- Keep positive and negative separate

There are a number of ways that adults recognise and celebrate good and outstanding behaviour:

- Adults regularly catching good & outstanding behaviour
- Comments, stickers, stamps and giving feedback on the children’s work
- CARE Board - aim to get every child’s name on the board every week (catching good behaviour). Every week we start again
- Recognition for effort and achievements
- Dojo points - to celebrate demonstration of good choices, aspiration, reflection and engagement
- Dojo points = House points = House Cup
- Golden afternoon - every half term
- Praise in weekly celebration assembly - Golden Book - shared with parents
- Head Teacher stickers awarded in the office

Rewards and sanctions;

The 7 Stepped Approach

	<b>Steps</b>	<b>Actions</b>
1	Reminder	A reminder of the 4 simple rules (choices, aspiration, reflection and engagement). Delivered privately wherever possible.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences - Think carefully about your next step
3	Last chance	Speak to them privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (30 second script)

4	Time out	Short period outside the room/hall/playground/field, It is a few minutes for the child to calm down, breathe, look at situation from different perspective and compose themselves.
5	Repair	This might be a quick chat or a more formal meeting. This meeting will be supported by the member of staff who spoke to the child or Mrs Robertson or Mrs Wilson Andoh if the event took place at lunch time.
6	Escalation	<p>Red Card -This is to support a child/group of children's behaviour if they have caused injury to another person; destroyed school property; caused safety concerns; racist/bullying abuse; extreme rudeness; repeated swearing or caused serious disruption to learning.</p> <p>We will work to support the child in better understanding their behaviour through a restorative session. Parents may be contacted at this stage. A Red Card may be sent home and parents asked to sign the card returning it to school the next day.</p> <p>This type of behaviour might have built up over time or be a one off. Therefore steps 1-5 may not be appropriate. Mrs Wilson Andoh and Mrs Robertson will make the decision to follow through with an escalation and will support staff if there will be no escalation. This may be a Stage 1 Individual Behaviour Plan for a maximum of 4 weeks before moving to further escalation.</p> <p>Behaviours that require a Red Card and/or escalation are recorded on CPOMS</p>
7	Additional interventions	<p>On occasions it may be appropriate for a child or groups of children to receive additional support over a specific period of time. This may be in the form of a Stage 2 Individual Behaviour Plan that is independent/in tandem with our usual behaviour support. Parents will be informed of the plan.</p> <p>This would be achieved through a Provision Map or a Stage 2 Individual Behaviour Plan in consultation with appropriate people who could be the class teacher, parents, SENDco, Mrs Robertson or Mrs Wilson Andoh.</p>

Our 7 Stepped approach is followed consistently by all staff in the school. If, in the very rare circumstances that a fixed term or permanent exclusion is necessary then we will follow the most up to date Milton Keynes Exclusion Guidance and Procedures, which are available on the Milton Keynes website.

#### Lunchtimes:

At the beginning of each academic year the children agree what CARE looks like at lunch time. Behaviour at lunch time is supported by the Lunch Time Supervisors. Behaviour should be supported positively and when needed should be dealt with immediately by the Lunch Time Supervisors. Some examples of these are:



- if a child is interfering in a negative way with another child - not reflecting on their own behaviour
- if a child is behaving inappropriately with food or drink - not making good choices
- if a child is becoming over excited and may hurt another child - not engaging well with other children

In any of these and other circumstances The 7 Stepped approach will be used to support the child in learning better behaviour.

### Playtimes

- At the beginning of each academic year the children agree what CARE looks like at playtimes
- KS1 and KS2 Playtimes are timetabled separately to allow for more space and use of areas/zones. KS1 may also have an afternoon playtime/outdoor learning.
- Children are encouraged to play co-operatively.
- The playground is arranged into zones (football, handball, play equipment and seated area)
- At least two members of staff are on duty during all playtimes

### Classroom level

At the start of the year the children agree what CARE looks like in their classroom in an age appropriate way.

This agreement is displayed in a way which can be understood by all children (photographs, diagrams, cartoons, words) and signed by all children in the class

- Adults model CARE in all their relationships
- Children are taught and encouraged to make good choices
- Children are taught and encouraged to appreciate themselves, others and our surroundings
- Children are taught and encouraged to reflect on themselves, their learning, experiences and events
- Children are taught and encouraged to engage with each other, their learning and opportunities
- Teaching routinely incorporates activities designed to promote children's understand of CARE
- Lessons are structured to be interesting and appropriately challenging
- Appropriate caring behaviours are taught and reinforced on a regular basis
- Children are taught the language of CARE
- There are clear routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- Behaviour that goes above and beyond is quickly noticed and genuinely celebrated by staff and peers

### Individual child level

- All children’s good and outstanding behaviour, strengths, efforts and achievements are recognised and celebrated by staff (in class, in assemblies and around the school)
- Systems are in place for noticing and drawing attention to good or improved behaviour in the classroom, the playground and at lunchtime
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention

#### 4. Staff induction, development and support

The Headteacher and governors have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. Our SLT will make sure that all new staff are inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

They will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. This is aligned with the Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the suite of National Professional Qualifications.

#### 5. Pupil transition

Pupils will be supported to achieve the behaviour standards, through an induction process that familiarises them with the school behaviour culture.

We will follow our a strategy for reintegrating pupils following removal from the classroom following suspension. This will involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Leaders will always consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

#### 6 Pupil support

Our school’s culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Creating calm environments will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND and behaviour needs to be considered in relation to need. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided. The school recognises its duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school’s policies or practices; and under the Children and Families Act 2014, to use our ‘best endeavours’ to meet the needs of those with SEND.

#### 7. Child-on-child abuse

Our school is clear that sexual violence and sexual harassment is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Leaders will reinforce this message through regular safeguarding updates and make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

We will never normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. We will work strenuously, for high standards of conduct between

pupils and staff; who should demonstrate and model manners, courtesy and dignified/respectful relationships.

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will lead on the school's initial response and makes referrals into support services as appropriate

#### 8. Banned items - Searching, Screening and Confiscation

Detailed guidance for schools can be found in the school's Searching, Screening and Confiscation Policy. The Headteacher will draw teachers and other staff's attention to this policy.

The following items are prohibited from being brought onto the school site by pupils, parents and visitors unless given direct permission by the headteacher.

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that a member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;<sup>4</sup>
  - fireworks; and
  - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. However, at CtS, only the headteacher or such staff authorised by the headteacher, can carry out a search. Staff should ensure that pupils understand the reason for the search and how it will be conducted so that their agreement is informed.

School staff authorised by the Headteacher can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Leaders will be involved in most such cases and will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items may mean that the pupil is involved, or at risk of being involved, criminal behaviour.

The school's policy on this should be communicated to all members of the school community<sup>5</sup> to ensure expectations are transparent to all pupils, parents and staff and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

#### 6. Staff development and support;

##### Behaviour Support

We believe that behaviour is unacceptable when it does not follow the Four School Rules and agreed codes of behaviour (Classroom agreements, playground agreements, lunchtime agreements and agreements for

movement around or into the school). It is important that our responses to behaviour are consistently applied by all staff (including supply teachers).

There is no place for violence, bullying, harassment (racial, sexual or which refers to a disability), vandalism, rudeness to adults or bad language in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or abuse are encouraged to enlist the help of adults in the school to resolve problems of this nature. All occurrences should be noted (including the name of the victim) and communicated to Mrs Robertson or Mrs Wilson Andoh in writing, signed and dated by the member of staff reporting the incident. This should be completed as soon as possible after the event.

These behaviour incidents should be logged on CPoms (our school recording system) as soon as possible and at least within the same day. Support is in place to teach about and protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment, vandalism or abuse are sought through restorative sessions, individual behaviour support plans and engagement with parents and carers. Support will also be put in place for the victim of such negative behaviours.

Support to address inappropriate behaviours have been agreed. This will ensure appropriateness and consistency of practices across age ranges. The sanctions will be appropriate to the inappropriate behaviour

#### 7. Pupil support systems;

MK SEND local offer <https://www.mksendlocaloffer.co.uk/> includes mental health and wellbeing hub - reference to school nurse, CAMHS and MASH

Special educational needs and disabilities - all advice and support for schools is accessed through the MK SEND support line as a single point of access [sendsupport@milton-keynes.gov.uk](mailto:sendsupport@milton-keynes.gov.uk) 01908 657825 plus information on the website). Also access via the support line to book EP consultations (on-line)

#### MK Documents

The MK SEN support plan, which follows the assess, plan, do, review process of the graduated approach is needed to request involvement from the MK Inclusion Specialist teaching team

FACT and FACT plus, MK First Assess Communication Tool is often required as baseline assessments by GPs for referrals to paediatrician, CAMHS etc

MK Positive behaviour plan

ABCD charts

#### MK Training

MK Centralised training for professionals training booklet offers training for MK school staff e.g. EBSA, Positive behaviour support, Zones of regulation, autism

#### Parents

SENDIAS free, independent, confidential advice for parents of children with additional needs [Contact@mksendias.org.uk](mailto:Contact@mksendias.org.uk) 01908 254518 [mksendias.org.uk](http://mksendias.org.uk)

## A behaviour policy should include detail on the following<sup>2</sup>:

Aspect	Details	Notes
1. purpose	the underlying objectives of the policy	
	how it creates a safe environment	
	in which all pupils can learn and reach their full potential;	
2. leadership and management	the role of designated staff and leaders,	
	any systems used	
	the resources allocated	
	engagement of governors/ trustees;	
3. school systems and social norms	rules,	
	routines	
	consequence systems;	
4. staff induction, development and support	regular training for staff on behaviour;	
	Support for staff and adults	
5. pupil transition	induction and re-induction into behaviour systems, rules, and routines	
6. pupil support	roles and responsibilities of designated staff	
	the support provided to pupils with additional needs where those needs might affect behaviour;	
7. child-on-child abuse	measures to prevent child-on-child abuse	
	response to incidents of such abuse	
8. banned items	list of items which are banned by the school	
	Items for which a search can be made	
	Search routines	
	Confiscation routines	
<b>Principles</b>		
accessible and easily understood	clear and easily understood by pupils, staff and parents;	We will ask school council to create a child friendly version of the policy
aligned and coherent	aligned to other key policy documents	
inclusive	consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;	
consistent and detailed	sufficient detail to ensure meaningful and consistent implementation by all members of the school;	
supportive	address how pupils will be supported to meet high standards of behaviour	

<sup>2</sup> [Behaviour in schools: Advice for headteachers and school staff](#) (September 2022)

