

Vaughan Primary School



Behaviour Policy

Date of Policy: Spring 2026
Date of Review: Spring 2028

Introduction

Our Behaviour Policy has been developed through consultation with stakeholders.

All staff will receive induction linked to the behaviour policy when they join the school.

On admission, all parents/carers will receive a copy of the school Behaviour Booklet with a section for them to sign and return, saying that they have read and discussed it with their child and **agree to the school's policy and procedures regarding behaviour**. They will receive a copy when they start school.

The policy reinforces and complements the aims and ethos of the school.

Vaughan Primary School is a community of learners where:

- there is an atmosphere of mutual respect in which all cultural backgrounds are valued and celebrated.
- we provide a calm, stimulating and challenging environment to promote independent and collaborative learning.
- we expect school and home to work in partnership, sharing responsibility with the children for their learning and behaviour.
- we expect and encourage everyone to achieve their full potential.

Our ethos is supported by our RESPECT charter:

- **Responsible**

We will take responsibility for our own learning whilst helping others to learn too.

- **Enthusiastic**

We will try our best and put in 100% effort across all our work.

- **Smart**

We will take pride in our classroom and school environment by keeping it tidy. We will make sure we look and act like we are ready to learn.

- **Polite**

We will make sure we always treat others with the same care and respect that we would like to receive from them.

- **Encouraging**

We will always encourage everyone around us to be the best that they can be.

- **Caring**

We will always make sure everyone has a friend when they need one.

- **Truthful**

We will always be honest and if we do make a mistake, we will learn from it and move on.

It is of paramount importance that pupil behaviour is managed effectively and consistency so

that the aims of the school can be achieved.

The school recognises that all pupils have the right to feel secure and they are encouraged to talk and to be heard. Pupils will have the opportunities shared regularly with them regarding behaviour expectations e.g. through assemblies, class discussions, pupil voice and will have regular opportunities to give their views on behaviour with the school acting on relevant feedback. Pupils know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach. The pupils have a range of resources and services that they can access on a daily basis.

These include, in addition to teaching and support staff, access to:

- A CBT Counsellor and Learning Mentor
- Child Mental Health First Aiders
- Space2talk
- Childline Number (posters displayed across the school)
- Safeguarding Team (poster displayed across the school)
- Pupil Premium Champions
- Emotional Regulation strategies

1. Aims

This policy aims:

- To ensure that there is agreed, acceptable behaviour for a safe and secure teaching and learning environment
- To ensure a consistent approach and clear boundaries so that children know what is expected of them and why
- To provide opportunities for children to develop self-awareness and personal responsibility
- To help children develop strategies to effectively manage their own behaviour and that of others
- To promote self-esteem and provide an environment where everyone feels equally valued
- To ensure that staff are aware of their collective responsibility regarding the enforcement of the behaviour policy and of relevant support structures
- To develop a partnership with parents in promoting positive behaviour
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'

- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

3. Roles and responsibilities

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the values of Vaughan Primary School
- Being valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Monitoring that the school is maintaining a caring, safe and nurturing environment where pupils can flourish through visits and capturing pupil, parent and staff voice regarding behaviour
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded in school and using remote learning platforms
- Reviewing and approving the written statement of behaviour principles (appendix 1)

The Full Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Role of The Headteacher

It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as part of the termly Headteacher's Report and as requested.

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1) and feedback from stakeholders on the effectiveness of the policy in place. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently including implementation of this policy in conjunction with remote learning expectations, as appropriate.

Role of Staff

Behaviour management is the responsibility of all staff at Vaughan Primary School and as such, provides a safe and consistent framework for all pupils. It is the responsibility of all staff to ensure that behaviour expectations are followed irrespective of where pupils are in the school.

Class management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This is also the case for school remote learning platforms which are monitored by all staff including the Senior Leadership Team.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and their own classroom agreed rules
- Develop a positive relationship with pupils in class, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Follow the behaviour policy and display visuals
 - Follow designated plans/strategies for identified pupils e.g. pupils with SEND in conjunction with the SENDCO
 - Use positive reinforcement

Role of the Pupil

At Vaughan Primary School we will encourage pupils to take responsibility for their own behaviour and promote self-discipline. At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently and is dealt with in detail in the anti-bullying policy. There is a zero-tolerance policy on bullying. (see Anti-bullying Policy)

Pupils are expected to:

- Follow the school and class rules
- Accept responsibility and the consequences of their actions in school and on school learning platforms in line with this policy
- Listen to and respond appropriately to what adults say

Role of Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and the expectations of good behaviour in school and (as appropriate) on school remote learning platforms
- Ensure that their child fully understands the school rules and the consequences of not adhering to them by signing up to the school's behaviour policy
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly using the appropriate school

communication channels (class email address or via office email)

4. School Rules

In our school we will:

- not partake in or condone bullying, swearing or the use of racist or derogatory language. (Please refer to the Anti-bullying policy and Equality Plan).
- keep the school clean and tidy, so that it is a welcoming place we can all be proud of. This means putting all litter in the bins, keeping walls and furniture clean and unmarked, and taking care of displays, particularly of other people's work.
- always ensure responsible conduct when walking locally or on a school trip modelling positive citizenship within the community.
- walk quietly inside the building. Opening doors, standing back to let people pass and helping to carry things when necessary.
- wear school uniform and take pride in our appearance.
- wear no jewellery (apart from stud earrings and jewellery related to religious conviction), make-up or nail varnish.
- only bring money for official reasons.
- hand in phones on arrival to class teachers (Year 5 and 6 only)
- always ask permission of the staff member in charge at the time to leave the classroom.
- ask a member of staff for permission to enter the building at break times.
- keep silent when we are required to be.
- arrive in class on time at the start of the day and after break

5. Bullying

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, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-Bullying policy.

6. Rewards and sanctions

It has been found that standards of behaviour are better when there is a balance between rewards and sanctions within a caring community atmosphere. In addition, standards of behaviour are also higher where the rewards and sanctions are applied consistently by all adults.

Rewards should cover the broadest range of academic and non-academic achievement, including effort. They should also be desirable and accessible because they are most effective when immediate. They should be paired with social praise, be consistent and not be over-used.

The Rewards Chest

The staff in the school will use the Rewards Chest as the main form of rewards.



Vaughan Primary School Reward Chest Example Behaviours



Vaughan Primary School Reward Chest



Examples of Ruby

Good manners.	Helping to tidy up classroom.	Working well with an adult.
Following class routines.	Respecting property.	Good use of time.
Doing their best.	Persevering.	Good sharing.
Good listening.	Bringing things in on time.	Gentle play.
Following instructions.	Come prepared for lessons.	Coming into assembly appropriately.

Examples of Emerald

Showing respect to others.	Everyday settling to soft start.
Being responsible for their own learning.	Homework done on time.
Contributing to lessons.	Sharing and taking turns.
Making healthy choices.	Having a go at something new.
Keeping themselves and others safe.	Respecting the school environment.
Taking responsibility for your learning.	Taking pride in their work.

Examples of Sapphire

Consistently working hard.	Supporting others.
Outstanding contribution in lessons.	Having a go, even when you find it difficult.
Commitment to clubs, buddying, sports leadership, etc.	Being a good friend outside normal friendship groups.
Reporting bullying and looking after each other.	Being a good team player.
Bringing in extra homework.	

Examples of Silver

Representing the school in an outstanding manner within the community.
Outstanding work on several occasions.
Befriending and helping a new pupil.
Extending their own learning.
Always listening and behaving well on every trip.

Examples of Gold

Representing the school in an outstanding manner within the community on more than 3 occasions.
Consistently outstanding work.
Consistently helping another child who maybe struggling.
Exceptional contribution to school life.
Actively promoting anti-bullying.

- Each member of staff will have details of how to use the Rewards Chest as part of the Induction Process.
- All classrooms and shared areas will display the Reward Chest poster to ensure clarity and understanding for all pupils and staff.
- Pupils can be rewarded within any band of the Rewards Chest and are not expected to work their way up. This allows adults flexibility to recognise and reward according to the pupil's individual achievement.
- Rewards will never be taken away or linked to sanctions. The Reward Chest and Behaviour Thermometer stand separately.
- Celebration of success will be shared across the school in class, on class platforms, through newsletters, school website and Achievement Assemblies

The House System

The school has implemented a House System as part of its rewards process. The aim is to promote community and belonging across the school. All staff and pupils have been allocated a 'House' – with the exception of the Headteacher. Siblings are in the same house as each other for ease of school management. The Houses are:

- Ash
- Beech
- Elder
- Oak
- Willow

The focus of the House System is to work on and positively promote specific skills and values. These foci will be promoted on a termly basis through assemblies, classroom practice and timetabled events. Their values and qualities are:



Year 6 House Captains and Vice House Captains are elected in the Autumn Term to lead their houses and take on school responsibilities in terms of the foci linked to the skills and values.

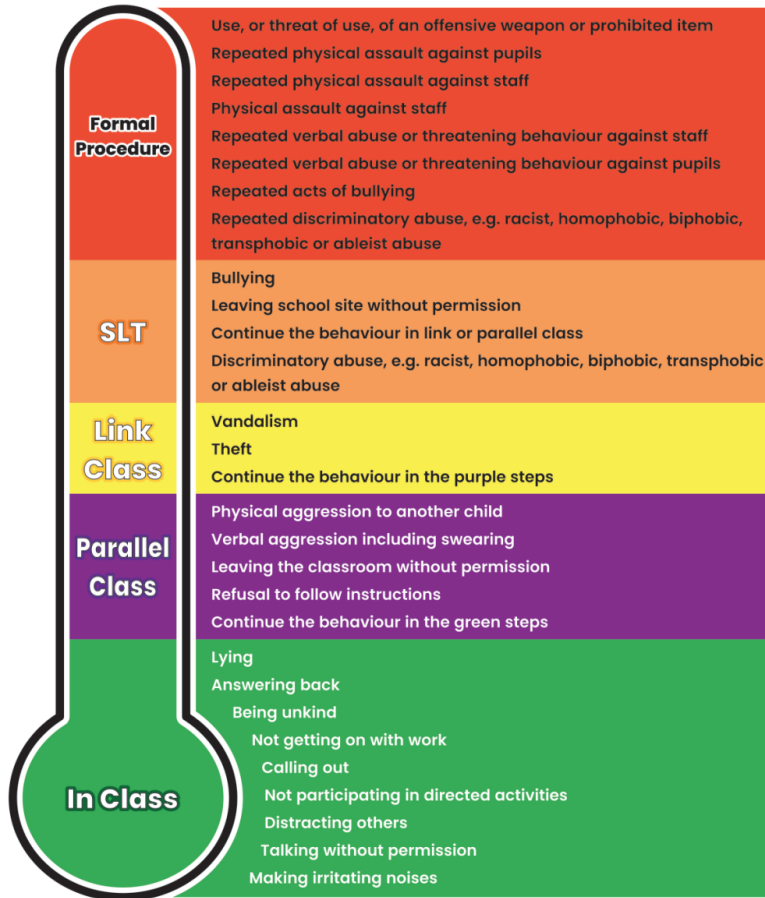
Through a range of daily, weekly, termly and annual activities, 'house points' are awarded and totals shared with all stakeholders on a regular basis.

Sanctions

Through the school's PHSE Programme all pupils understand that they are making a personal choice in their behaviour and that there is a consequence to the choices they make. There will be occasions when sanctions will be necessary. Sanctions will be fairly and consistently applied and to this end, all staff will use the Behaviour Thermometer.



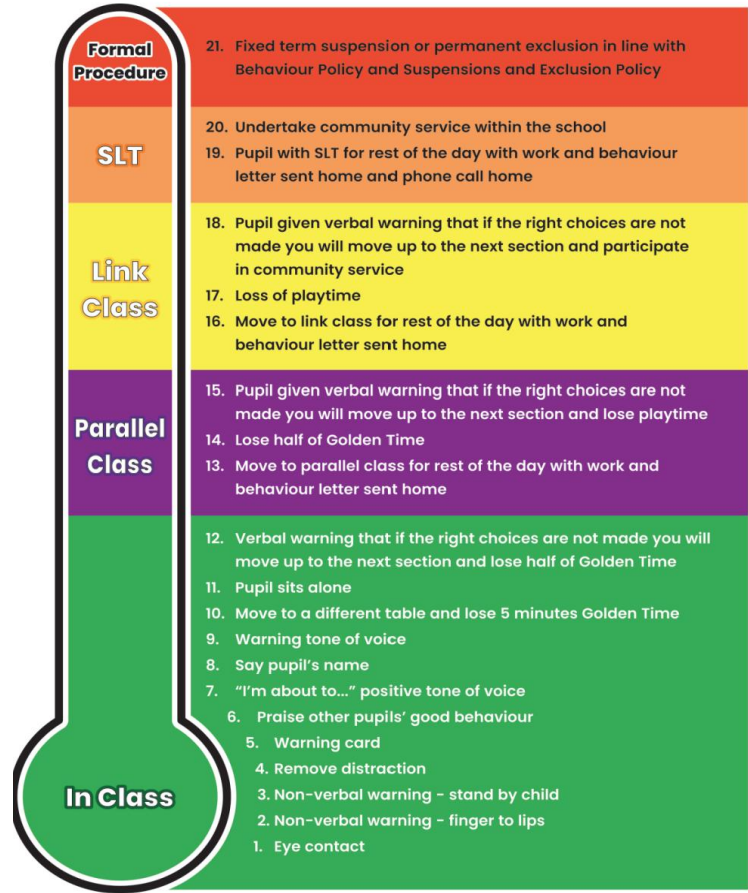
Vaughan Primary School Behaviour Thermometer Examples



Please note these examples of behaviour are not exhaustive and the context surrounding the behaviour will be thoroughly investigated.



Vaughan Primary School Behaviour Thermometer



The procedures for using the Behaviour Thermometer are set out in staff induction on the school system. The procedures outline the kinds of behaviours that trigger a child being placed on the thermometer and action that needs to be taken. Where sanctions are put in place after 3.00pm in a school day, these will be carried over to the next school day.

It clearly outlines the point at which parents are to be notified.

The Behaviour Thermometer seeks to ensure all children are treated fairly and that disruption to everyone's learning is minimised. It also encourages a child to stop and think before escalating their negative behaviour. Any pupil who consistently moves up the Thermometer and is going out of class regularly, will be referred for further support and intervention by the Inclusion Leader to other services e.g. CBT Counsellor, Learning Mentor etc. As with the 'Rewards Chest' the 'Behaviour Thermometer' will be displayed in all classrooms and shared areas of the school.

Community service for our pupils involves restorative school-based tasks designed to teach responsibilities rather than just punish. Community service may include environmental clean-up on the school grounds, lunchtime support, classroom assistance, sorting out lost property etc. All community service will be under the supervision of a member of staff.

7. Responding to behaviour from pupils with SEND

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 any substantial disadvantage to a disabled pupil being 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. This may include:

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

Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time because of their SEND?
- Is the pupil likely to behave aggressively due to their SEND?

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Some pupils with SEND may need an adapted behaviour thermometer but this will only be undertaken in conjunction with the SENDCO and shared with parents if relevant. However, serious breaches of the school's behaviour policy by pupils with SEND will be dealt with on a case-by-case basis by the headteacher in liaison with the SENDCO.

Although mitigations may be considered, serious breaches may constitute sanctions including a fixed term suspension or a permanent exclusion in line with the school's policies.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate, with the support of other key staff including the class teacher, 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/carers and staff to create the plan and review it on a regular basis.

Although mitigations may be considered, pupils will not be exempt from the school's behaviour policy.

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 matter. If appropriate, the school may request an emergency review of the EHC plan. Contact information for the Local Authority can be provided by the SENDCO.

Although mitigations may be considered, pupils will not be exempt from the school's behaviour policy.

8. Specific 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 specific needs of identified pupils.

At Vaughan, we undertake a range of behaviour analysis to enable us to effectively support learners in crisis. This may include (but is not limited to):

- Individual Risk Reduction Plan

For some children they may require an Individual Risk Reduction Plan or a risk assessment to formalise strategies that differentiate from the school's behaviour approach. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

Some behaviours exhibited can be identified as difficult and dangerous. Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility. Difficult

behaviour = anti-social behaviour (that is not dangerous). Responses to these behaviours will aim to de-escalate and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Educational consequences

Some examples of difficult and dangerous behaviours are:

Difficult	Dangerous
Frequent Shouting/ Calling out	Causing injury to others by hitting, pushing, kicking. (Violence towards others)
Refusing to follow expectations or instructions	Leaving or attempting to leave the school site
Refusing to complete work or tasks	Violently throwing objects, classroom furniture at peers or adults
Use of negative or inappropriate language	Significant damage to school property
Swearing/making disruptive noises	
Standing on chairs	
Spitting	

The school's Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. A risk assessment or risk reduction plan may formulate part of this process.

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, pupils and staff to create the plan, that is understood by all and review it on a regular basis.

Although mitigations may be considered, behaviours under this section may constitute sanctions including a fixed term suspension or a permanent exclusion in line with the school's policies.

9. Prohibited items, searching pupils, screening pupils and confiscation

The Headteacher and SLT will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. To search for any items not prohibited by school rules, The Headteacher and SLT will require the consent of the pupil being searched. Guidance may be sought from external

agencies including but not limited to the police before undertaking a search. The prohibited items list below is not exhaustive and was created using the DfE's 'Searching, Screening and Confiscation' guidance:

- Knives and weapons.
- Alcohol.
- Drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.
- E-cigarettes and vapes
- Lighters
- Dangerous aerosols
- Legal highs/psychoactive substances

Pupils in Year 5 and Year 6 will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated.

Mobile phones will be handed in on arrival to the classroom staff – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day with phones not to be activated while on the school site.

Mobile phones and similar devices will be items that the Headteacher and the SLT may search for.

The school will also identify the following as prohibited items which may be searched for by The Headteacher and SLT without consent if necessary; however, reasonable force will not be used under any circumstances:

- Energy drinks
- Mobile phones (for anyone in Nursery – Year 4)

The school has the statutory power to make rules on pupil behaviour and the duty to manage the safety of staff, pupils and visitors.

Behaviours under this section may constitute sanctions including a fixed term suspension or a permanent exclusion in line with the school's policies.

10. Off-site behaviour

Sanctions may be applied where a pupil has demonstrated poor behaviour off-site when representing the school, such as on a school trip or local visit. Pupils will be reminded of the school's behaviour expectations before leaving the school site. Sanctions may include:

- Returning to school from a trip or visit
- In the event of Year 6 residential, parents may be required to collect their child at their own expense and organisation from the residential venue

These behaviours may result in a fixed term suspension or permanent exclusion.

11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will take advice from the LADO (and in accordance with this policy).

Please refer to our Safeguarding and Child Protection Policy and our Whistleblowing Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

12. Physical intervention

In some limited circumstances, trained staff may use physical intervention to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and the LADO within 5 days of the incident occurring.

13. Pupil transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s) reinforcing behaviour expectations. Parents will be invited to attend transition meetings at the end of each Summer Term where expectations can be reiterated and set within a positive context for the forthcoming academic year. In addition, teaching staff will hold internal transition meetings for specific identified pupils.

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 appropriate points in the academic year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Training

Our staff are provided with training on managing behaviour and behaviour strategies as part of their induction process. Specific staff are trained on physical intervention strategies with associated refresher training. Behaviour management will continue to form part of continuing professional development for all staff.

15. Monitoring arrangements

The Behaviour policy and the written statement of behaviour principles (Appendix 1) will be reviewed by the Headteacher and Full Governing Body every 2 years (or within this timeframe if there are significant changes or amendments to the policy).

At each review, the policy will be approved by the Headteacher and the Full Governing Body.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff, parents, governors and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and positive intervention are used consistently by staff, in line with the behaviour policy and in the case of positive intervention, school safeguarding and Local Authority procedures
- The Behaviour policy is understood by pupils, staff, parents and governors
- The School actively seeks the views of all stakeholders and incorporates this feedback in it's annual calendar
- The School provides opportunities for positive discussion with stakeholders about the effectiveness of the Behaviour Policy
- The Suspensions and Exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions
- Pupils are supported to take responsibility for their actions
- Parents/carers are informed (in accordance with the behaviour policy) about behaviour incidents to foster positive relationships between school and home

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 Full Governing Body every year (or within this timeframe if there are significant changes or amendments to the policy).