

Behaviour policy and statement of behaviour principles 2024-25

Honington CEVCP School

Approved by: L Moore **Date:** September 2024

Last reviewed on: September 2024

Next review due by: September 2025



Honington CEVCP School

Vision and Ethos:

Policy and Procedures Strategy

Our vision is underpinned by two key phrases:

‘Aspiration for All’ and **‘Live life in all its fullness’** (John 10:10)

At Honington CEVCP School we are committed to our ethos as a warm, welcoming, nurturing school where we recognise and develop the unique gifts and personal qualities of all.

We offer a Christian approach to learning which is underpinned by our motto, ‘Aspiration for All,’ and, from the Bible, ‘Live life in all its fullness.’ (John 10:10)

We aim to provide an excellent education for everyone, so that all pupils will flourish in childhood and on into adolescence and adulthood.

We aim to equip all members of our school community with the knowledge, skills, personal resilience, creativity, emotional intelligence and social skills that give them every opportunity to experience lifelong success and happiness.

We believe it is important that we devise and approve Policy and Procedure documents with these key aims at the forefront of our minds. Therefore, all such documents will be prefaced by this statement.

1. Aims

This policy aims to:

- Provide a **consistent, practical approach** to behaviour management with a focus on positive interventions
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave, promoting self-esteem and self-discipline**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education 2024](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

➤ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

➤ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

➤ Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

➤ [DfE guidance](#) which requires maintained schools to publish their Behaviour Policy online.

3. Definitions

At Honington CEVC Primary School we provide a happy, caring and purposeful environment within which:

- High standards of progress and attainment are fostered and pupils are able to achieve, with enjoyment, their academic, physical, social and spiritual potential.
- Pupils are valued and respected as individuals and as members of the community and are learning to show consideration for others.
- Pupils develop lively, enquiring minds, acquiring knowledge and skills relevant to their present and future needs through a broad, balanced and relevant curriculum.

This policy contributes to these aims and helps us to ensure a consistent approach throughout the school.

Misbehaviour may be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude / rudeness
- Incorrect uniform

Serious misbehaviour may be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexualised behaviour
- Vandalism
- Theft
- Fighting or any form of physical altercation
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

These lists are designed to give examples and are not exclusive. Equally some behaviours may fall within either category. Staff dealing with an incident will use their professional discretion in deciding its severity on an individual basis based upon their knowledge of the full facts, once obtained.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
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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 anti-bullying Policy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness. The HT will review the policy and share it with staff and governors.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy positively and consistently
- Modelling positive behaviour and relationships, specifically 'Friendship, Excellence and Respect' as in the 3 School Rules.
- Providing a personalised approach to the specific behavioural needs of particular pupils, eg give take up time to pupils when going through steps prior to arriving at sanctions
- Remaining calm

- Recording behaviour incidents appropriately and ensuring follow up to all behavioural incidents
- Supporting colleagues by never ignoring / walking past children who are displaying poor behaviour

The senior leadership team will always support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Follow the Home/School expectations

6. Whole school rules

6.1 The aims of this policy will be met by everyone observing our 3 agreed rules. These are: **Friendship**, **Respect** and **Excellence** and have been created with our School Council.

They are then expanded upon to further guide day to day interactions, and underpinned by Bible verses to help us.

Friendship	We are kind and helpful. We do not hurt people in any way. <i>'A friend loves at all times.'</i> <i>Proverbs 17:17</i>
Excellence	We always work hard and try our best. We do not waste our own time or anyone else's. <i>'Let your light shine before others.'</i> <i>Matthew 5:16</i>
Respect	We listen and do not interrupt. We are honest. We look after property. <i>'Honour everyone.'</i> <i>1 Peter 2:17</i>

6.2 Class rules:

- each class may choose to create, agree and follow their own classroom rules, in line with the behaviour policy and consistent with the school's ethos and values and central 3 rules

6.3 School behaviour curriculum

Honington CEVCP School aims to create culture that promotes excellent behaviour.

We focus on successful behaviour, and the key habits and routines pupils are expected to develop.

Our key themes, habits and routines are:

- Behave in a self-controlled way
- Show **respect** to members of staff and each other
- In class, make it possible for all pupils to learn (**Excellence**)

- Be kind at all times (**Friendship**)
- Move quietly around the school
- Treat the school buildings and school property with **respect**
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

7 Behaviour Management

7.1 Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo points
- Letters or phone calls home to parents
- Spotlight awards
- Headteacher visits
- Use of the Positive Recognition Board (Silver and Gold) – see below

7.2 Managing Daily Behaviour in the classroom - Positive Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

Each class will have a **Recognition board**. The teacher will write at the top of the board the behaviour they are focusing on. These boards are divided into ‘silver’ and ‘gold’ to allow progression for repeated positive behaviour and for a transition from our previous system.

Examples of targets could include ‘One voice’ for classes who constantly talk over each other, ‘speak politely’ to emphasise manners or ‘hands and feet to yourself’ etc

The focus can also relate to learning behaviours ‘Accurate peer feedback’, ‘persuasive language’ or ‘show working’ etc

When the teacher sees children demonstrating the behaviour well, they will add their name to the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context/class/aim) the aim is for everyone to have their name on the board.

Children go initially onto silver on the board and can move up to gold for repeated achievement, but then further achievements (relating to this focus) are celebrated verbally or using different strategies.

7.3 Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should consistently praise the behaviour they want to see.

Children are held responsible for their behaviour. In the vast majority of situations, staff will deal with behaviour without delegating. Staff will use the ‘Stages of Behaviour’ for dealing with poor conduct and wrong choices. All children must be given “take up time” in between steps.

7.4 Stages of behaviour

If a child has an individual behaviour plan this should be followed. Staff will always endeavour to deliver any sanctions calmly and with care.

Stage	Ideas / Steps to follow
Stage 1 – Redirection ‘Think’	<p>Positive reinforcement of other children around them, eg: ‘X thank you for sitting so beautifully.’</p> <p>A visual cue to the child that you want them to make a good choice. This could include:</p> <ul style="list-style-type: none"> • a ‘look’ • a visual point to what you expect. <p>A ‘think’ prompt card is placed in front of a child to indicate to them that their behaviour is unacceptable (with no teacher interaction). The child is given 5 minutes ‘take up time’ to rectify the behaviour. The card is removed once the behaviour is meeting expectations.</p> <p>‘Think’ prompt can be given verbally without a card.</p>
Stage 2 – Reminder ‘Respect’	<p>A reminder of the expectations Friendship, Excellence and Respect delivered privately wherever possible. The adult makes learner aware of their behaviour.</p> <p>The child has a choice to do the right thing. (Give take up time)</p> <p>If appropriate, make links with the zones of regulation.</p> <p>The child could be given a ‘respect’ prompt card as a second reminder (with no teacher interaction). The child is then given up to 5 minutes ‘take up time’ to rectify the behaviour.</p> <p>The card is removed once behaviour is meeting expectations.</p> <p>A card does not need to be used as the ‘Respect’ prompt can be given verbally.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
Stage 3 – Warning ‘Repair’	<p>If the behaviour persists:</p> <p>A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The child has the choice to do the right thing. Children will be reminded of their good previous conduct to prove that they can make good choices.</p> <p>Scripted approaches at this stage are encouraged to encourage emotional containment. Starter phrases might include: <i>It’s fine ... It’s not a problem...</i></p> <p><i>It’s ok... You’re letting me know that...</i></p> <p><i>It feels like/as if... ...Let’s sort it out/ do it together... ...We can fix this...</i></p> <p><i>You can do this I believe you can/in you...</i></p> <p><i>I can understand that...has upset you/made you feel...because you thought/felt...</i></p> <p><i>...I need to keep you safe...</i></p> <p><i>I understand you need some space. When you’re ready...</i></p> <p><i>When you’re ready we can talk about it, I’ll be...</i></p> <p><i>Let’s think of a way you can let me know next time?</i></p> <p>If appropriate, make links with the zones of regulation.</p>

	<p>The child could be given a 'repair' prompt card. This signifies that if the change in behaviour required does not happen now, a consequence will be triggered next. The child is then given up to 5 minutes 'take up time' to rectify the behaviour.</p> <p>The card is removed once behaviour is meeting expectations.</p> <p>The 'Repair' prompt can be given verbally without the use of a card.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
<p>Stage 4 – Consequence – 'Reflect'</p>	<p>If the behaviour still persists:</p> <ul style="list-style-type: none"> • The child is spoken to by the staff member dealing with the issue, away from the others if possible or appropriate • Boundaries are reset – child is informed they will miss part of their playtime (or other appropriate consequence for the individual child) • Child is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning and what they are able to achieve. • Child is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the child can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough) <p>A 'reflect' prompt card may be used as a visual aid at this stage, but the word 'Reflect' may be used as a verbal reminder without a card.</p> <p>Time out may be given in an allocated space within the classroom (as above) or just outside the classroom if appropriate.</p> <ul style="list-style-type: none"> ❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflective conversation takes place (if appropriate). In some circumstances a different consequence may be chosen. Staff will use their professional judgements in all cases. ❖ If a child misses part of their playtime, the adult in charge is responsible for logging the incident on paper system / CPOMs – under the correct category. ❖ Class teacher to make a decision (consult SLT if necessary) if to inform parent at the end of the day
<p>Stage 5a –'Further Escalation'</p>	<p>If the behaviour escalates / child refuses to move to time out or comply with consequence, then SLT is called</p> <p>The child will be asked to leave the room and go to another class. If necessary, the child may need to work elsewhere under supervision of a member of SLT.</p> <p>If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime under the supervision of the class teacher or senior leader. This will also be used as a reflection time where the adult may discuss with the child the choices they made and how this can be improved.</p> <ul style="list-style-type: none"> ❖ Whenever an adult is called, staff are to log incident on paper system / CPOMs – under the appropriate category. ❖ Adult who dealt with the initial stages of behaviour will start the log and any other adults involved will also record their actions. <p>Teacher or SLT will ensure parents are informed of the incident.</p>
<p>Stage 5b – Non-negotiable behaviours</p>	<p>If a child displays a non-negotiable behaviour SLT will automatically be called to assist / take over if required</p> <p>No warnings need to be given for this consequence.</p>

	<p>Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or a suspension (fixed term exclusion). This decision will be made by the Headteacher or the SLT in her absence. Behaviours may include:</p> <ul style="list-style-type: none"> • Sexist / racist / homophobic comments or actions • Swearing • Physical aggression towards a peer • Verbal aggression towards a peer • Rudeness towards an adult • Deliberate damage to school property • Other child on child abuse <p>NB This is not an exhaustive list</p>
<p>Stage 6 – Violent behaviours</p>	<p>The following non-negotiable violent behaviour may result in a suspension (fixed term exclusion) or even, ultimately, permanent exclusion:</p> <ul style="list-style-type: none"> • Physical aggression towards an adult • Repeated patterns of aggressive behaviour towards adults / children • Deliberate and destructive behaviour • Serious Child on Child Abuse <p>NB This is not an exhaustive list</p>

Please note, the behaviours above, are not an exclusive list. Staff will use their professional judgment in deciding which category behaviours fall into.

This poster is displayed in class rooms and around school as a prompt to children and staff:



7.5 Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. Sometimes it may include other adults / children.

Staff / SLT will choose the appropriate questions (eg those below) and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses should be saved on CPOMS.

7.6 Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground when possible and staff standing at their classroom door.
On arrival	Children walk calmly straight into the classroom. Put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class, using appropriate strategies to ensure they enter the classrooms in a quiet and orderly fashion.
Transition	Children are expected to walk calmly and silently in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children. Visible presence by SLT where possible.

7.7 Safeguarding

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

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

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

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

7.8 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.9 Confiscation, screening and searching

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

7.10 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 (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

7.12 Suspension and permanent exclusion

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

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

8. Malicious allegations

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

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

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

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

Please refer to our safeguarding policies for more information on responding to allegations of abuse against staff or other pupils.

9. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

10. 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-ordinators will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account 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. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

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 take into account the specific circumstances and requirements of the pupil concerned.

10.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. These strategies will be adjusted according to individual need.

12. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of reasonable force, as part of their induction process / CPD programme.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every year. At each review, the policy will be approved by the headteacher.

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

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying
- Safeguarding policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles

STATEMENT OF BEHAVIOUR PRINCIPLES

HONINGTON CEVCP SCHOOL GOVERNING BODY
STATEMENT OF BEHAVIOUR PRINCIPLES

January 2018, Review January 2021, Sept 2024

Review September 2027

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of school policies in addition to the Teachers' Standards.

The Governors at Honington CEVCP School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At Honington CEVCP School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our Christian values.

We have high expectations that support the development of our students as responsible citizens, able to participate democratically in their community. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

Principles:

1. All students, staff and visitors have the right to feel safe at all times at school.
2. Honington CEVCP School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect students should be set out in the Behaviour and Equality policies.
3. All policies should be underpinned by our Christian values
4. School rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
5. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
6. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. We recognise that the use of rewards and sanctions must have regard to the individual situation and the individual student and that school staff will use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary.
7. The Governors expect students and parents to cooperate to maintain an orderly climate for learning.
8. The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated.
9. The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy

10. The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.