



**St Monica's Catholic Primary School**  
...a small school where big things happen...



# **Behaviour Policy**

**Review Date:** **November 2021**

**Ratified by the Governing Body:**

**Next Review Date:** **November 2023**

## RATIONALE

The UN Convention on the Rights of the Child – Article 29 (Goals of Education as summarised by UNICEF)

*Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.*

## INTRODUCTION

At St Monica's Catholic Primary School, we try to live as a caring community in which the children grow in the love of God and the understanding of each other. The Catholic character of the school is vital and should be present in all that we do. We promote the core values of equality, dignity, respect and non – discrimination. These values are at the heart of our Catholic school community. We are committed in ensuring that all children are treated consistently and fairly by all staff. By following an agreed code of conduct we aim to actively encourage tolerance, courtesy and consideration for others. We believe that the whole school community has a role to play in maintaining an environment within which children and adults can feel safe, secure and able to fulfill their potential. This policy is used as a means of promoting "good behaviour", the well-being of the individual and enhancement of a purposeful learning environment.

## AIMS OF THE SCHOOL

1. To recognize that Christ is in and around us, celebrating His love through prayer and worship.
2. To ensure all children remain in their class as much as possible and ensure we limit sanctions being applied within our school and instead, foster a positive environment, where praise and encouragement are our main forms of communication with the children.
3. To provide a caring, welcoming environment where everyone has a right to be heard, and is listened to with respect.
4. To secure the physical safety and emotional well-being of the individual.
5. To create an awareness and appreciation of other cultures and provide equality of opportunities for all, irrespective of race, gender, disability or cultural background.
6. To provide opportunities for children to become independent and motivated learners so that each may achieve his or her full potential.
7. To promote a sense of community, a welcoming atmosphere and to encourage the partnership between home, Parish and school, which is essential for every child to flourish.
8. To foster good relationships and teach social skills for life-long learning
9. To facilitate a stimulating environment that will promote motivation and passion for learning in pupils and staff, and which nurtures and celebrates the successes of our community.

## PURPOSE OF THIS POLICY

Our Behaviour Policy was created to:

- provide a safe, calm and caring atmosphere in which learning can take place;
- ensure consistency, fairness and clear expectations;
- support all children in meeting their full potential as independent learners through differentiation that takes into account children's individual needs and Individual Behaviour Plan (IBP) targets.
- working in partnership with parents and the Head Teacher, SENCo and Behaviour Team to review pupil behaviour and update support provided as required.
- support co-operative and caring behaviour and to discourage anti-social behaviour through the use of SEAL [Social, Emotional Aspects of Learning] and SMSC [Spiritual, Moral, Social and Cultural development], all of which promote our core values, as well as British Values.
- enable pupils to develop social skills and moral values in the context of the school as a community.

## CODE OF CONDUCT

Good behaviour is essential to what we all do in School, and a high standard of behaviour is expected and will be promoted at all times. This includes in lessons and throughout all aspects of school life. All members of staff will lead as role models and set high standards of expected behaviour, giving children clear guidance of the expectations. Much of our behaviour is a result of choices – conscious and unconscious – which result in sanctions and/or rewards. In modifying our language of choice, adults will enable children to become more conscious of their behaviour, emphasizing the positive rather than highlighting the negative. With this in mind, we will:

**Praise Positively Publicly**  
and  
**Discuss Disappointment Discretely**

At St Monica's we promote being **PALLS**:

**Praise All Learners Lovingly and Sensitive**

We will encourage our school community to:

1. be kind, honest and truthful to everyone;
2. have respect for ourselves, for one another and for school property;
3. be prepared for our daily work - to try our best and make full use of our talents;
4. stop, look and listen when asked;
5. move sensibly and safely around the school; and
6. treat our environment with great care.

We will promote this as a school community by:

1. reinforcing the ethos and values of the school through the PSHCE/SEAL curriculum which provides pupils with the opportunity to learn about and practice social, emotional and behaviour skills.
2. teach the pupils about their rights and the rights of others and empowering our school council members to be a 'voice' for their peers.
3. providing opportunities to take responsibility and contribute to our school ethos through the prefect system taking on the role as our school community PALLS.

## SCHOOL RULES

Our aim is to help children to develop a sense of **RESPONSIBILITY**, to have **RESPECT** for one another and for themselves, and to make informed **CHOICES**. We wish all pupils to be aware of the consequences of their behaviour and to understand why certain types of behaviour are unacceptable. In the interests of safety and consistency we say:

- When moving around the school, children should walk quietly, using the right hand side of corridors and stairs. This is especially important when going down to the playground or leaving the school at the end of the day.
- During assemblies, children should enter and leave the hall in silence and should show courtesy and consideration at all times.
- Children are expected to dress smartly and to wear school uniform at all times. For P.E. and swimming lessons, the correct kit must be worn.
- Children are not allowed inside the school building without the supervision of a teacher or mid-day supervisor. During indoor playtimes, children should remain in their own classrooms and occupy themselves with suitable quiet activities – all classes have a selection of games and books.

- Children should only bring money to school when requested e.g. dinner money, Diocesan building fund, outings payments, etc. which should be given to the school office as soon as possible. Teachers will not accept responsibility for money brought to school for other purposes.
- No valuable items such as radios, radio-controlled toys and computer games should be brought to school.
- With regards to mobile phones: KS2 children may bring their mobile phones to school so that those who travel independently are able to contact their parents. However, it is not the responsibility of the School, and we shall not be held liable for loss or theft. Children will place their phone in a class box which will be locked in a secure cupboard and brought out at the end of the day.
- The only jewellery that children are permitted to wear are watches and studs. For reasons of safety, earrings should be removed for PE, games or swimming lessons.
- Children who bring a packed lunch should eat their lunch in the dining hall at the appropriate time.
- Chewing and bubble gum are not allowed and no breakable containers of any kind should be brought to school.
- When a child celebrates his or her birthday, on their “Special” day, they may bring healthy snacks/food choices to school to share out at the end of the day.
- Footballs can be used in the enclosed games area only, on the designated class days.
- Children are expected to be respectful of school property, especially when going to the toilet, using water fountains and of resources provided.
- Classes must exit the school by the main gate, which remains locked during school hours. For break times and lunch times, and at the end of the day, children are to be led downstairs by an adult.
- Visitors to St. Monica’s must report to the Reception, who will call to inform the member of staff with whom they are meeting. Visitors must be met in the Reception by a member of staff.
- Children are not allowed to open the main gate to let adults inside. If they see someone trying to gain access to the school, they should notify the school office or a member of the teaching staff.

## SCHOOL ORGANISATION

*‘It is clear that the key to effective management is prevention. Effective managers prevent problems from arising in the first place rather than have special skills in dealing with problems once they occur.’ Brophy [1983].*

Wherever possible, situations should be avoided which present opportunities for poor behaviour, e.g. lack of supervision, unnecessary queuing, inappropriate tasks. Clear expectations, alongside engaged and motivated children, should eliminate many behaviour problems. Behaviour problems are also less likely to occur if children are aware that adults can see them.

We aim to encourage the children to take pride in St. Monica’s and its environment by:

- having high quality, interactive and purposeful wall displays created by pupils and staff – working walls;
- developing routines and rotas that encourage personal responsibility and leadership skills; and
- encouraging children to take a pride in their own, each other’s and the school’s property.

## CLASSROOM MANAGEMENT

We believe that there are three key areas of Preventative Classroom Management:

### **Classroom Layout**

- Effective use of wall space and floor space.
- Arrangement of children’s tables and other classroom furniture.
- Location of, and accessibility to, resources and equipment.
- Organization of provision for children’s personal belongings.

### **Getting the year off to a good start**

- Advance organization, e.g. layout, materials, apparatus, equipment.
- Spend time teaching children where things are kept to encourage independence.
- All children should have fun and success on day one.
- Provide extension activities for pupils who grasp a concept quickly.
- Focus on the whole class at the beginning and end of each day – cultivate the culture of reading a book. together at the end of the day - either by an adult or selected children.
- Offer regular feedback and praise; recognize and praise small steps.
- Show an interest in and respect for each individual child.

### **Developing Routines**

- Entering and exiting the classroom.
- Getting out materials.
- Getting work marked.
- Getting the attention of the class.
- Changing activities.
- Making up non-completed work.
- Going to the toilet.
- Getting started and winding down/ finishing off.

### CLASS CHARTERS

Each term, pupils and teachers create a class charter to establish and build shared values in order to promote a positive and productive classroom environment. A class charter is an agreed code of behaviour within the classroom which complements the school's behaviour policy and high expectations.

### BALANCED CURRICULUM

It is well documented that if behaviour problems are not handled satisfactorily then the curriculum will become less

effective. However, a stimulating and enriched curriculum can lead to less behaviour problems.

The broad aims of our school curriculum encompass

- ensuring that children learn basic academic skills;
- teaching personal and social skills, as well as religious, moral and British values;
- teaching the ability to work and play independently;
- teaching the skills of enquiry and information gathering; and
- teaching problem-solving and decision-making skills and encouraging creative thinking.

Where pupils are actively and successfully involved in meaningful activities which meet these aims, the opportunity for behaviour problems to develop will be minimized.

In our curriculum planning we give thought and consideration to:

- planning and teaching exciting and entertaining activities;
- differentiation - matching activities that cater to each child's learning style and ability;
- the balance between individual work, group and whole class work, and for a balance between teacher talk to the whole class, groups and individual; and the need for a balance between work involving speaking and listening, reading and writing and other practical activities, such as drama and role play.

## BEHAVIOUR IN ASSEMBLY

Assemblies are special times when the school comes together to celebrate achievement, to learn about bigger issues or to listen to guests who visit the school. It is important for us all to show respect by being polite and well-mannered at these special times. Children are expected to enter and leave the hall quietly. School staff will be with the pupils to make sure they are showing their best behaviour.

Our Monday gospel assemblies are an integral part of the Catholic life of the school during which children, staff and parents gather to celebrate the Word. As these assemblies are acts of collective worship, we expect all those in attendance to enter, participate respectfully and reverently. We welcome families and visitors to join us, but ask that they be polite and respectful observers.

Our Friday achievements assembly is a chance for lunchtime staff, playground staff, the school office, teaching assistants and teachers to celebrate good behaviour and curricular achievements. Children are presented with a star award and publicly acknowledged for their efforts over the last week. Whilst these are celebratory gatherings, we maintain high expectations for the behaviour of all present. We welcome families and visitors to join us, but ask that they be polite and respectful observers.

## BEHAVIOUR IN THE DINNER HALL

We expect children to maintain good standards of behaviour in the dinner hall. Our kitchen staff and lunchtime supervisors can give children dojos for showing good manners and positive behaviour in the hall. Children are also expected to help out by clearing their own place. There are always three adults on duty at lunchtime and a member of the Senior Management Team is on hand where necessary.

Lower Key Stage 2 are nominated to serve as lunch time leaders, helping younger children and supporting transitions in and out of the playground for staggered lunch times. Our Year 5 and 6 children can become Prefects and help to organize games for younger pupils and support with minor conflict resolution. We have a range of equipment that children are able to use at lunch time; our staff encourage the children to use it respectfully.

## BEHAVIOUR AT LUNCHTIME AND IN THE PLAYGROUND

In the playground, lunchtime supervisors give children dojos for showing positive behaviour. Aside from this, the lunch time supervisors pick a 'star of the week' to be presented in each Friday. Staff encourage children to share, play fairly and enjoy active time.

There will always be two adults on duty at playtime in each playground. One adult is always responsible for overseeing the cage area and children are only allowed to play football inside the cage area on their designated days.

Sanctions at lunchtime are similar to those in the classroom. Children are given a reminder about behaviour, a warning, then some time out to think about their behaviour. Any major issues with behaviour outside are dealt with by class teachers or senior leaders.

In the event of poor behaviour on the playground, the adults on duty need to make a decision about the next course of action if a child's behaviour is deemed unsafe. This may include the immediate involvement of the Senior Manager on duty or the incident is recorded in the lunchtime incident book and followed up as appropriate. The following will be recorded in the incident book:

1. Unacceptable noise in dining area;
2. Disobeying reasonable requests / instructions from support staff;
3. Rudeness, cheek, insolence;
4. Play fighting: hitting, punching, kicking;
5. Damaging school / other people's property;
6. Eating sweets / gum / food in playground;
7. Spitting;
8. Name Calling;
9. Deliberately annoying other children e.g. taking balls, spoiling games.

The following incidents are to be immediately referred to the Head teacher or her deputy:

1. Swearing at children or adults;
2. Physical abuse to children / adults;
3. Running out of school;
4. Bullying – please refer to our school Anti-Bullying policy.

### REWARDING AND SHARING SUCCESS

Positive behaviour and attitudes toward learning is praised explicitly by all staff at St Monica's. Pupils' hard work and effort are recognised by:

- the award of a congratulatory stamp or sticker at any time.
- a comment and praise on the children's achievements.
- 'Good News' cards can be awarded on a daily basis. Class teachers are responsible for giving parents the cards at the end of the day.
- teachers will award Star Awards to at least two children per class during the Wednesday achievement assembly.
- children are also encouraged to praise each other's achievements
- the Head Teacher awards special 'stickers' to children who are sent to her with good work or kind actions.
- the Head Teacher's Award is awarded throughout the year at the Head Teacher's discretion.

### Class Dojo

The main system we use at St Monica's is called 'Class Dojo' where children gain points for showing skills such as listening, team work, focus and trying their best. Parents are able to access their children's progress and what they have gained points for through an app they can use on their mobile devices. Dojos can be awarded to individual children or groups of children. Dojos can also be taken away, again by identifying specific behaviours.

### **EYFS and Key Stage 1**

Class Dojo points will be awarded daily, with a target of at least 10 Dojo points in the week. Children who have reached at least 10 Dojo points in that week will be given 'Golden Time' on Friday afternoon. The treat during this time will be chosen by the classroom teacher.

### **Key Stage 2**

Class Dojo points will be awarded daily for two weeks. Children who have been awarded at least 20 Dojo points in that week will be given 'Golden Time' on Friday afternoon. The treat during this time will be chosen by the classroom teacher.

### **Head Teachers Tea Party!**

Once a term, two children from each class who have had continuous positive behaviour will be nominated by their class teacher and supporting staff to attend the Head Teachers Tea Party!

We expect staff to have an overview of rewards, to ensure that all pupils are appropriately noticed and rewarded.

## SYSTEM DOWN

In the case of not being able to access the internet, staff are encouraged to have their Dojo Icon on their board. When children gain a Dojo, they will write the child's name and place a tick by their name for every time a Dojo is added. If Dojos are to be taken away, simply cross the ticks out for every time a child loses a Dojo. Once the system is back up and running, staff may enter the Dojos on the website.

## WHEN THINGS GO WRONG

At St. Monica's we believe that poor behaviour does not automatically mean a bad child. We address the unacceptable behaviour and not the child, so that self-esteem is neither lowered nor raised by the attention that the behaviour demands. The staff at our school considers the following to be the most serious acts of inappropriate behaviour:

- Swearing;
- Physical violence;
- Negative body language;
- Going out-of-bounds without permission, e.g. leaving the classroom;
- Discrimination;
- Bullying – please refer to the Anti-Bullying Policy.

All of the above will be immediately referred to the Head or Senior Management Team.

## SENSORY ROOM USE

If a child is displaying continuous disruptive behaviour and any of the acts we have agreed as the most serious acts (listed above), it is suggested we use the school's **Sensory room** as a space for the child to have reflection time and calm down. Below is what is expected once in the room:

- The child will be given the space they need to move around safely in this room.
- They must be accompanied by an adult and the adult should explain to the child why they are in the room.
- The adult will provide an opportunity for the child to communicate how they feel, a chance to talk about their actions and reflect on how they can change their behaviour.
- The role of the adult in this space is to allow the child to express how they feel and 'coach' the child to think of better ways they could deal with difficult situations. Asking open ended questions such as: Why did you behave this way? What did you feel? How could you deal with this situation better next time?
- If appropriate refer to SEAL's '4 Keys to Dealing with Change' to help a child through their reflection time.
  - 1. Breathe
  - 2. Think
  - 3. Take Action
  - 4. Keep Going

## REPEATED OR PERSISTANT BEHAVIOUR

The Head Teacher has overall responsibility for the school. Children are expected to act with kindness and consideration toward each other. Individual teachers are responsible not only for the good conduct and discipline of their own class pupils by following the school's behaviour policy, but also share a wider responsibility for discipline throughout the school. In the absence of the Head Teacher, serious matters must be referred to a member of the Senior Management Team (SMT).

Members of staff in our school have undergone TeamTeach Training which enables staff to safely deal with children who become violent or aggressive.



If a child behaves in an unkind, disrespectful or disruptive, a reprimand from the teacher or teaching assistant is usually sufficient. For longer term behavioural issues we expect to work closely with parents and carers in supporting the child to understand that such behaviour is not acceptable. Working in partnership, staff take appropriate measures to maintain and promote responsibility and good behaviour in the classroom and the playground.

In some cases, outside agencies are consulted to support a child's positive learning behaviour at school and at home. As part of developing good behaviour we may complete an Individual Behaviour Plan (IBP) alongside parents.

For persistent or severe behavioural concerns, such as ongoing disruption to learning despite sanctions and verbal or physical abuse, the SENCo will be consulted and we may work with the Educational Psychologist to develop a Pastoral Support Plan (PSP). As part of this process, a meeting will be held with a view to registering the child onto the SEN Register

All behavioural incidents are recorded on the school's information management system and parents are informed in writing as well as over the phone or in person when possible.

### EXCLUSION

The decision to exclude a child is only normally taken in exceptional circumstances.

Fixed period exclusions (for one day or more) can be used where there has been a serious breach (such as physical assault) of the school's behaviour policy because of which allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion usually follows a long history of behaviour issues and fixed term exclusions, where the school has exhausted all other strategies or where there has been a single very serious offence. Permanent exclusion is very rare in our school as we seek to use every avenue of support possible before this step. In the event of the Head Teacher choosing to invoke a permanent exclusion, the school will follow the Hackney Learning Trust's guidance and procedure. An information leaflet outlining this is available at: <https://www.learningtrust.co.uk/content/exclusions>.

A work pack must be given to the child to complete at home. The child is expected to return the work (completed) on their first day back to school. The Head Teacher and Behaviour Team Lead will facilitate a meeting between the child, parents, and any other appropriate staff members on the morning of the child's return to discuss the exclusion and next steps.

### RE-INTEGRATION DAY

In order to support successful re-integration the child will spend a day out of class as a 're-integration day' before returning to class. During this day the child will:

- reflect on why they were excluded
- talk through strategies with a member of SMT or the behaviour team to prevent another exclusion.
- write their intentions and goals for their return

All actions undertaken by any member of staff that leads to the external exclusion of any child will be noted and recorded in the school's information management system. The Chair of Governors will be notified of all individual external exclusions by the Head Teacher via email or telephone conversation.

### PARENTS AS PARTNERS

Parents are a child's first educator and as such, are the most important role models for good behaviour. At St Monica's we encourage parents to become fully involved in their child/ren's education, including behaviour.

At St. Monica's we work in partnership with our parents. They support, and work with, staff to develop good social behaviour in our children and to follow the same guidelines, as laid down here in this policy, at home. To support parents and carers, the school will run small group workshops on Social, Emotional Aspects of Learning [known as Family S.E.A.L.) and on using a Growth Mindset. The S.E.A.L. Coordinator will send parents newsletters informing them of the different topics that we cover each Half Term and of any workshops they can attend.

*A good discipline is fundamental to the ethos of the school. Everyone must work together to maintain it and to ensure that children and staff feel happy and secure.*

#### REVIEWING THIS POLICY

This policy will be reviewed and agreed annually by staff and governors.

#### COMPLAINTS

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required. Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA.

Appendix 1 – Whole School Behaviour Policy Warning Structure

Appendix 2 – Step by step action for giving sanctions

Appendix 3 - Step by step table for ALL staff

## APPENDIX 1



1. Warning
2. Lose Class Dojo
3. Time –in & reflection sheet
4. Behaviour logged on information management system
5. 2<sup>nd</sup> time-in & reflection sheet
6. Behaviour logged on information management system
7. SMT informed & Yellow letter sent home/parents called
8. 3<sup>rd</sup> time-in & reflection sheet
9. Behaviour logged on information management system
10. SMT informed & Red letter sent home/parents called
11. More – Teacher & Parents meet with SENCo to create a plan

## APPENDIX 2

### STEP BY STEP ACTION FOR SANCTION

1. Verbal reminder/warning: All staff must be clear on what the warning is. For example, "You need to stop talking to X" or "You must show good listening by not talking to others."
2. Second warning is given if behaviour continues.
3. The second warning is followed by a 'cooling' down time in class and **two Dojo's** are removed.
4. If this behaviour persists, the child must have 'cool down time' in their 'buddy class' and a further **two Dojo's** are removed.
5. A white letter must go home to inform parents their child had time out of class.
6. If disruptive behaviour continues, and the process above is repeated. Another white letter is sent home.
7. If a third white letter is sent home and the process above has been repeated, a **yellow letter** is given to the child.
8. **Yellow letters** should be given if the child is:
  - displaying persistent disruptive behaviour
  - ignoring or not following instructions
  - stopping himself and others from learning
9. If this behaviour persists the child will be given another **yellow letter**.
10. A **red letter** is given when the child is showing continuous disruptive behaviour and steps 1-8 have been put in place.
11. If a child receives a red letter, parents will be contacted by telephone and a letter will be sent home.
12. Instant **red letters** are given if:
  - a child is displaying ANY types of physical or verbal violence to others.  
For example, inappropriate language towards others or hitting a child or a member of staff.

In summary, depending on the severity of the incident the child will either be given a:

- cooling down period in their class
- cooling down period in their buddy class
- cooling down period in the sensory room with an adult
- fixed term exclusion

The decision is made under the discretion of the Head Teacher and the Senior Management Team (SMT).

ALL behaviour that require the sanctions above will be recorded in the Class Teacher's behaviour folder.

## APPENDIX 3

## STEP BY STEP ACTION FOR SANCTION

1. Verbal reminder/warning	All staff must be clear on what the warning is. For example, "You need to stop talking to X"
2. Second warning is given if behaviour continues.	'Cooling' down time in class -2 Dojos
3. If the behaviour persists	'Cool down time' in their 'buddy class' -2 Dojos
1 <sup>st</sup> WHITE LETTER SENT HOME Record this behaviour onto <b>SIMS</b>	
4. If disruptive behaviour continues and 1-3 is repeated	2 <sup>nd</sup> WHITE LETTER SENT HOME Record this behaviour onto <b>SIMS</b> -2 Dojos
5. If disruptive behaviour continues and 1-3 is repeated	3 <sup>rd</sup> WHITE LETTER SENT HOME Record this behaviour onto <b>SIMS</b> -2 Dojos
6. If disruptive behaviour continues and 1-3 is repeated.	1st YELLOW LETTER SENT HOME Record this behaviour onto <b>SIMS</b> -2 Dojos
7. If disruptive behaviour continues and 1-3 is repeated and they already <b>one yellow letter</b> .	2nd YELLOW LETTER SENT HOME Record this behaviour onto <b>SIMS</b> -2 Dojos
<b>Yellow letters</b> should be given if the child is: <ul style="list-style-type: none"> <li>displaying persistent disruptive behaviour</li> <li>ignoring or not following instructions</li> <li>stopping himself and others from learning</li> </ul>	
<p>If the child is showing <b>continuous disruptive behaviour</b> and the steps above have been put in place.</p> <p><b>RED LETTER SENT HOME</b></p> <p>Parents will be contacted by <u>telephone</u> and a <u>letter</u> will be sent home</p> <p>The decision is made under the discretion of the <u>Head Teacher</u> and the <u>Senior Management Team (SMT)</u>.</p>	
<b>Instant red letters</b> are given if: <ul style="list-style-type: none"> <li>a child is displaying <b>ANY</b> types of <b>physical</b> or <b>verbal abuse and violence</b> to others.</li> </ul> <p>For example, inappropriate language towards others or hitting a child or a member of staff.</p>	
<p>In summary, depending on the severity of the incident the child will either be given a:</p> <ul style="list-style-type: none"> <li>cooling down period in their class</li> <li>cooling down period in their buddy class</li> <li>cooling down period in the sensory room with an adult**</li> <li>fixed term exclusion (under the discretion of the Head Teacher).</li> </ul> <p><b>**The SENSORY room should be used under the discretion of the teacher or SMT</b></p> <p>ALL behaviour that require the following sanctions above will be recorded in the Class Teacher's behaviour folder.</p>	

## **APPENDIX 4**

### **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 and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- The behaviour policy is understood by pupils and staff;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;
- Exclusions will only be used as a last resort as stipulated within the Hackney Learning Trust exclusion guidance which outlines the processes involved in permanent and fixed-term exclusions;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life;

The governing board 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 annually.