

FAIR OAK JUNIOR SCHOOL

Behaviour & Relationships Policy



Name of School	Fair Oak Junior School
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Name of Interim Headteacher	Jim Hartley
Signature of Interim Headteacher	J. Hartley
Signature of Chair of Governors	T. Dancer / R. Holmes

OVERVIEW

Fair Oak Junior School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote behaviours and attitudes that foster a *growth mindset*, respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution. Our school believes that connections and relationships are at the heart of successful behaviour management. We focus on supporting pupils to develop emotional regulation, accountability, and a sense of belonging through empathy, understanding, and connection. Our practices are underpinned by current evidence-based research and are supported through our use of the Empowerment Approach.

School Expectations

Our school rules are Be **SAFE**, Be **READY**, Be **RESPECTFUL**. Linked to these rules, members of the school community will:

- Be polite, courteous, helpful and kind.
- Listen and be kind to and tolerant of one another.
- Strive hard in their learning.
- Act in ways that keep themselves and others safe.
- Take care of our environment and show pride in our school.

Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility to manage their behaviour. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This Behaviour Policy aims to ensure:

- expected standards of behaviour and conduct are shared and understood by the whole school community;
- a foundation of protective measures and praise are applied consistently to support positive relationships;
- pupils develop self-discipline and demonstrate respect and empathy towards others;
- high standards of orderliness are maintained to ensure a quality learning environment and opportunities for all;
- principles of inclusion and belonging are promoted and practiced throughout the school community.

RESPONSIBILITIES

Legal Guidance

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for headteachers and school staff (January 2024)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Pupils are expected to: -

- understand what the terms be safe, be ready and be respectful actually mean in terms of their behaviour – what they do and don't do or say;
- know the school expectations and engage respectfully in discussions about them;
- adhere to the school expectations, including during off-site visits, and when travelling to and from school;
- support other members of the school community in promoting the expectations of good behaviour;
- actively develop and improve their self-regulation skills;
- take part in prep4best and coaching conversations, as a way of developing new skills and becoming more reflective
- take part in coaching conversations in a positive and respectful way.

Parents and carers are expected to: -

- know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school;
- ensure their child adheres to the school's expectations; including school uniform;
- work with the school to support their child's regulation and wellbeing, including through co-regulation plans where appropriate;
- engage in coaching conversations, as needed, after school with their child, teacher and at times a member of SLT.

Members of staff in school are expected to: -

- teach children to understand the terms be safe, be ready, be respectful so that in terms of their behaviour - what they do and don't do or say;
- set high standards of professional behaviour, politeness and self-discipline;
- plan to build and foster relationships rooted in mutual respect through 'preparing for best';
- make the effort to connect with and listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance;
- actively support the Behaviour and Relationships Policy through implementation and discussion with pupils; for example, through prep4best and coaching conversations;
- seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy;
- model emotional regulation, coach pupils through challenging moments, and use restorative conversations to repair relationships;
- work with parents and pupils by, for example, taking an active part in developing 'co-regulation' plans or engaging in coaching conversations.

Governors are expected to:-

- refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate;
- know, support and promote the school's Behaviour and Relationships Policy;
- evaluate the effectiveness of the Behaviour and Relationships Policy and hold senior leaders to account for its implementation.

BEHAVIOUR MANAGEMENT

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. Through relational practice, we help pupils understand the impact of their actions, empowering them to repair relationships and learn from experience. We teach them the behaviours that will enable them to be safe, ready and respectful.

In order to do this, adults will:-

- apply growth mindset principles to all work and interactions, encouraging resilience, learning from mistakes, and fostering a sense of capability in every pupil;
- use behaviour management strategies such as, positive reinforcement, distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice;
- use the proactive approach of prep4best with all children to help predict where things may go wrong and plan in advance to help prevent this (pre-mortem not post-mortem);
- use restorative practices, such as coaching conversations, as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Executive Functioning Skills

Children need to learn about how their brain works in order for them to develop resilience, self-esteem and emotional regulation. This is why all classes use myHappyMind which is an NHS-backed, preventative mental health platform. We believe that supporting the development of executive functioning skills is key to helping pupils manage their classroom interactions, regulate their emotions, and succeed in all aspects of school life. Executive skills are explicitly taught recognising that every child develops these skills at their own pace. Some children with unmet or complex needs, and for those who sometimes struggle to maintain appropriate behaviour and attitudes in school, are likely to receive interventions to improve any weaker areas within this skill range. The development of these skills over time is often a crucial factor in the engagement and achievement of pupils in school.

Executive Functioning Skills are described as follows: -

- **Working memory:** retaining and using information to complete tasks;
- **Thinking speed:** processing information efficiently to respond appropriately;
- **Flexible thinking:** adapting to new situations or viewpoints;
- **Attention control:** maintaining focus on tasks;
- **Impulse control:** managing actions and behaviours appropriately;
- **Emotional energy/regulation:** understanding and managing emotions effectively.

Parents and families also play a key role in supporting the work undertaken in school to develop executive functioning skills. For example, by consistently applying at home the strategies that are working effectively in school.

5C Needs

In line with the Empowerment Approach, we understand as a school that when all our needs are not met we are not at our 'Brain Best' and therefore are unable to learn to our best ability.

The children and staff regularly discuss these needs and how we can meet them in a helpful way, and what skills we can develop when they can be met. The children are beginning to understand that this is an uncomfortable feeling, but they need to manage this in a way that is 'Good for Me, Good for You and Good for Everybody'.

The 5C needs are to feel: Comfortable, Capable, Control, Connection and Count.

Principle of Praise, Recognition & Encouragement

The school recognises that a positive learning environment can be created through specific praise, encouragement and recognition of pupils' efforts and achievement. This helps to build mutual respect between staff and pupils, and between pupils themselves. All members of staff seek to secure trusting and effective relationships with the pupils in their care; enabling them to flourish and achieve well in all aspects of school life.

Individual Praise

The following recognition methods are regularly used to reinforce positive behaviour and accomplishments: -

- **Specific verbal praise:** highlighting effort, perseverance, or acquisition of a new skill/understanding;
- **Stickers:** given to pupils as immediate, tangible form of recognition;
- **Special Recognition Certificates:** presented during weekly sharing assemblies to celebrate achievements;
- **Beautiful Work:** displaying pupils' outstanding work to recognise and encourage their efforts;
- **Wider Curriculum Certificates:** celebrating achievements in sports, drama, art, music, and other disciplines;
- **Brag Tags:** instant tokens recognising specific accomplishments or contributions.
- **Postcards home:** personalised notes to share praise directly with families and reinforce the home-school connection.

House Points

House points will be awarded to children who consistently demonstrate effort in the following categories – the desired learning characteristics of Fair Oak Junior School. By recognising and celebrating these behaviours, we aim to create a consistent, school-wide understanding of the characteristics that are needed to be effective learners.

LEARNING FOUNDATIONS

- Retaining knowledge
- Attentively listening
- Using vocabulary precisely

EFFORT

- Sustaining concentration
- Going *above and beyond*
- Showing pride in presentation

GROWTH MINDSET

- Responding to feedback / learning from mistakes
- Deliberate practice
- Altering viewpoint based on evidence

INTEGRITY

- Making positive choices
- Being Fair and honest
- Using good manners

REASONING

- Critical thinking
- Being innovative or creative
- Being curious

CONTRIBUTION

- Kindness to others
- Collaborating effectively
- Representing Fair Oak

Members of staff will award house points to recognise the effort pupils have put into fully demonstrating these characteristics or making notable improvements from their starting points in these areas. Pupils will be able to track their House Point achievements online, both in school and at home, which helps them to develop a sense of pride in their progress.

Whole Class Recognition

Whole-class recognition is an opportunity to foster a sense of community, shared responsibility, and collective celebration of progress and positive behaviour. This strategy encourages pupils to work together toward common goals while developing their sense of belonging and pride in their achievements as a group.

Golden Time can be earned through the use of an individual class recognition system, such as adding tokens to a jar, tallying points, or another method that works for the class. This system acknowledges progress toward specific, agreed targets, with each reward linked to a relevant and specified unit of time. Golden Time sessions will last no longer than 20 minutes and will include a structured activity.

Members of staff can also recognise groups of pupils within a class or year group who consistently follow class and school rules and overwhelmingly show a positive attitude and engagement with school life. As with whole-class recognition, this should involve a structured enrichment activity lasting approximately 20 minutes.

Collective punishments will not be used.

Some of our children may need additional support that is 'different from and additional to' what the rest of their peers receive. Fair Oak Junior School prides itself on understanding that equity means that we need to adjust support based on individual circumstances to achieve equal outcomes including rewards, protective measures, specific plans additional to behaviour policy, adjusted timetables to meet needs etc.

PROTECTIVE MEASURES & RESPONSE

At Fair Oak Junior School, we are committed to ensuring that all disciplinary actions are consistent with our relational practices, which emphasise understanding, empathy, and repair. It is essential for pupils to recognise that it is the behaviour, not the child that is unacceptable. This distinction underpins all interactions and supports the development of positive self-esteem and accountability.

Members of staff will monitor pupils' behaviour over time, using the school's behaviour assessment framework to evaluate conduct against the four behaviour levels. When pupils exhibit behaviours from within Level 3 or 4, careful consideration will be given to which protective measures will be best suited to their individual needs. Recognising that violent or dysregulated behaviours often stem from unmet needs/lack of skills, the school will collaborate closely with families and outside agencies to address underlying causes and help build new skills. We recognise that we may need to put protective measures in place, to help whilst we are teaching the pupils the new skills needed or while helping them meet their needs in helpful ways that are 'Good for Me, Good for You, Good for Everyone'.

STAGE	CHARACTERISTICS Defined under our School Rules: 1. BE SAFE, 2. BE READY, 3. BE RESPECTFUL	FOLLOW UP & RESPONSE	PARENTAL INVOLVEMENT
1. Low level disruption / inappropriate behaviour	NOT BEING SAFE Throwing / flicking / snatching objects NOT BEING READY Incomplete learning of tasks Lack of effort Being off task NOT BEING RESPECTFUL Calling out / connection needing Interrupting others Ignoring instructions Distracting others	Highlight positive behaviours of others Reinforce expectations through praise Pre-empt situations / prep4best strategies Quiet encouragement Class-based restorative conversation Provide tactile resources to help focus Expectations with timescales / timers Reminders given In-the-moment coaching conversations Behaviour will be logged on CPOMS as a record if it intensifies or escalates	Parents will be informed if there's a clear pattern or escalation.

2. Persistent low level disruption or more serious disruption/ inappropriate behaviour	NOT BEING SAFE Abusive social media posts NOT BEING READY Prolonged lack of effort NOT BEING RESPECTFUL Taking things belonging to others Frequent disruptive behaviour Deliberately causing disturbance Increasingly ignoring instructions Offensive language Repeated distraction of others Abusive social media posts	Apply strategies as above Regular / structured reminders Record of incidents on CPOMS Parental discussion - possible YTL support Level 2: Coaching conversation at Break or lunch time CPOMS from this stage	Parents will be informed of the incident or behaviour and involved in discussion regarding resolving issues.
3. High level disruption / incident	NOT BEING SAFE Bullying, abuse or discrimination Intentional harm of others Leaving class without permission Significant dysregulation Deliberate damage to property Repeatedly abusive social media posts NOT BEING READY Leaving class without permission NOT BEING RESPECTFUL Bullying, abuse or discrimination Serious challenge to authority Intentional harm of others Sustained refusal of instructions Malicious allegations against others Repeatedly abusive social media posts	Possible co-regulation plan Regular review meetings with parents Consideration of Hive provision Outside agency involvement Level 3 coaching conversation, after school with senior leadership involvement Coaching for change intervention	Parental involvement with school will be frequent and sustained, including review of report cards.
4. Persistent High level disruption / very serious incidents	NOT BEING SAFE Persistent bullying/abusive or discriminatory behaviour Serious violent behaviour Sustained or high impact dysregulation Leaving school without permission Sustained/ serious damage to property NOT BEING READY Leaving school without permission NOT BEING RESPECTFUL Persistent bullying/abusive or discriminatory behaviour Repeated challenge to authority Repeated refusal to comply Sustained/ serious damage to property	Compulsory co-regulation plan Consideration of Hive provision Level 3 coaching conversation, after school Coaching for progress Assigned senior leadership involvement Multiple outside agency involvement Internal (up to half a day) Suspension from school Managed move to alternative school Permanent exclusion	Parental involvement with school will be frequent and sustained, including attending multi-agency meetings as required.

NB: It is important to recognise that children may exhibit behaviours from different stages simultaneously. The list of follow up and responses at each level is not exhaustive, nor do they directly correlate to specific behaviours. In all circumstances, our relational approach and deep understanding of individual pupils guide decision-making.

When determining which measures and responses to apply, staff will consider the context in which behaviours occur and the pupil's individual needs, including any underlying challenges or triggers. For children with complex special educational needs and disabilities, tailored responses and additional flexibility may be required to align with their specific needs.

BULLYING

As a school, we are deeply committed to promoting **the strongest anti-bullying ethos** throughout the school community.

Key Approaches:

- The school actively participates in prominent national initiatives to raise awareness of the dangers and consequences of bullying.

- Through our Personal, Social, and Health Education curriculum, we encourage pupils to explore and deepen their understanding of bullying-related issues, including the impact on individuals and the broader community.
- We work closely to support the children and families of both those affected by bullying and those who have exhibited bullying behaviours. Supporting families of pupils who demonstrate bullying behaviours is seen as a crucial step in addressing the underlying causes and fostering long-term behavioural change.
- We ensure appropriate interventions are in place to repair relationships and prevent recurrence.

Definition of Bullying:

Although there is no legal definition, Fair Oak Junior School has adopted the **NSPCC's definition of bullying**:

"...behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally."

Early Interventions:

- Staff members are trained to use Coaching Conversations to address difficulties between pupils in their early stages. These conversations focus on understanding the needs of all parties, identifying harm caused, and agreeing on steps to repair relationships.

In the early stages of conflict, staff are unlikely to label behaviours as bullying but will remain vigilant to patterns that could develop into persistent harm.

When members of school staff make a determination in their best judgement that a child either is or is very likely to be engaging in bullying behaviours, follow up and response shown under stage 3 and 4 in the table above will be applied. Protecting victims from experiencing further bullying behaviours will be priority aim in all circumstances. Some forms of bullying are illegal and could be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

All forms of bullying will be treated seriously and none will be tolerated. It is crucial that parents and families support the school fully in the aim of tackling bullying behaviours.

PREJUDICIAL OR DISCRIMINATORY BEHAVIOUR

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. All members of staff are deeply committed to energetically promoting the principles of equality, tolerance and diversity. We encourage our pupils' behaviour to play a highly positive role in creating an environment where difference is valued and nurtured. Under the Equality Act 2010, children and young people in education are protected from discrimination. It is against the law to discriminate against anyone because of: -

- age;
- disability;
- race including colour, nationality, ethnic or national origin;
- religion or belief;
- gender;
- sexual orientation.

Name calling amongst younger children where aspects of physical appearance are used in a derogatory manner, is not uncommon. In most instances, members of staff will be able to act swiftly to address these and restore a positive relationship between the children concerned. As children mature and begin to move through the school, there is an expectation that they will **take increasing responsibility** for managing and regulating their own behaviour and conduct in this regard.

When members of school staff **make a determination** that a child either **is** or is **likely to be** engaging in abusive or discriminatory behaviour, the sanctions and consequences shown in stages 3 and 4 of the table above will be applied. Protecting victims from experiencing further discriminatory behaviours will be priority aim in all circumstances. Incidents regarded by members of staff to be very serious could be reported to the police.

Child-on-child abuse or discriminatory behaviour will not be tolerated. Prejudicial or discriminatory language or behaviours will be vigorously challenged. Any incidents of a racist nature will be addressed in line with these principles and parents/carers will always be informed if their child has been involved in a racist incident. All racist incidents will be recorded by a member of the Headship Team on a **Racist Incident Form**. This form will be uploaded to the document vault on CPOMS for both the victim and perpetrator of racist incidents. The main purposes of the form are: -

- to ensure there is a clear focus on supporting the victim and their family;
- to ensure consistency and effectiveness in tackling racism at Fair Oak Junior School;
- to ensure systematic tracking and analyses of racist incidents;
- to assist in reporting of racist incidents to Hampshire County Council and other appropriate bodies.

SUSPENSION & PERMANENT EXCLUSION

The school will apply suspensions and permanent exclusion only after an extensive range of interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Guidance.

Parents of children suspended from school will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the suspension. If a pupil is suspended for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the suspension going beyond day 5, alternative education provisions will be made by the school.

Following a suspension, in most instances a reintegration meeting will be held with the pupil and relevant staff to which parents are required to attend. During this meeting, the incidents that lead to the suspension will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to repair the situation.

Permanent exclusion is extremely rare and is only ever used if it has not been possible to secure a managed move to an alternative school setting. In the case of vulnerable pupils e.g. for those who are 'Looked After' by the Local Authority or who have complex SEND, permanent exclusion can only be sanctioned as a very last resort. In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

BEHAVIOUR OUTSIDE OF SCHOOL

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school. Once the school becomes aware of incidents involving its pupils whilst travelling to and from school, then it has a legal duty to respond in accordance with this behaviour policy.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

The school will respond to reports of non-criminal inappropriate behaviour and bullying that take place off the school premises, including online, where the behaviour is linked to the school or negatively impacts the wellbeing of pupils or the school community. Any response will be reasonable, proportionate, and in line with this policy, and will involve parents or carers as appropriate.

OTHER ASPECTS OF BEHAVIOUR AND DISCIPLINE

Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

FOJS

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We make available to selected pupils the transition programme run by the Behaviour Support Service.

We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side. Ex-pupils come back to talk to the current Year 6 about what secondary school is like.

Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

Physical Contact with Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:-

- holding the hand of the pupil;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use equipment;
- to demonstrate techniques;
- to give first aid.

Use of Restrictive Interventions

See Restrictive Interventions Policy 2026

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that is illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with in accordance with the Child Protection and Policy and staff code of conduct.

Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

The following will be applied: -

- school expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils;
- school expectations will be placed in prominent places;
- the policy will be reviewed annually to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently;
- for clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

Relationship With Other School Policies

This policy should be read in conjunction with the school's Acceptable Use of IT, Attendance, Restrictive Interventions, Child Protection, Complaints, Safeguarding, Single Equality and Supporting Children with Medical Conditions.

This policy will be reviewed annually and will be publicised in writing to all staff, parents, pupils and governors. It will be available from the school office as well as through the school's website.