Behaviour Policy

September 2024

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
Sept 2024	All	First introduction to UST style policy

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

This policy applies to all staff, students and parents.

3. Policy Aims and Ethos

Sir William Burrough is committed to providing transformational educational opportunities for all children. As a school we strive to be the best place to learn in, the best place to work in, and the best place to partner with. In order to do so, we aim to establish a culture of excellent behaviour for learning and clear systems and processes for behaviour management centred on a "warm but strict ethos".

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity. Within our school we will not tolerate any prejudicial language or behaviour aimed at students or adults. We are committed to celebrating and promoting diversity, equality and inclusion for all stakeholders.

This policy aims to:

- Provide a clear framework for all stakeholders with regards to positive behaviour for learning

- Maintain high expectations for our school community
- Define what we consider to be unacceptable behaviour, including bullying
- Recognise and reward over and above behaviour
- Provide clarity on the systems of rewards and recognition
- Provide staff with a systematic, consistent and fair approach on how to manage behaviour effectively and establish excellent relationships with learners through restorative practices
- Identify responsibilities of key stakeholders in securing exceptional quality of provision for all of our learners.

4. Links to Legislation and Guidance Documents

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies;

- Safeguarding of students
- Supporting Students with Medical Needs
- AEN and SEND offer
- Anti-bullying
- Exclusions
- E-Safety Policy
- Attendance Policy.

4.2. Relevant External Documents

This policy is based on advice from the Department for Education (DfE), the Local Authority and recognised research on promoting positive behaviour for learning:

- Ofsted Framework: 2019
- The Equality Act 2010
- Education Act 2002
- When the Adults Change, Everything Changes – Paul Dix
- Below the radar, low level disruption in the country's classrooms – OFSTED 2014
- Better Than Carrots or Sticks by Dominique Smith, Douglas B. Fisher and Nancy E. Frey
- Creating a culture: How School Leaders can Optimise Behaviour – Tom Bennett, March 2017
- Tower Hamlets Guidance on the use of Pupil Exclusion 2018
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- School suspensions and permanent exclusions: https://www.gov.uk/government/publications/school-exclusion
- Department for Education: 'Searching, Screening and Confiscation Advice for Schools' July 2022
- Teach Like A Champion 2.0 - Doug Lemov 2015
- Running the Room - Tom Bennett 2020
- EEF Improving behaviour In Schools 2017.
- DfE: Behaviour in Schools- Advice for headteachers and school staff

5. Roles and Responsibilities

All staff including teaching and support staff, are expected to establish positive relationships with learners at SWB in line with the school ethos of warm but strict, adhering to and upholding the school's core expectations. It is the responsibility of all staff to uphold the relevant artefacts through implementation and where relevant, follow up of the micro- scripts.

Pupils should ensure that they are committed to the Sir William Burrough vision and ethos, demonstrating the school values of Aspiration, Integrity and Community in order to become well rounded and responsible global citizens. Pupils must

- Follow the Core Expectations
- Strive to meet the expectations of the Behaviour Framework
- Be committed to developing themselves as well-rounded global citizens that achieve excellent outcomes in their academic study and beyond.

Please see Appendix 1 for further roles and responsibilities of all staff members at SWB School.

When a student joins Sir William Burrough, Parents/Carers and the enrolling student will be asked to read and sign the 'Home School Agreement'. This document establishes the responsibilities of all parties involved in a student's successful journey as part of the school community. See Appendix 10

6. Visible Consistencies and The Classroom Principles

As The school has core visible consistencies and classroom principles that all stakeholders must maintain:

- Behaviour Expectations – Staff are responsible for supporting learners to meet the expectations in the behaviour framework. Learners are responsible for striving to follow the Behaviour expectations
- Noise Levels – Staff are responsible for setting noise levels. Learners are responsible for following the relevant noise level for the duration of the given task
- Pace and purpose – staff and learners will approach each school day with pace and purpose to ensure that learning time is maximised
- Whole Group Positive Support – Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply whole group positive support
- Individual Anonymous Support - Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply anonymous individual support.

Transitions

- Moving around the school- Staff are responsible for ensuring children line up in register order from Reception upwards, to move around the school
- Silent hand signal - staff will use the silent hand signal to demonstrate that children should stop what they are doing and wait silently. Learners are responsible for responding to and following the expectations for the silent hand signal
- Meet and Greet – Staff and learners will start every lesson changeover in the same way. Staff will begin each day with 'Good Morning/Good Afternoon'.
- End and send – staff and learners will end their lessons in a calm and purposeful manner.

7. Restorative Practice

SWB is committed to adopting restorative practices that empower all staff and learners to take responsibility for their behaviour and ensure that learners are able to reflect on their conduct and regulate their behaviour themselves.

Throughout every part of the school's procedures to managing behaviour, learners are given the opportunity to reflect on their behaviour and are supported in understanding how to improve their relationships. The school is dedicated to preparing learners to be reflective and restorative. Where appropriate, the school may take additional steps to support and educate children if any patterns of negative behaviour are identified. This could be in the form of additional circle times, workshops, or pastoral interventions.

8. Positive Recognition – Above and Beyond

SWB primary is committed to ensuring that all learners are recognised for their outstanding behaviour and for going above and beyond the core expectations of the school. In the primary, children's outstanding behaviour is recognised through moving their names up a visual behaviour chart. Continued positive behaviour is recognised with certificates in weekly celebration assemblies.

Learner Support

SWB primary school is committed to ensuring that all learners are supported in self-regulating and establishing excellent relationships in the community. As a school, we recognise that learners may experience difficulties with their learning and behaviour, and in these situations, additional support may be required.

The school is committed to using quality first teaching strategies and to develop a reflective and analytical approach when considering how best to support and include all learners in their classrooms and during non-curriculum time. Where a learner is unable to meet the expectations of the school, the school may deem it necessary to engage a wider range of strategies to support the learner and their family. This will be developed as a bespoke programme to fully meet the needs of the learner in the given context, and will take into consideration all necessary school-based support options. Support may include referrals to external agencies who work with the school's behaviour and additional needs teams.

9. Stepped Sanctions

Where a learner does not meet the expectations of the school and their behaviour is detrimental to themselves, others, or the environment the school will follow a stepped sanctions approach. The stepped sanctions ensures that learners and teachers can adopt restorative practices to address concerns regarding behaviour and offer learners the opportunity to modify their behaviour and continue to build excellent relationships in the school community, whilst ensuring poor behaviour does not compromise the efficient education or safety of others.

The stages of the stepped sanction model are:

SWB PRIMARY SCHOOL:
Reminder Warnings
Warnings
Yellow – Time Out (in class)
Red - Time Out (Partner class)
Purple – Internal Exclusion/Time with SLT
External Exclusion
Permanent Exclusion/Managed Move

Incorrect uniform is addressed through a letter home to parents.

Please refer to Appendix 4 for systems at SWB.

Stepped sanctions should be delivered where possible within 48 hours of the incident. Serious incidents that can lead to possible FTE or Internal Exclusions may require an extended time frame in order to provide a thorough and conclusive investigation.

Appendix 6 provides a detailed breakdown of uniform expectations.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.
- Work with the school and actively engage in supporting their child's behaviour.

10. Intervention and Support

SLT pastoral leaders, safeguarding team and the pastoral team will review data and other evidence sources to identify learners who repeatedly escalate up the stepped sanctions and look to identify, where possible, the underlying need for the learner to allow them to have success in school.

11. Suspensions/Managed Moves

The law is precise on the procedures regarding the use of suspension and constantly updated. The school follows the DFE guidance on the interpretation of these rules into practice and receives regular advice as well as guidance from the local authority.

The executive headteacher will ensure that all exclusions are lawful and that the school adheres to its exclusion policy which is based on statutory guidance in relation to the use of exclusion.

12. Internal sanction

Learners will spend an allocated amount of time with senior leaders. They will work in silence once the task has been explained to them and will be supervised by a member of staff for the duration of their internal exclusion. Learners will finish their day as normal at 3.30pm and will be collected by a parent or carer.
During the period of referral, the learner will have a conversation with a member of the senior leadership team to ensure that the learner can make a fresh start in the next lesson.

If a learner shows unsafe behaviour during internal exclusion, the learner will be subject to a fixed term exclusion the next day and picked up where possible at the discretion of the school.

Internal exclusion already represents the most serious sanction the school can use before the use of fixed term or permanent exclusion. It is also a strategy the school uses to minimise the use of fixed term and permanent exclusion. Learners placed in internal exclusion have already persistently breached the school's behaviour policy or breached it in a serious way. Failure to comply with the internal exclusion expectations represents continued breaching of the school's behaviour policy and is likely to result in a fixed term exclusion. Serious misconduct whilst in internal exclusion will result in longer fixed term exclusions.

13. Suspensions

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term suspension from school. Suspension is when a pupil is not allowed to attend school for a fixed term or permanently because it has been decided by the executive headteacher that the pupil has very seriously contravened the school rules. These suspensions are administered according to common guidelines.
The decision to suspend a student will be taken in the following circumstances:

a. In response to a serious breach of the school's behaviour policy;
b. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
Suspension is an extreme sanction and is only administered by the executive headteacher (or, in the absence of the head, the associate headteacher or deputy headteacher).

Internal exclusions, suspensions and permanent exclusions may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the behaviour policy:

- Persistent failure to comply with school behaviour policy
- Rudeness
- Defiance
- Verbal aggression to staff and others
- Verbal aggression to other learners
- Physical aggression to/attack on staff
- Physical aggression to/attack on other learners
- Prejudicial incidents – including aggressions that are misogynistic, racist, homophobic, biphobic, transphobic, disablist, religious prejudice
- Argumentative/confrontational behaviour
- Being under the influence of alcohol or other substances
- Bringing any prohibited/banned items or substances into school, such as cigarettes and vapes
- Possession of drugs and other banned substances

- Dealing drugs and other banned substances
- Carrying an offensive weapon.
- Abuse that is discriminatory in nature, e.g. Misogynistic, racist, homophobic, biphobic, transphobic, disablist
- Bullying, including cyber-bullying (the school recognises the harmful nature of "banter" and will ensure that incidents are investigated and followed up on)
- Sexual harassment: unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- Bringing the school into disrepute
- Theft
- Damage to property
- Planned physical violence towards another learner(s)
- Arson
- Escalations
- Breach of health and safety regulations
- Truancy
- Plagiarism and use of artificial intelligence for coursework and other non-examination assessments
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the learner's behaviour.

This is not an exhaustive list and there may be other situations where the executive headteacher makes the judgment that suspension is an appropriate sanction. The school has in place a continuum of provision for suspension and alternatives to suspension in order to support students.

Any students involved in any activity related to the following which the executive headteacher deems to be serious enough to exclude or not will also be reported to the police:

- Weapons
- Drugs
- Gangs
- Serious assaults
- Crimes with a sexual element
- Prejudicial abuse/violence

A fixed term suspension will always be followed by a post suspension meeting involving the student, parents /carers, a year team leader and sometimes a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.

Please see the school's exclusions policy for further details.

14. Early Help Assessment

Where a learner has raised concern on a regular basis, the school will make an early help assessment (EHA). An early help assessment provides the London borough of Tower Hamlets with key information to allow for the school to access external agency support through outside agencies. This is a proactive response to provide support to the young person and their family that need extra help to be successful in education.

The school will work with the family to provide up to date information and provide a quick resolution to any concerns the school or family have for the well-being of our learners.

15. Pastoral Support Plan

Where a learner's behaviour identifies them as having repeated suspensions or being at risk of permanent exclusion, the school will start a pastoral support plan (PSP). This involves setting clear targets and identifying clear support to help secure improvements to a learner's behaviour and reduce the risk of suspension.

This is a structured intervention designed to support those learners for whom other school- based strategies have not been effective, this can run for a flexible period of time at the discretion of the school to meet the needs of the school, student and family, however we endeavour to be aligned with the national guidance of a period of sixteen weeks. There are regular reviews with the learner, parents, pastoral and support staff. Relevant external agencies, family members and other adults may also be invited to attend. The PSP will itemise individual learner targets, sanctions and rewards and specify any extra support from external agencies as well as from the school.

16. Manageed Moves and Permanent Exclusion

A permanent exclusion will be taken as a last resort. A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The London borough of Tower Hamlets operates the managed move process that all schools in the London borough of tower hamlets are a part of. In line with local authority guidance this school will offer families the option of a FAP managed move to families whose child is at risk of permanent exclusion. Managed moves are seen as a much more positive strategy for learners at risk of permanent exclusion as they offer students a fresh start. Parents/carers will not be coerced into taking the managed move.

17. Mobile Phones at SWB

At the primary school, learners are not to bring a mobile phone into school. In exceptional circumstances, children are only allowed to bring a mobile phone to school if they walk to or from school alone, and it would need to be handed in at the office for the duration of the school day.

If a member of staff finds a learner with a mobile phone, the staff member shall follow through with the guidance (please see the mobile phone policy) which follows the Department of Education's guidance on 'searching, screening and confiscation' July 2022.

18. Off Site Trips and Visits

When offsite on trips or visits the same expectations apply and will be dealt with as though on-site. Poor behaviour or conduct may result in sanctions if there is a clear link between that behaviour and maintaining discipline among the learner body as a whole, or if there are likely to be repercussions on- site. A member of school staff may notify the police and other authorities (e.g. Social care) if they be me aware of a learner's

involvement in criminal or anti-social behaviour during the trip. The mobile phones policy applies to all trips and visits unless otherwise stated by the trip leader and submitted as part of the trip paperwork.

19. Searching and Confiscation

The school has a statutory obligation to manage the health and safety of staff, learners and visitors and ensure that school expectations are maintained. Under this authority we reserve the right to search and screen learners under the following circumstances and to confiscate items as described below:

- Learners will be treated courteously and afforded respect and a reasonable level of personal privacy during any search; where possible personal items will only be searched in the presence of the learner
- A member of staff who is the same gender as the learner will carry out the search where appropriate. Another member of staff will be present to act as a witness to the search
- Parents may not be informed prior to a search and parental consent will not be sought
- Parents will be informed if a search of their child is conducted in order to recover prohibited items
- Parents will be informed if searches result in school disciplinary actions or police involvement
- Any searches by a member of staff or by police officers for a prohibited item will be recorded on the school's safeguarding reporting system.

20. Banned Substances and Items

Prohibited Items

The Department for Education has a classified list of prohibited items for all schools. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves).

Banned Items

Sir William Burrough Primary School has their own list of substances and items that are not permitted. Banned items include:

- Legal highs
- Aerosol cans
- Paint thinners
- Non-prescribed hypodermic needles
- Smoking materials, including vapes, matches and lighters
- Drug paraphernalia

- Energy drinks

Should a student be found in possession of a prohibited or banned item on SWB premises, they will be confiscated immediately and, and parents/carers will be informed as appropriate.
Bringing in prohibited or banned items is considered to be a serious breach of the school behaviour policy.

21. Use of Reasonable Force

Staff members will always look to resolve ansy conflict or aggressive behaviour through discussion. However, there are times when learners are likely to cause considerable damage to themselves, members of the school community or school property. In these instances:

- School staff have a legal right to use reasonable force to control or restrain
- Control means passive contact, such as standing between learners or blocking a learner's path, or actively leading a learner by the arm away from a classroom or difficult situation
- Restraint means to hold back physically or to bring learners under control. For example, where two learners are fighting or refusing to separate without physical intervention
- Reasonable force can be used to prevent learners from hurting themselves or others, or damaging property or causing disorder
- Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize the chance of injury to the learner but this may not always be possible
- Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm
- Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs
- We do not require parental consent to use reasonable force.

Use of positive handling training is reviewed and updated regularly and go above the required standards for a school.

22. Allegations Againts Staff

If a learner was found to have made a false accusation against any member of school staff, appropriate sanctions would be implemented and the learner's parents would be contacted. The nature of the sanction imposed would depend on the severity of the accusation, but serious malicious accusations could result in exclusion.

23. Reasonable Adjustments

It is very important to pay close attention to any exceptional circumstances such as: special educational needs, race relations, disability and any other equality considerations.
The school has in place measures to support learners and prevent exclusions. These include:

- Targeting learners for behaviour & progress intervention
- Use of PSPs (pastoral support plans) and review PSPs
- Completion of early help assessments

- Referrals to internal and external support agencies.

24. Monitoring the Impact of the Behaviour Policy

SWB leaders will monitor the distribution of rewards and sanctions by groups e.g. gender, ethnicity, SEN in order to ensure that our behaviour policy is effective. We have a specific duty to monitor the impact of the operation of policies on learners, parents/carers and staff for different groups, and we will evaluate the impact of this behaviour policy and act on the results of these evaluations.
The evaluation of the effectiveness of the policy will be carried out using data collected on the school's management system of Arbor. In addition, data relating to attendance, exclusion and punctuality will be analysed and communicated.

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom, ad recorded on Arbor
- Attendance, permanent exclusion and suspension data
- Use of alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice. Prejudicial incidents are recorded and analysed termly to inform cohort specific interventions and school improvement priorities if necessary.

25. Approval Signature

Signature of Executive Headteacher _____

Print name **SIOBHAN FEHIM**

Date **September 2024**

Signature of Chair of Governors _____

Print name **ROSS TRANTER**

Date **September 2024**

26. Appendix 1 – Roles and Responsibilites

Pupils

Pupils should ensure that they are committed to the St Paul's Way School vision and ethos in order to become well rounded and responsible global citizens. Pupils must:

- Strive to embody the school's core values
- Follow the three core expectations
- Strive to follow the expectations detailed in the Behaviour Framework
- Strive to follow the expectations of the Classroom Principles – Meet and Greet, Noise Levels, Countdown, red line script
- Strive to follow expectations for transitions and line-ups
- Strive to follow the expectations at non-curriculum time – Follow instructions first time, no physical contact and look after the school environment.
- Arrive on time to school and lessons
- Wear the correct uniform to the specification of the school expectations
- Be committed to developing themselves as well-rounded global citizens that achieve excellent outcomes in their academic study and beyond.

Parents

Parents should ensure that they support their children in adhering to the expectations of the school, work in close partnership with staff at the school to ensure that information is shared effectively and discuss any concerns that they have regarding their child's development with the school promptly. Parents must:

- Engage and communicate effectively with the school and follow the school's expectations on communication. For example, parents must attend all meetings, and understand and support the communication systems of the school.
- Actively encourage their child to build excellent relationships both in school and outside with staff, learners and third parties
- Work in partnership with the school to ensure their child makes excellent progress and adheres to the school's expectations at all times
- Inform the school of anything that could have an impact on their child and their conduct in the school.

Staff

Staff are expected to embed positive behaviour for learning strategies by adhering to and upholding our core set of values and expectations. Teachers must:

- Establish excellent relationships with all learners
- Carrying out regular behaviour training.
- Deliver excellent quality of provision that is inclusive for all learners
- Maintain the visible consistencies and classroom principles expected by the school
- Maintain the transitions and expectations of line-ups
- Uphold and maintain the behaviour systems of the school including duties, sanctions and processes at SWB Primary.
- Maintain effective communication with all stake holders.
- Developing supportive, respectful, and trustworthy relationships with each other.

Class teachers

Class Teachers play a central role in the social, emotional, mental, spiritual and cultural development of each individual learner. They should be active in ensuring that learners play a positive role in the school community and offer the first wave of support for learners in need of additional care. Form tutors must:

- Build positive relationships with learners, parents and carers
- Follow up with concerns about individual learners and work in close partnership with the Phase Leaders.
- Monitor and review learners' progress in terms of behaviour, attendance, academic progress and attainment.
- Implement relevant behaviour strategies as directed by the senior leadership team or Pastoral SLT.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

Phase Leaders/ Curriculum Leaders

Phase leaders in the Primary School strategically lead teachers and support staff to ensure that a consistent approach to behaviour for learning is implemented and that the curriculum offers opportunities for pupils to flourish.

Phase Leaders

Phase leaders in the Primary should strategically lead teachers and support staff to ensure that all pupils in their year group are supported both in terms of academic progress and pastoral support.
Phase Leaders must:

- Manage their teams effectively to ensure all learners receive consistent approaches to behaviour management
- Work in close partnership with staff to ensure that learners are given the appropriate support
- Network with a wide range of staff, parents and external agencies to ensure that learners receive tailored support where necessary

Senior Leaders

Senior Leaders ensure that there is consistency in behaviour management and high expectations on behaviour are maintained at all times. Senior leaders must:

- Ensure that the behaviour policy and associated procedures are consistently used across the whole school
- Maintain high standards in all their communications to stakeholders and uphold the core rules with regular feedback
- Establish a culture of visible consistency and excellent relationships throughout the school both in lessons and during non-curriculum time.

27. Appendix 2 – Links to Legislation & Guidance Documents

- Ofsted Framework: 2019 - https://www.gov.uk/government/consultations/education- inspection-framework-2019-inspecting-the-substance-of-education
- The Equality Act 2010 - https://www.gov.uk/guidance/equality-act-2010-guidance
- Education Act 2002 - https://www.legislation.gov.uk/ukpga/2002/32/contents
- DfE: Behaviour in Schools- Advice for headteachers and school staff
- When the Adults Change, Everything Changes – Paul Dix
- Below the radar, low level disruption in the country's classrooms – OFSTED 2014 - https://www.gov.uk/government/publications/below-the-radar-low-level-disruption- in-the-country's-classrooms
- Better Than Carrots or Sticks by Dominique Smith, Douglas B. Fisher and Nancy E. Frey -
- Creating a culture: How School Leaders can Optimise Behaviour – Tom Bennett, March 2017 - https://www.gov.uk/government/publications/behaviour-in-schools
- Tower Hamlets Guidance on the use of Pupil Exclusion 2018 https://www.towerhamlets.gov.uk/lgnl/education_and_learning/schools/exclusion_of
- _pupils_from_sc.aspx
- School suspensions and permanent exclusions: https://www.gov.uk/government/publications/school-exclusion

Behaviour and discipline in schools

- Searching, screening and confiscation at school: https://www.gov.uk/government/publications/searching-screening-and-confiscation
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

28. Appendix 4 – Positive Recognition

At SWB, it is considered that praise and rewards are an integral part in recognising positive contributions to school life. We use 'Stay on Green' visuals and prompts, which is a positive reinforcement to encourage learners to continue with good behaviour for learning. All staff at the Primary school reward learners in the following way:

- Moving learners on class behaviour charts
- Learners show good work to another teacher or a senior leader
- Awarding stickers or stamps to learners
- Presenting individual certificates in our weekly celebration assembly
- Giving class trophies in our weekly celebration assembly (for attendance and punctuality.

The ethos of the recognition and rewards is to reward learners for going 'above and beyond' both in lessons and during non-curriculum time. Where learners go above and beyond they will be recognised for doing so through a number of celebratory methods that all stakeholders can engage with across the school.

Behaviour for Learning Actions (for staff use)

Stage	Behaviour	Action Taken
Gold Outstanding Behaviour Exceeding Expectations	• Consistently making the right choices • Making good choices when in challenging situations • Going above and beyond normal behaviour expectations • Persevering when faced by learning challenges.	• Child's name on gold • Praise and acknowledgement
Green Good Behaviour Meeting Expectations	• Being kind safe and ready for learning at all times • Following instructions from adults 1st time • Moving around the school quietly and sensibly • Focusing on learning / work • Being respectful and kind to adults and peers	**In Class** • Child's name on green • On-going praise for children displaying green behaviour. **In Playground / Clubs / Corridors** • On-going praise for children displaying green behaviour.
Yellow Low-Level Behaviour Not Meeting Expectations	• Shows unsafe, unkind behaviours or is not ready for learning • Failure to follow instruction from adults 1st time • Disrupting other children's learning	**In Class** • Warning given with opportunity for child to improve their behaviour • Time out in class (continue to engage in learning)

	• Moving around the school noisily • Failure to focus on learning / work • Being unkind to other children.	• Discussion with Class Teacher • Child to apologise to appropriate person
		In Playground / Clubs • Warning given with opportunity for child to improve their behaviour • Time out in playground • Discussion with supervising adult • Child to apologise to appropriate person.
Red Significant Behaviour Incidents or Persistent Low-Level Behaviour	• Continued unsafe, unkind or disruptive behaviors • Continued yellow behaviour after time-out • Disruptive behaviour whilst on time out in class • Persistent disruptive behaviour • Being rude or disrespectful to adults	**In Class** • Time out in partner class • Reflection sheet completed • Restorative discussion with Class Teacher and children if applicable • Parents notified verbally by class teacher • Teacher to record incident.

		In Playground / Clubs • Time out with Senior staff member • Restorative discussion with Class Teacher and children if applicable • Discussion with Senior staff member • Support staff involved to notify class teacher • Parents notified verbally by class teacher • Teacher to record incident.
Purple Serious Behaviour Incidents or Concerns	• Continued red behaviour after time-out • Persistent disruptive behaviour over time • Bullying • Racial, homophobic or gender abuse • Physical or verbal abuse • Theft or vandalism	• Child brought straight to a senior leader • Reflection Sheet completed by child • Restorative discussion with senior leader • Record of behaviour incident kept • Parents meet and discuss with a senior leader • Pastoral Support Plan, if persistent behaviour • Fixed term or permanent exclusion.

Behaviour for Learning

Actions

Stage	Behaviour	Action Taken
Gold Outstanding Behaviour Exceeding Expectations	• Consistently making the right choices • Making good choices when in challenging situations • Going above and beyond normal behaviour expectations • Persevering when faced by learning challenges	• Child's name on gold
Green Good Behaviour Meeting Expectations	• Following instructions from adults 1st time • Moving around the school quietly and sensibly • Focussing on learning / work • Being respectful and kind to adults and peers	**In Class** • Child's name on green • On-going praise for children displaying green behaviour **In Playground / Clubs / Corridors** • On-going praise for children displaying green behaviour
Yellow Low- Level Behaviour Not Meeting Expectations	• Failure to follow instruction from adults 1st time • Disrupting other children's learning • Moving around the school noisily • Failure to focus on learning / work • Being unkind to other children	**In Class** • Warning given with opportunity for child to improve their behaviour • Time out in class (continue to engage in learning) • Discussion with Class Teacher • Child to apologise to appropriate person **In Playground / Clubs** • Warning given with opportunity for child to improve their behaviour • Time out in playground • Discussion with supervising adult • Child to apologise to appropriate person
Red Significant Behaviour	• Continued yellow behaviour after time-out • Disruptive behaviour whilst on time out in class	**In Class** •Time out in partner class •Reflection sheet completed

Incidents or Persistent Low-Level Behaviour	• Persistent disruptive behaviour • Being rude or disrespectful to adults	•Discussion with Class Teacher •Parents notified verbally by class teacher •Teacher to record incident **In Playground / Clubs** • Time out with Senior staff member • Reflection sheet completed • Discussion with Senior staff member • Support staff involved to notify class teacher • Parents notified verbally by class teacher • Teacher to record incident
Purple Serious Behaviour Incidents or Concerns	• Continued red behaviour after time-out • Persistent disruptive behaviour over time • Bullying • Racial, homophobic or gender abuse • Physical or verbal abuse • Theft or vandalism	• Time out with SLT • Reflection Sheet completed by child • Record of behaviour incident kept • Parents meet and discuss with SLT member • Pastoral Support Plan, if persistent behaviour • Fixed term or permanent exclusion

29. Appendix 5 – Uniform Expectations

At Sir William Burrough Primary School, students are expected to always maintain a smart appearance. Please see below a reminder of our uniform expectations:

- Polo shirt (white, red, blue, red, green, yellow) or round neck cotton t- shirts (red, blue, red, yellow)
- SWB jumper (red, blue, red, green, yellow)
- Cardigans (red, blue)

In the summer term pupils can continue to wear, polo shirts (white, red, blue, red, green, yellow), round neck cotton t- shirts (red, blue, red, yellow), or gingham summer dresses, (blue, yellow, green, red).

Wearing our school uniform helps children to feel like a part of our school community and instils in them a sense of pride. It is important that children wear the correct uniform on a daily basis and look smart at school.
Please note the school uniform can be purchased via the Parent Mail app. If you have any questions about our uniform, then please speak to a member of staff before making purchases.

We politely ask that pupils wear shoes or trainers (not slip-ons – see below), or open toe sandals.
All children should have a book bag (blue with logo) which they bring to school daily. We will use this to give them reading books, homework and letters. Children should not bring other larger bags to school as we do not have space to store them.

Children should also have a suitable coat to keep them warm and dry when they are outside in winter. All items of clothing that children bring to school should be clearly marked with their name so that lost items can be returned to their owner quickly and easily. For health and safety reasons, we ask for long hair to be tied back and the only jewellery should be plain stud earrings (not hoops).

Please note this is not an exhaustive list, and the school reserves the right to decide on whether a student is in line with the uniform expectations.

30. Appendix 6 – Home Learning Agreement

Home Learning Agreement

This document summarises my role/responsibilities and how I will engage with the school and its values as a parent/guardian and duty bearer of a child at Sir William Burrough Primary School.

I understand and agree with the school's mission of, 'Making SWB the best place to learn in, work and partner with.'

Our school values are:

Passion
Creativity
Community
Improvement
Motivation
Growth

The summary below outlines the behaviour that all families at SWB will exhibit. These behaviours arise from our collective values. They are what we expect of ourselves and others- all the time.

Together, we will ensure the following so that the best possible outcome for all children is achieved and therefore I agree to:

I agree to:

- Be clear, warm and respectful in all communication with others; maintain appropriate boundaries to safeguard children, ourselves and others.
- Work together with the school and remain solution focused even when communicating in challenging situations; we aim to problem solve to seek a positive outcome for the children and wider community.
- Share relevant information to meet the needs of my child (medical needs, pastoral needs, allergy information or safeguarding concerns)
- Ensure that my child arrives at school each day ready to learn and meeting the school's uniform expectations.
- Support my child to make good choices online by always supervising their use of technology and discussing safer online practice.
- Support the fair and consistent use of the behaviour policy to ensure all children are able to exceed.

I agree to:

- Support my child in their home learning by reading with them and engaging in home learning projects.
- Support my child to attend school on time every day to achieve the best possible outcomes.

- Engage with support provided by the school to help my child to access education, recognising the specific needs and experiences that different individuals may have.
- Encourage my child to participate in the school's co-curriculum to support their wellbeing and to build aspirational habits. The co-curriculum includes, but is not limited to: clubs, trips, co-curriculum passports and pupil leadership opportunities.

I agree to:

- Encourage and model our values to my child to ensure that they are ambassadors for the school community.
- Where possible, engage with whole school events, including parent/carer meetings, home learning exhibitions and supervising during school trips.
- Support my child to live a healthy and active lifestyle for their wellbeing.
- Engage with our Rights Respecting School initiative and ensure my child understands and can embed the articles of the UNCRC (United Nations Convention on the Rights of the Child).
- Respect the diversity of our community and their protected characteristics, always maintaining respect and tolerance in our interactions.