



Chilham St Mary's CE Primary School

POSITIVE BEHAVIOUR POLICY

Policy to be agreed by Governors: 7th October 2026

Next review: September 2027

We are a diverse, loving community, committed to providing firm foundations built on God's love and forgiveness for all. Within our family of learners, guided by Jesus' example, we nurture and encourage every individual to have the confidence to achieve their own potential, now and in the future.

Introduction:

This document is a statement of the aims, principles and strategies for Chilham St Mary's Church of England Primary School. We aim to create a community with a Christian ethos, where the spiritual, moral and intellectual talents of our children are nurtured. Our core Christian values of love, trust, honesty, forgiveness, respect and perseverance are at the heart of all that we do.

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- <https://www.churchofengland.org>

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Rationale:

This document provides a framework for the creation of a happy, secure and orderly environment in which the children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. Mutual respect is developed through day to day life at school, collective worship, within our teaching of the National Curriculum and in Religious Education lessons. The examples set by the adults who work in the school also play an important part in the development of

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this policy. If a child is treated fairly and politely, witnesses respectful behaviour and feels valued, they will follow the example of a good adult role model.

Statement of Behaviour Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Suspensions or exclusions will only be used as a last resort
- 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

Responsibilities

We expect every child to:

- Take responsibility for their own behaviour
- Follow the school behaviour expectations at all times
- Reflect on their actions and recognise they are part of a community

We expect every adult to:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Parents should:

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self discipline
- Show an interest in all their child does at school
- Encourage their child/children to tell a member of staff if they have been hurt either emotionally or physically
- Foster good relationships with the school so that all children can see that the key adults in their lives share a common aim

Governors should:

- Support the partnership between home and school
- Monitor and evaluate the implementation of this policy

We commend positive behaviour and effort by words of praise to the individual, class or whole school. Our team point award system and celebration worship times are used to further celebrate the children's successes, which may be academic, for effort, improvement, for setting a good example or

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having a positive attitude. We also acknowledge and reward children who demonstrate the school values.

Our Golden Rules

- **Be ready**
- **Be safe**
- **Be respectful**

Visible Consistencies

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

At the start of the day

Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door. On arrival Children walk calmly straight into the classroom, put belongings away and start early morning activity.

Playtimes / end of lunch time

Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.

Transitions

Children are expected to walk calmly and quietly in the corridors. Children should be accompanied by adults when moving from building to building.

Lunchtimes

Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.

End of the day

Children leave their line once an adult has been seen by staff dismissing. Adults say goodbye to children. Visible presence by SLT.

Recognition Board

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

Each class will have a Recognition board. The focus for the class will be displayed on the recognition board. This will be based on the 3 school rules: Be Ready, Be Safe, Be Respectful.

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



Team Points

- Team points will be given for learning, displaying our school values and work in class and collated for each pupil every term.
- Team points can be awarded to a child by any member of staff .
- Children can work towards earning certificates linked to the number of team points they achieve as well as the contribution they make to their whole team effort
- Children can earn Bronze, Silver, Gold and Platinum certificates for reaching different benchmarks : 50=Bronze (an extra playtime), 100=Silver (non-uniform day) , 200=Gold (tea party)
- Certificates will be awarded at the end of each term for children who have reached one of these benchmarks
- Team points will be collected each week by team captains to share the progress of each team during the celebration assembly at the end of each term.

Star Pupil Award

- One child from each class is chosen by the class teacher / TA each week and awarded the star pupil certificate
- The Headteacher will also award a weekly star pupil certificate for one child
- Office and lunchtime staff may also award a star pupil certificate

Sports Council Award

- The Year 5 Sports Council will award a certificate to a KS1 child each week for demonstrating good sportsmanship behaviour at break or lunchtimes
- A trophy will be awarded each week to a child for improved effort and attainment in PE

Managing and modifying poor behaviour

Practical steps in managing and modifying poor behaviour Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should **always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

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Stage 1 - Redirection Positive reinforcement of other children around them “X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include • a ‘look’ • a visual point to what you expect.
Stage 2 - Reminder A reminder of the expectations Ready, Safe, Respectful delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 - Warning If the behaviour persists: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices Scripted approaches at this stage are encouraged (see appendix) If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 4- Consequence If the behaviour still persists: • The learner is asked to speak to the teacher away from the others. • Boundaries are reset – child is informed they will miss part of their playtime. • Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning. •Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough) Time out in an allocated space within the classroom. ❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place. ❖ If a child misses part of their playtime, the adult is responsible for logging the incident on My Concern – under behaviour category. ❖ Class teacher to inform parent at the end of the day via conversation in person or on phone.
Stage 5a Internal referral – Lunchtime with SLT If the behaviour escalates / child refuses to move to time out then HT/SLT are made aware. If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their parallel partner class. If necessary, the learner may need to work outside their teaching area with a member of SLT. If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved. ❖ Whenever an adult is called, staff are to log incident on My Concern – under behaviour category. ❖ Adult who dealt with the initial stages of behaviour will start the log. ❖ HT/SLT will continue log with missed lunch ❖ After lunch missed play has occurred, HT/SLT will inform parent via conversation.
Stage 5b – Non-negotiable behaviours If a child displays a non-negotiable behaviour, they will automatically spend lunchtime with SLT. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal suspension or fixed term suspension. This decision will be made by the Headteacher or SENDCO in her absence • Sexist / racist / homophobic comment

• Swearing • Physical aggression towards a peer • Verbal aggression towards a peer • Rudeness towards an adult (swearing/ mimicking/refusal to cooperate) • Deliberate damage to school property ❖ The member of staff who dealt with this incident is required to complete to log the incident on My Concern. ❖ SLT will ensure this is communicated to adult upon collection/via the telephone.
Stage 6 – Violent behaviours
The following non-negotiable behaviour may result in an internal, fixed term or permanent suspension. This will be decided by the Head Teacher or SENDCO in her absence. • Physical aggression towards an adult • Repeated patterns of aggressive behaviour towards an adult / child • Deliberate and destructive behaviour

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, staff will consistently 'catch children being good' and share this with them. Staff are encouraged to reinforce this message and will identify a child from each class to have a Hot Chocolate with the Head Teacher each week.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Head Teacher.

Responding to high-level behaviour incidents

In cases where a pupil's behaviour deviates from the standard of behaviour expected, a consistent approach is necessary. Consistency is important because it ensures that a pupil receives rewards every time they have earned them, but also that a pupil receives a sanction every time they display a misbehaviour. The response to an example of misbehaviour is not set as each will be fact specific. The response will be measured and be guided by the following:

- (1) Ensuring that the adult's response does not aggravate the situation;
- (2) Not giving an immediate accelerated response;
- (3) Staying calm and making the School's expectations clear so that the situation can be resolved in a confident manner; Refer to our school values e.g. Was that a respectful way to treat another child?
- (4) Ensuring a separation of emotion from the behaviour and giving the pupil an opportunity to respond;
- (5) Being reasonable but not reasoning where standard is non-negotiable.

Staff will recognise that a series of events will have likely occurred which have led to the incident. Pupils involved will be given a chance to explain the incident. Parents will be informed of high-level behaviour incidents and the incident will be logged on My Concern and pupils involved will be monitored.

Responding to persistent misbehaviour

In cases where procedures outlined above have been executed but behaviour continues to persist over a period of time, parents will be invited to meet with the Headteacher and Class teacher. Concerns will be shared and, in partnership, a behaviour support plan will be drawn up.

Restorative conversations

As part of our approaches to managing behaviour, adults should hold a restorative conversation for any child who reaches stage 5. This conversation will normally take place during lunch time. Sometimes it may include other adults / children.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

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

Responses should be saved to My Concern.

Visible Consistencies

Safeguarding

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

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

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

Reasonable force

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

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

Incidents of reasonable force must:

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

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

Confiscation, searches, screening

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

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Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply. Parents will be spoken to at this point.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others.

The authorised member of staff can use reasonable force to search for any prohibited items, listed below, only.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desk trays.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks/Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system, My Concern.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Prohibited items. These are:

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

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

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If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

Malicious allegations

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

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

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

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

Serious sanctions

Suspension and permanent exclusions

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

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

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Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. At Chilham St Mary's we will follow a pupil's personal provision plan to anticipate and remove triggers depending on the need of the pupil.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Outside Agencies :

Any worries about a child should be discussed with the special needs coordinator (SENCO), and the Headteacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Headteacher, or as the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Early Help
Cognition and Learning Service
Educational Psychologist
Specialist Teaching and Learning Service
Teacher for hearing impaired
Teacher for visually impaired
Speech therapist
Physiotherapist
Pre-school advisor
Kent Community Health NHS Trust School Health Team
Children's Social Work Services

Monitoring :

In light of this policy the senior management team will continually monitor the behaviour throughout the school. After twelve months the effects of this policy will be evaluated through consultation with all the parties involved, ie children, parents, staff and governors.

Agreed changes to this policy will then be incorporated as necessary.

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