



Temple Sutton Primary School

Behaviour Policy

Purpose of this policy

In applying this policy, the school will consider its duties under the Equality Act 2010. It will also consider the individual needs of pupils with SEND. The school will also have regard to its safeguarding and suspensions and exclusions policies where appropriate.

This policy can extend to activities outside the school day and off the school premises when the pupil is taking part in any school organised or school related activity, travelling to or from school, or when identifiable as a pupil at the school. It also includes any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public or adversely affect the reputation of the school, including online behaviours.

It is aligned with Keeping Children Safe in Education. Behaviour that suggests a pupil is at risk of harm will trigger a safeguarding response

This policy outlines our approach to behaviour in accordance with the following guidance:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive Interventions, including the use of reasonable force, in schools](#)
- [Keeping Children Safe in Education](#)
- [Searching, Screening and Confiscation](#)
- [Behaviour in Schools](#)
- [SEND Code of Practice](#)
- [Mental health and behaviour in schools](#)
- [Mobile phones in schools](#)
- Human Rights Act 1998
- Equality Act 2010



Rationale

At Temple Sutton, we believe that maintaining high expectations for pupils' learning and behaviour is integral to being a successful school and enabling all pupils to make the best possible progress. We aim to develop positive relationships between staff and pupils, which are based upon the principles of honesty, trust, respect, justice, equality and fairness, and we want all pupils to become responsible citizens.

This policy enables us to ensure there is consistency in the approach to behaviour management throughout the school.

Statement of Behaviour Principles

- All pupils, staff and visitors have the right to feel safe at all times at Temple Sutton.
- Temple Sutton is an inclusive school. All members of the school community should be free from discrimination of any kind.
- The school rules should be set out clearly in the Behaviour Policy and displayed around school. These rules should be applied consistently by all staff.
- Rewards should be used regularly, consistently and fairly, and applied in such a way as to encourage and promote high standards of behaviour.
- Sanctions for unacceptable behaviour should be known and understood by all staff and pupils and consistently applied, taking into account SEND, disability and the needs of vulnerable pupils.
- The use of rewards and sanctions must have regard to the situation and the individual pupil; the Head Teacher is expected to use their discretion.
- Exclusions and suspensions should only be used as a last resort.
- Pupils/parents are expected to cooperate in order to maintain an orderly climate for learning.
- Violence, threatening behaviour or abuse by pupils/parents towards school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the premises and, if the parent continues to cause disturbance, he/she may be liable to prosecution.
- Guidance on the use of reasonable force should form part of the Behaviour Policy.

Aims of the Behaviour Policy

- To enhance pupils' self-esteem, confidence and resilience.
- To encourage pupils to recognise and respect the rights of others.
- To promote the values of honesty, fairness and respect.
- To develop pupils' self-discipline and self-control.
- To encourage ownership of behaviour and accountability.
- To enable pupils to be successful learners.
- To ensure that rewards and sanctions are used consistently.



Rights and Responsibilities

All staff and volunteers are expected to be role models for pupils; if pupils are to learn to show respect for each other and the adults they work with, they need to be set a positive example. The following rights and responsibilities apply to all members of the school community.

Safety: the right to feel safe and the responsibility to allow others to feel safe at school.

Respect: the right to be treated with respect and the responsibility to treat others the way we expect to be treated, regardless of religious, cultural, ethnic, sexual or physical differences. This also includes rights and responsibilities for looking after property.

Communication: the right to have a view, share ideas, express oneself and ask questions, and the responsibility to listen carefully and respect the views of others.

Learning: the right to learn in a positive environment and the responsibility to allow others to learn without interference, within one's ability.

British Values: the right to individual liberty; mutual respect; rule of law; democracy and tolerance.

Our CREATE Values

To encourage positive behaviour and responsible actions at Temple Sutton, we have agreed six core values with the whole school community: Courage; Respect; Empathy; Ambition; Tenacity; and Excellence. All stakeholders within the school are expected to uphold these values.





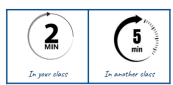
The CREATE values are discussed with pupils at the beginning of each term by the leadership team during assemblies and also by class teachers. It is important that pupils have a clear idea of what each value means and the responsibility they have as individuals to uphold these values. The values are displayed in each classroom and around our learning community so pupils can be reminded of their responsibilities; they can be praised if they have followed the values and if they have broken them, the issue(s) can be addressed with appropriate sanctions.

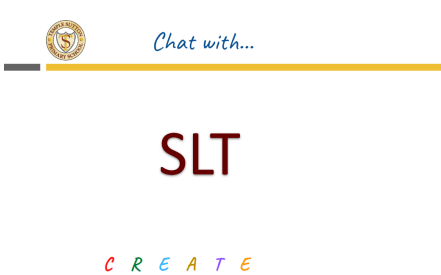
It is the responsibility of the class teacher on the first day of the autumn term to discuss the CREATE values with his/her class and to create additional class rules. These may be in line with the CREATE values, or may be new rules, appropriate to the needs of the class. A class contract can be drawn up, which each pupil signs, thereby agreeing to abide by the class rules. This document should be prominently displayed in the classroom. The contract becomes a powerful tool for reminding pupils about our expectations; if a pupil breaks one of the class rules they can be reminded that they have signed a contract agreeing to follow them. There are opportunities to reward pupils who keep to the rules and consequences for those who break them.

Values Steps System

At the start of the day, every child has a peg that starts on the values step because it is expected that every child will adhere to the school values. Our aim is to encourage appropriate behaviour with the positive reinforcement of expected behaviours, focusing on pupils' achievements i.e. catching pupils getting it right. It is important that all staff find the opportunity to praise good or improved behaviour, whether or not a pupil is in your class. Our Values Step System allows pupils to move up the steps to be recognised for their positive contributions. However, when a child's behaviour falls below our expectations, they may be moved down a step. Value Steps are visible in every classroom. Below explains the use of the Values Step System used at Temple Sutton.

 <i>Standout Star</i>  <i>C R E A T E</i>	If a child is exceptional, their peg moves to Standout star and they should be sent to SLT for acknowledgement.	The child will have a personalised "Stand Out Star" postcard sent home acknowledging the CREATE values they have displayed.
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 Congratulations.... You have gone....  C R E A T E	When a child goes above and beyond the normal expectations, they are acknowledged by the peg moving up into the Above and Beyond cloud.	Teacher will write a personal note in a post-it note to be displayed on the classes Above and Beyond display board,
 We are here to create a better future for ourselves COURAGE Be brave and be prepared to take risks. RESPECT Treat others the way you would like to be treated. EMPATHY Understand and share how others are feeling. AMBITION Set goals, take responsibility and aspire to do great things. TENACITY Be resilient, persist with challenges and never give up. EXCELLENCE Strive to be the best you can be.	All pupils start their day on CREATE zone. Following our values is the minimum expectation every time, every day for every child.	
 Warning Zone • Stop! • Think about our expectations • Make the right choice  C R E A T E	If a pupil shows early signs of deviating from the values, the adult must remind the child of the values.	Whenever a peg is moved down a step, staff talk to the pupil(s) about why. For example: <i>'One of our agreed class rules is to work hard, but you are continually interrupting our learning, therefore, you will have to move down a step.'</i>
 Reflection Time 1. Reflect on your behaviour. 2. Decide on your next steps to move forward positively. 3. Think about what the adult can do to help you.   C R E A T E	If the behaviour continues, the pupil receives two minutes time out. If they comply after 2 minutes, acknowledge this. If they fail to comply, they have time out in another class for 5 minutes. When the pupil returns, a brief conversation . (This takes place using the script opposite.) If the pupil improves their behaviour and shows they are able to reflect on what has gone wrong and adhere to the school's values, their peg can be moved back into the values step.	Teacher Script: I want you to reflect on • What has happened and why? • Decide on your next steps to move forward positively. • Think about what I can do to help you.

	If a peg is moved to the SLT step after having the 2 and 5 minute reflection time, the pupil is sent to the Head Teacher or SLT to discuss options for re-engaging in their learning. They will be offered Time To Talk with an SLT member of staff.	If a pupil displays extreme behaviour, they can miss steps and be instantly placed on the SLT step. This includes behaviour that could endanger themselves or others.
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Time to Talk – Classroom

Time to Talk is available during the school day and provides an opportunity for children to speak with a member of the Leadership Team when they need additional support to manage their behaviour, emotions or relationships.

Time to Talk may be used to:

- support a child to resolve a friendship or relationship issue;
- support a child to return to a state of readiness to learn;
- provide an opportunity to repair or restore a relationship when something has gone wrong;
- provide time for learning, reflection and restorative conversation; or
- support a child who is finding it difficult to follow our school rules and values.

The purpose of Time to Talk is to provide children with the opportunity to adjust, respond and reflect, enabling them to return to learning when they are ready. We recognise that all children make mistakes and that mistakes are an important part of learning and growth. Children are supported to understand the impact of their actions, take responsibility and consider how they could respond differently in the future.

Where a child has demonstrated behaviour that does not align with our school rules and values, Time to Talk provides an opportunity to discuss what has happened from a different perspective. True learning comes through restorative conversations rather than punishment. These conversations help children understand their mistakes, take responsibility and identify strategies that will help them make positive choices in the future.

Where appropriate, a natural or restorative consequence may follow. For example, a child may spend some time away from an activity to reflect, complete a piece of restorative work or write an apology.

If a child is frequently accessing Time to Talk, this will be monitored and may be discussed with the class teacher, parents/carers and/or other members of the Leadership Team to identify any additional support that may be required.



Behaviour Management Interventions

At Temple Sutton, our approach to behaviour management is fair and consistent. We make every effort to reinforce positive behaviour. However, if a pupil does not adhere to the CREATE values or class rules, there are consequences. If a teacher feels a pupil is continuing to demonstrate inappropriate behaviour, it is important to discuss this with the relevant year group leader, the Inclusion Team and/or the Senior Leadership Team, so that the appropriate support can be arranged. This may involve support from external agencies, or other professionals. Class teachers should keep a daily log of behaviour on our Safeguarding system that gives cause for concern.

Level One Interventions

1. Praise pupils who behave appropriately by stating clearly what they have done well.
2. Tactically ignore negative behaviour.
3. Give non-verbal signs e.g. look to show that you are waiting for the pupil to engage.
4. Verbal reprimand or warning of a step change if they continue to break the school rules / continue their inappropriate behaviour.

Level Two Interventions

1. Remind the pupil about the rules. Make all verbal interventions as quietly and privately as possible to avoid highlighting unwanted behaviour to the rest of the class.
2. A simple direction emphasising the behaviour you expect, e.g. "Sit down quietly."
3. For inappropriate behaviour exhibited in front of peers, the following statement is effective in that it reduces the 'entertainment' value of the incident, but assures other pupils that the behaviour is unacceptable and that it will be dealt with. *"This behaviour (describe) is not acceptable in our classroom. I will discuss it with you later."*
4. Move down a step (this is at the teacher's discretion).

Level Three Interventions

1. Give a warning and a choice e.g. *"I've asked you to sit down and finish your work. If you don't, I'll have to ask you to move away from your partner/group. It's your choice."*
2. If the warning is ignored, move the pupil from the group or the group from the pupil.
3. Continue to use the Steps System (this is at the teacher's discretion).
4. It may be appropriate to set extra work, ask the pupil to repeat unsatisfactory work, or to take their learning home for completion (with agreement from the parents/carers).
5. Pupils may lose privileges, for example missing their break or lunchtime (they will still have the opportunity to use the toilet and eat their lunch).



6. If the above strategies are not working, it is important for the teacher to speak to their year group leader. If the problem persists it needs to be discussed with the parents/carers, the Inclusion Team and the SLT. Behaviour Plans and personalised report cards, which outline specific behaviours requiring improvement and establish target goals can support changes to behaviour.

Level Four Interventions

1. Internal isolation: if a pupil's behaviour is placing themselves, other pupils or staff at risk of harm or is impacting on the learning of other pupils, they may be given the opportunity to continue their learning in internal isolation. During this time, they are provided with appropriate learning tasks, but are not permitted to engage with their peers unless it is appropriate for them to work through a process of restorative practice.
2. Suspension and Exclusion: some incidents of a serious nature may warrant an immediate fixed period or permanent suspension (refer to statutory guidance on exclusion).

Bullying Incidents

All bullying incidents, including the use of racist language, are logged on the Bullying Log in the Leadership Drive and reported to the Local Governing Body. Parents/carers are contacted so they are aware of the incident(s) and know that action has been/will be taken. Please refer to the Anti-Bullying Policy for more information. Anti-bullying Policy [here](#).

Incidents of Physical Aggression

Physical aggression towards pupils, staff or visitors is not tolerated at Temple Sutton . If an incident occurs at break time, the pupil remains with the teacher on duty and will be sent to Time Out at lunchtime. If the incident is serious, parents/carers of all pupils involved are contacted and the incident discussed at the earliest opportunity. A record of the incident is completed and placed on the pupils safeguarding file. Further consequences are also considered e.g. apology letters. For repeated incidents of physical aggression, internal isolation or suspension may be appropriate sanctions. This decision is made based on the needs of the individual, the needs of the class and the needs of staff in order to maintain a duty of care. The length of any suspension is determined by the Head Teacher, in consultation with staff, and is appropriate to the type and frequency of the incident.

Time Out – Lunchtime Consequence

Children are also supported by playground buddies and members of staff during lunchtime. Time Out is used during lunchtimes as a consequence when a pupil has not followed the school's rules, values or expectations. It provides an opportunity for the child to calm down, reflect on what has happened and consider how they could have acted differently.



A pupil may be sent to Time Out:

- to discuss an incident that has taken place during lunchtime;
- as a consequence following behaviour that does not meet our expectations; or
- to provide time and space to regulate, reflect and prepare to return to play appropriately.

Time Out is the responsibility of the Midday Assistants (MDAs) and members of the Leadership Team who are on duty. The class teacher will be informed of any Time Out that takes place each day. Depending on the circumstances and the school's behaviour system, this may result in the pupil moving down the behaviour steps.

MDAs are responsible for providing class teachers with feedback about any lunchtime incident that may have an impact on a pupil's behaviour, relationships or learning.

Where a child is frequently accessing Time Out, this will be monitored and the child will have the opportunity to speak with a member of the Leadership Team through the Time to Talk strategy. This provides an opportunity to identify any underlying difficulties, support reflection and consider strategies to help the child make positive choices in the future.

Contact with parents

It is very important that parents are involved at all levels so staff and parents can work together to support the pupil. Parents are able to speak to the class teacher if they have issues they want to discuss, although it is helpful if they contact the school by telephone or letter to make an appointment. There are times when this is not possible and parents can gain entrance to the school through the main door and speak to the office to pass on a message or make an appointment. It is important the class teacher finds the time to speak to the parent at the earliest opportunity.

Responding to incidents

At Temple Sutton, we do not advocate sanctions in response to all incidents. However, following some incidents, there will need to be a response from adults that may include a sanction, in order to ensure that everyone is kept safe and that children learn how to improve their behaviour. For example, if a child is violent on the playground on a Monday, they may miss time out on the playground on Tuesday and will spend time thinking and talking about what they might do differently with a trusted adult. This is a necessary piece of learning that acknowledges we would be setting the child up to fail if they were back out tomorrow without any developmental input.

Sanctions

Before applying a sanction to a pupil, staff at Temple Sutton consider:



1. whether any SEND contributed to the misbehaviour;
2. whether a sanction is appropriate and lawful in light of the pupil's disability; and
3. any necessary reasonable adjustments to the sanction itself.

- Check in and check out (old style report card)
- Internal/exclusion routes

At Temple Sutton, we will always try to adapt and personalise provision for our pupils in order to ensure that they are able to access education and to reduce the risk of suspension or exclusion.

Possible sanctions include:

- a verbal reminder;
- a restorative conversation with a trusted adult;
- practising safe behaviour during break time or lunchtime;
- writing a letter of apology;
- natural consequences, such as tidying up mess, repairing broken equipment or catching up on lost learning time;
- suspension; or
- permanent exclusion.

Removal from Classrooms

For some pupils the classroom can be an overwhelming environment and they may choose to spend time away from it, or an adult may suggest this as a proactive strategy to prevent dysregulation. This is not removal. Removal is a disciplinary measure where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom. This is different from the use of a restrictive intervention such as seclusion, which should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not a disciplinary response.

Suspension and Exclusion

Headteachers are authorised to use suspension and exclusion as a sanction when warranted, as part of creating a calm, safe and supportive environment where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by relational or pastoral processes, or consequences within the school.



At Temple Sutton Primary School, we will always try to adapt and personalise provision for all of our pupils and work with parents, carers and external agencies to ensure that children are able to access education. This may include multi-agency support, statutory assessments, an off-site direction, or a managed move. When a pupil has an EHCP we will inform the Local Authority if behaviour is becoming a concern and will consider requesting an early Annual Review.

In some circumstances it may be necessary to exclude a pupil for their behaviour, including for behaviour that takes place out of school e.g. when travelling to and from school, on school trips and residential or online.

Exclusions can be for a fixed period (known as a suspension) or permanent. Suspension may be used for a single incident or for ongoing, persistent behaviours. This may include (but is not limited to):

- where the safety of the learner, other pupils or staff is compromised;
- where the learning of other pupils is significantly disrupted;
- inappropriate sexual behaviour;
- consistently ignoring instructions from adults and therefore making it impossible to return to class;
- deliberate damage to property;
- bullying (including online bullying); or
- incidents involving a knife or the deliberate use of weapons.

Permanent exclusion is used as a last resort when all approaches towards behaviour support and management have been exhausted and 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 such as staff or pupils in the school.

Suspensions and exclusions will be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils. In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another (often known as child on child abuse), which might require physically separating a pupil from one or other pupils. This is not an exclusion on disciplinary grounds and is known as separating for safeguarding purposes.

Further details around our policy on suspensions and permanent exclusions are in the LiHT 'School exclusions, suspensions, managed moves and off-site directions' Policy. [here](#)

Any suspension or exclusion will be at the discretion of the Headteacher, usually in consultation with other members of the Senior Leadership Team (particularly if they were involved in investigating the incident). However, where practical, the Headteacher or member of SLT should ensure that the pupil has an opportunity to discuss the allegation or incident with the senior staff member appointed to investigate the situation, with support to express their views as appropriate, e.g. a familiar adult present, use of Augmented Alternative Communication etc. before taking the decision to suspend or exclude.

In all cases of suspension or exclusion, the following documentation must be completed:



- an Incident Report;
- an Exclusion Checklist; and
- the Exclusion Log

A member of the Office Team will prepare the letter for parents. Suspensions and exclusions must be recorded on the school exclusions log and reported to the Local Authority immediately via the Exclusion Portal (One Cloud). Please note that this does not apply to internal isolations.

Sending children home due to breaches of the Behaviour Policy is a suspension and appropriate procedures and policy must be followed at all times.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances, which are to prevent or stop a pupil from:

1. causing injury to themselves or others;
2. committing a criminal offence;
3. damaging property; or
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Temple Sutton Primary School follows DfE guidance on the use of reasonable force, as detailed in the LiHT Restrictive Interventions policy.

We will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions under any circumstances. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable, given the circumstances, to fully protect pupils.

Searching, Screening, and Confiscation

Where there is a need to search, screen or confiscate items, Temple Sutton Primary School follows DfE guidance 'Screening Searching and Confiscation - advice for schools.'

Searches without consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;



- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence, or
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Staff at Temple Sutton Primary School may also search for mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video), for vapes and for medication (prescribed or over the counter) unless specifically authorised e.g. EpiPen, asthma inhaler.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Staff at Temple Sutton will follow statutory guidance when deciding what to do with a seized prohibited item.

When exercising their powers, school staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his or her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, or other smart technology, the member of staff who seized the item may inspect the data on it, if he or she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he or she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break

the school rules. Temple Sutton Primary School also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching, or break the school rules.

Searches with consent

Staff at Temple Sutton Primary School may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which



the pupil has or appears to have control – this includes bags.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006 and will follow the DfE guidance 'Screening Searching and Confiscation - advice for schools.'

Drugs

Temple Sutton Primary School operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school related activities whether on or offsite. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs as well as medication that is not being used as intended.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the RSHE programme. Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

Mobile Phones and Smart Technology

The use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day, including during lessons, the time between lessons, at breaktimes, lunchtime and in school clubs. When it is appropriate for a student to bring a device from home e.g. to support communication or to monitor glucose levels, school staff must ensure that pupils are always supervised and that Trust guidance is followed.

Bullying

Temple Sutton Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our learning community. If bullying does occur, there is an expectation that it will be reported so that it can be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff, their parents or a friend. You can find our Anti-bullying Policy [here](#).

Training and Support

All staff at Temple Sutton Primary School have induction on the use of this Behaviour Policy when they first begin to work at the school. All staff receive regular re-induction, including training on supporting children's behaviour through a relational approach.



Monitoring Behaviour

The Senior Leadership Team monitors behaviour through incident reporting procedures and the exclusion log to identify patterns and consider actions that need to be taken.