SHANKLEA PRIMARY SCHOOL

Behaviour Policy Checklist

Policy Control Details			
Date policy approved:	September 2019		
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Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	1 year		
Review required by:	September 2020		
Responsibility for review:	Performance Improvement Committee		

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Behaviour Policy Checklist

Maintained schools and academies are required to have a behaviour policy. This checklist is designed to help school leaders and governors write and review their behaviour policy. It is based on Department for Education advice and a number of model policies.

Statutory requirements are indicated by bold type. Please note that the checklist is not intended to be exhaustive, and you may wish to adapt it for your own school's needs.

What to cover	Tips	✓
A maintained school's behaviour policy must set out measures to: • **Promote good behaviour, self-discipline and respect** • **Prevent bullying** • **Ensure that pupils complete assigned work** • **Regulate pupils' conduct** **It must also take into account the governing body's statement of behaviour principles.**	The DfE says that a maintained school's behaviour policy must have regard to the governing body's guidance on issues such as: • Screening and searching pupils • The use of reasonable force • Disciplining pupils beyond the school gate • When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour • Pastoral care for staff accused of misconduct	
The school's approach to behaviour	Set out the school's aims and expectations regarding behaviour and bullying, and how measures will be applied consistently. Explain how the school will deal with behaviour incidents that occur outside school.	
Roles and responsibilities of staff and governors	Set out the roles and responsibilities of the governing body, headteacher and senior leadership team in promoting good behaviour and supporting colleagues to implement the policy.	
Classroom management strategies used in the school	Outline the responsibilities of class teachers, and set out the measures they can use to promote good behaviour and respond to poor behaviour. You may wish to include a classroom behaviour plan or one-page policy summary for staff to use.	

Rewards and sanctions	Set out the rewards that are used to recognise good behaviour and the sanctions that will be used in instances of poor behaviour (for example confiscation, detention, exclusion). Include a statement on the use of reasonable force and confiscation.	
Behaviour strategies and the teaching of good behaviour	Set out the different behaviour management strategies used in the school, and how good behaviour is promoted in the curriculum and modelled by staff.	
Staff development and support	Include information about staff training on behaviour management and how staff can access support to improve their practice.	
Pupil support systems	Explain what school-based support is available to pupils. This could include peer mentoring or behaviour interventions.	
Liaison with parents and other agencies	Set out how the school will work with parents to address poor behaviour and recognise good behaviour. Include information about other organisations the school will work with to tackle behaviour issues, and when and how these organisations will be used.	
Managing pupil transition	Set out arrangements for managing transition between years, Key Stages and school settings, and the support offered to pupils with specific needs during these periods.	
Organisation and facilities	Include details of how any behaviour units, isolation rooms or areas set aside for behaviour interventions will be used, and staffing requirements for these.	
Malicious allegations	Explain what action will be taken against pupils who are found to have made malicious allegations against school staff. This section may also cover how the school will support a pupil who has made a malicious allegation in terms of safeguarding and mental health.	
Legal duties	Acknowledge the school's legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs. The policy should recognise that some pupils require a more sensitive and differentiated approach.	