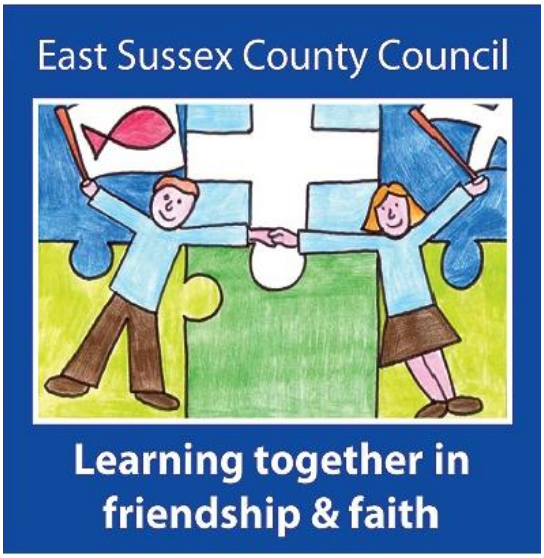
ST. ANDREW'S C.E. INFANTS' SCHOOL

Behaviour Policy

2026-2027



Reviewed 10.09.2026

To be reviewed by 10.09.2027

Our school vision and statement of principles

Our vision here at St. Andrew's CE Infants' is ' Learning together in friendship and faith'. We aim to ' be inspired by learning opportunities to progress and achieve, to work as members of our St. Andrew's family, building positive relationships , working alongside and with each other, developing as spiritual beings and continuing our personal journey of faith.'

The verse underpinning our vision is John 10v 10' I came that you may have and enjoy life and have it in abundance until it overflows.' We aim for all members of our community to flourish and grow as loved , unique individuals, preparing them for the next step in their lives.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

At St. Andrew's our aims are to:

- Value each other and ensure our community can flourish and form in their time here
- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Work with the pupils to help them resolve their problems and use their experiences as a learning opportunity whilst at the same time ensuring there is a natural or logical consequence

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognize that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Embrace the school behaviour policy
- Take time to welcome children at the start of each morning and afternoon session
- Walk children to and collect from the hall or playground
- Be at the outside door at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to be 'Ready, Respectful and Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Never ignore or walk past children who are not making the right choices

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, communicate with parents and certificates
- Ensure staff training needs are identified and met

We expect all St. Andrew's pupils to abide by our behaviour expectations.

The school has 3 simple rules 'Ready, Respectful and Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

Ready

1. **Arrive on Time**
   Ready in class at the start of the school day.
2. **Listen and Follow Directions**
   Listen carefully to the teacher and follow instructions promptly.
   Raise your hand and wait your turn to speak.
3. **Stay Focused During Lessons**
   Pay attention during lessons and complete your work without distractions.
   Use your time wisely to finish assignments and projects.

Respectful

1. **Treat Others with Kindness**
   Use polite words and show kindness to your classmates and teachers.
   Include everyone and avoid excluding others.
2. **Respect Personal Space**
   Give others space and respect their belongings.
   Respect the school, and the school environment.

3. **Listen and Value Different Opinions**
   Respect others' opinions, even if they are different from yours.
   Be open to learning from your classmates and teachers.

Safe

1. **Follow Safety Rules**
   Walk inside school.
   Use equipment safely and keep cloakrooms tidy.
2. **Report Unsafe Situations**
   Tell a teacher or staff member if you see something unsafe.
   Don't engage in activities that could harm yourself or others.
3. **Keep Personal Information Private**
   Be cautious about sharing personal information online or offline.
   Report any inappropriate behaviour or communication to a trusted adult.

Our Rules	Visible Consistencies	Over and Above Recognition
Be Ready Be Respectful Be Safe	Daily meet and greet Persistently catching children doing the right thing Picking up on children who are failing to meet expectations Praising in public Reminding in private Consistent language Escort children to and from the playground at playtimes and lunch	Notes home (Above and Beyond) See appendix SLT praise

We expect parents to:

- Support the school in ensuring excellent behaviour in school is a shared expectation.
- Support the class teacher in any sanctions deemed necessary.
- Maintain open lines of communication with the school.
- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships with the school community.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Consistently work to build mutual respect.
- Remain calm and model strategies to manage difficult situations.
- Build a positive relationship that enables individuals to develop, learn, adapt and thrive.
- Demonstrate unconditional care and compassion.

Children want teachers to:

- Give them a 'fresh start' every lesson
- Keep calm and help others keep calm
- Have a sense of humour

We recognize that clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. Based on the work of Paul Dix, good behaviour is recognized sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Approaches to developing positive relationships

Using the PACE approach when working with children can help to build a positive relationship and create a sense of safety and security. By incorporating playfulness, acceptance, curiosity, and empathy into interactions with children, adults can create a supportive environment where children feel heard, understood, and valued. This can lead to improved behaviour and well-being for children.

PACE Approach

Communicate as adults that while we do not accept the behaviours, we do accept the validity of the child's feelings and that they need to be taught new ways to communicate these.

P - Playfulness: This involves being light-hearted, having fun, and using humour to build relationships with children. Playfulness helps to create a safe and enjoyable environment where children feel comfortable expressing themselves. This needs to be at an appropriate time and knowing your child – when this will be acceptable.

A - Acceptance: This involves being non-judgmental and accepting of children's emotions and behaviours, even if they may be challenging or difficult to understand. Acceptance helps to build trust and create a sense of safety and security for children.

C - Curiosity: This involves being curious about the child's thoughts, feelings, and behaviours, and exploring them in a non-threatening way. Curiosity helps to build a deeper understanding of the child's needs and experiences, which can inform how to best support them.

E - Empathy: This involves understanding and sharing in the child's emotions and communicating this understanding to the child. Empathy helps children to feel heard, understood, and validated.

In addition

- To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in development appropriate ways
- For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all
- By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.
- By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Understanding that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and consequences are understood and reviewed and revisited regularly.

Responding to positive behaviour

- The school will always look to reward positive behaviour in children using the school's Code of Conduct through:
- Public praise – in the form of a card home and the names of pupils put forward by their class teacher in the weekly Celebration worship
- Stickers and certificates highlight good behaviour, good work and a positive ethos - this will be individual to each class
- Excellence awards : 2 pupils from each class are nominated by the class teacher for a Headteacher's Excellence Award each term (Autumn, Spring , Summer) A letter by the HT is sent home to arrive on the day the pupil is awarded the badge in the Celebration Assembly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. Where this is the case, individual children will have a bespoke behaviour plan/individual risk assessment that is regularly reviewed. All behaviour plans are kept and updated on INSIGHT tracking system.

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 2022
- 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 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Context

For the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- Health & Safety Policy
- SEND Policy
- Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- Home-School Agreement This policy complies with our funding agreement and articles of association
- Online Safety Policy

Unacceptable Behaviour at St. Andrew's CE Infants' School

We aim to make our lessons active, stimulating and high-quality experiences which engage and interest the children and effectively meet their individual needs. We acknowledge the important role that we play in maintaining good behaviour. However, on occasion, pupils will exhibit unacceptable behaviours.

Unacceptable behaviour includes the following:

- Calling out in class
- Making rude or inappropriate comments to adults or other children
- Refusing to get on with a learning task
- Persistently disturbing other children who are working

- Persistently getting up and wandering about the classroom
- Not using learning resources appropriately
- Leaving the classroom without permission

This is not an exhaustive list and there may be other situations where the class teacher makes a judgement that a child's behaviour is unacceptable. A discussion may be had around our values to allow the child to make the best choice

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously

2. Not apply to a whole group for the activities of individuals.

3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

At St Andrew's CE Infants' we have a call card system: Red, amber green.

Green actions and consequences	Amber actions and consequences	Red actions and consequences	
*using learning resources appropriately *Walking sensibly around school *Being kind and friendly *Telling the truth *Supporting others in team work and sharing *Listening to others *Being polite and respectful *Putting things away *Giving ideas *Trying our best *Having a positive attitude	*Not listening *Chatting when the lesson is in progress * Not using resources appropriatley *Use of negative language * Choosing not to comply/follow instructions *Physically or verbally being unkind *Running round the school *Taking something that isn't theirs *Repeated low-level disobedience *Refusal to come into school	*Physical violence or threatening behaviour *Damaging property *Hitting/biting/kicking *Using offensive language intentionally to cause offence *Racist/sexist/homophobic remarks *Swearing *Bullying *Repeated disobedience *Spitting *Disrupting lessons * Refusing to join in a conversation about behaviour	

Verbal Praise Being noticed 😊 Discussion with parents Celebration certificate Sharing good work with SLT	Discussion with class teacher Warnings given Conversation with CT/Year group lead/SLT Conversation with parents Time out from an activity Catching up with work in breaktime	Discussion with class teacher Steps to de-escalate, e.g chatting/ puppets/quiet voices Possible missed playtimes Discussion with parents(Risk Assessment considered) Discussion with SLT Time out Internal exclusion Seclusion Fixed term suspension	We understand that some children may need additional support and encouragement to display green behaviours. Our staff actively and proactively support the children with this. We also understand that some children require a more bespoke approach. These pupils are likely to have an individual risk assessment and individual support.

Consequences and dealing with unacceptable behaviour

The school employs a step consequence process to support positive behaviour within the school, and to ensure a safe and positive learning environment. This stepped consequence process will be employed to support and manage low level disruptions:

1. Reminder – of what the desired behaviour is

2. Warning – of the consequences – Teacher to note the warning (complete work at lunch or play)

3. Last chance to reflect – final reminder of the desired behaviour – log the behaviour on Arbor – Consequence may be needed here i.e. work to be completed at lunch or break time.

4. Time out- The child will go to another class to continue to work, this should be no longer than 15 minutes to ensure that the learning of other pupils in the class is not disrupted.

5. Repair - Restorative Meeting – this will be conducted by the adult who issued the consequence.

Unacceptable behaviour at playtimes and lunchtimes:

- Behaviour deemed unacceptable at lunchtimes will be noted to the CT. MDSA's will record the incident in Arbor at the end of the lunch session.
- If a pupil's behaviour is seen as dangerous towards other pupils or staff and the pupil has not responded to verbal warnings, a pupil may need to be escorted into the school building to the HT office for reflection time. This would still need to be noted to the CT and logged onto Arbor.

Behaviour as communication at St Andrew's CE Infants' School

We believe that all behaviour is communication and that a child's inappropriate behaviour is a sign that they are upset or that something is not right. As adults, we should be assisting the child to appropriately deal with these behaviours. Inappropriate consequences can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving.

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. These children will have bespoke behaviour plans and / or risk assessment and the behaviour plan will be personalised to the child.

Three Rs- regulate, reason, repair

In order to deal with a child's inappropriate behaviour, we use the Three Rs- Regulate, Reason and Repair as described by Dr Bruce Perry:

Regulate: While a child is dysregulated, they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time to model how calm down and take them out of flight/fight/flop or freeze mode

Reason: The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.

Repair: Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

The school will record all serious behaviour incidents using school systems and then stored securely.

Fixed term suspensions and permanent exclusions will occur following serious incidents at the discretion of the Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Part Time Timetables:

On occasions, children may be overwhelmed with the school day and be displaying unsafe behaviours to communicate this. On occasions, if a child has received suspensions and numerous consequences due to their unacceptable behaviours, the school, along with parents/ carers, may decide the best course of action would be to put the child on a part time timetable for a limited period of time. This will be reviewed at a minimum of a 6 weekly basis and school will notify the local authority of the decision. The amount of time in school will be made in agreement of the Headteacher, Class teacher and parents. After each period of alternative provision has been implemented a review/reintegration meeting will be held.

Physical Incidents

At St Andrew's CE Infants' School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time in line with the DfE guidelines on Physical Intervention and Use of Reasonable Force and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child. A physical restraint form should be completed should this be used. (Ref. our Restrictive Intervention Policy 2026)

All staff should report incidents directly to the Headteacher and they should be recorded on using school systems. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Suspension will be considered to enable exploration of options and the creation of a plan and a risk assessment around the child.

Searching, Screening and Confiscating:

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the 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 to property of; any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers; fireworks; and adult images. For more information, please see https://www.gov.uk/government/publications/searchingscreening-andconfiscation

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession because 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/carers, if appropriate.

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay. All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers
Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

Cyber Bullying

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in this behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained. For more information, please refer to our Online Safety Policy.

Responding to child-on-child abuse

How to support the pupils involved
The victim/ victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school. We will reassure them that they'll be supported and kept safe, and that the law is there to protect children.
We will keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities how we support the victim will depend on:

- The needs and wishes of the victim
- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- Victims may not disclose the whole picture immediately, so dialogue will be kept open and encouraged
- We will support the alleged perpetrator(s) by considering support (and consequences) on a case-by-case basis. This includes considering:
- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator has

We will support other children by:

- making sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed
- Be aware that social media is very likely to play a role in the fall-out from any incident/alleged incident, including in potential contact between the victim, alleged perpetrator(s) and friends from either side
- Considering school transport as part of our risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s)
- Keep our policies, processes and curriculum constantly under review to protect all children

Pupils who have been bullied or through inappropriate behaviour will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CAMHS)

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will be used:

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

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions. Please refer to DCAT's Suspension and permanent exclusion policy which can be found on the school's website.

Out of School Behaviour

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.
- In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

All behaviours outside of school should be aligned with the school behaviour policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our Child Protection and Safeguarding Policy for more information

The role of the class teacher and other adults:
It is the responsibility of class teachers and other adults to ensure that the school's Behaviour Policy is always followed anywhere in the school.
The class teachers and other adults in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability.
The class teacher treats each child fairly and enforces the school values consistently. The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher and other adult will record all such incidents on Arbor. This will be in the form of ABC:

1. What happened in the lead up to the behaviour?
2. What was the behaviour seen? Where was this? What time of day?
3. What was the consequence to the behaviour – in line with the policy. Were there any actions completed, e.g., call to parent? In the first instance, the class teacher deals with incidents him/herself in the normal manner up to stage 2. However, if misbehaviour continues or escalates above Stage 2, the class teacher or other adult seeks help or advice from the Headteacher or the Deputy Headteacher. This may involve the support of the school SENDCO or ELSA following further discussion as to the best way to unpick and support the child's behaviour. The class teacher other adult liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an ESCC TASS practitioner who can provide ongoing support to the school. Staff will reflect on their practice and seek training or take offered training opportunities where necessary. Staff all engage in regular training.

Roles and Responsibilities

The Governing Body will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head Teacher will be responsible for the implementation and day to day management of the policy and procedures. Guidance on their consistent application forms part of Staff Induction and is also regularly updated for all staff. Continual Professional Development is provided when staff needs are identified as part of Appraisal.
Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Uniform and appearance

Wearing the correct school uniform instils a sense of belonging to the school community. Maslow's Hierarchy of need identifies the need for belonging. Without these basic needs met, children find it difficult to thrive. Wearing school uniform helps promote this sense of belonging, raises self-esteem and pride in their appearance. It has been proven that if children come to school in uniform, they are less likely to show challenging behaviours. Details of uniform expectations can be found on the school's website which included rules on shoes, hair and jewellery. The uniform should be worn by all students. Our Nursery pupils are encouraged to wear a school sweatshirt/cardigan- we are advising this is optional currently (September 2026).
Pupils who come in not wearing the correct school uniform will be provided with an appropriate uniform to wear. If you are having any challenges regarding uniform, please contact the school so we can support you with this. Reasonable adjustments will be made.

Consultation, monitoring and evaluation

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed annually by the headteacher. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

At each review, the policy will be approved by the Chair of Governors.

Complaints Procedure

If a parent has concerns about the way their child is treated or the school's actions (or lack of action) while at St Andrew's CE Infants' they should in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy and making good progress. They always want to know if there is a problem, so that they can act quickly before the problem becomes more serious.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should contact the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the complaint is against the Headteacher, parents may contact the Chair of Governors of the school.
A leaflet, outlining the complaints procedures, is available from the school.

At St. Andrew's CE Infants' we work as a close community, with yourselves -the team around your child/ren. We, along with yourselves, always want the very best for each pupil and have high aspirations for each one of our school family.