

Behaviour Policy Survey – The Results November 2023

1. I find the Behaviour Policy and Procedures clear and easy to understand

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|-------------------|----|
| Strongly agree | 8 |
| Agree | 14 |
| Disagree | 1 |
| Strongly disagree | 0 |



3. I believe the example strategies and rewards will promote children's positive behaviour

| | |
|-------------------|----|
| Strongly agree | 10 |
| Agree | 13 |
| Disagree | 0 |
| Strongly disagree | 0 |



5. I believe the example behaviours and consequences in the tiers process are clear, reasonable and fair

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|-------------------|----|
| Strongly agree | 8 |
| Agree | 14 |
| Disagree | 1 |
| Strongly disagree | 0 |



7. The length of the Behaviour Policy is

| | |
|-------------|----|
| about right | 20 |
| too long | 3 |
| too short | 0 |



Additional parent comments and our responses

| Parent question/suggestion | Our actions: |
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| <p><i>Who is the Behaviour Lead?</i></p> | <p>Amendment to the Behaviour Policy, page 6. We have added the following:</p> <p style="text-align: center;"><i>The Behaviour Lead is: Miss Bird</i></p> <p>Please note that roles and responsibilities in schools are subject to change. The Behaviour Policy will be amended accordingly.</p> |
| <p><i>Add clarity around Class Teachers communicating with parents where there is regular upset/falling out.</i></p> <p><i>Add clarity around communicating to parents of children who have been impacted by the behaviour of others.</i></p> <p><i>Ensure children who have been impacted by the behaviour of others are supported by school staff.</i></p> | <p>Amendment to the Behaviour Policy, page 5. We have added the following:</p> <p style="text-align: center;"><i>It is the responsibility of Class Teachers to</i></p> <ul style="list-style-type: none"> • <i>give additional support to children who have been particularly impacted by others' behaviour and explain any actions taken</i> • <i>communicate with the parents of children who have been particularly impacted by others' behaviour</i> <p>Amendment to the Behaviour Policy, page 9. We have added the following in the comments column of Tier 2:</p> <p style="text-align: center;"><i>Parents informed by class teacher.</i></p> <p>It is important to note that teachers will need to use their professional judgement when deciding when to contact parents. Children will have disagreements and upset one another from time to time. This is part of growing up and part of being human. It is not possible to tell parents everything that happens in school but it is our expectation that Class Teachers will communicate with parents of all children involved where there has been a significant incident.</p> |
| <p><i>We would like to see a reference to disability discrimination in line with other forms of discriminatory bullying</i></p> | <p>Amendment to the Behaviour Policy, pages 8 and 9. Disability discrimination added as a Tier 3 behaviour.</p> |
| <p><i>School response to bullying is unclear.</i></p> | <p>Amendment to the Behaviour Policy, page 4. We have added the following:</p> <p style="text-align: center;"><i>Bullying</i></p> <p style="text-align: center;"><i>For information on how we aim to prevent and respond to bullying, please see our Anti-Bullying Policy</i></p> <p>Amendment to the Behaviour Policy, page 6. We have added the following:</p> |

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| | <p><i>It is the responsibility of parents to</i></p> <ul style="list-style-type: none"> <i>complete a bullying concern form if they have concerns their own child is being bullied</i> |
| <p><i>Have you gone through the policy with the pupils? Will it be displayed in classes? Will children understand the policy?</i></p> | <p>The School Council have had a chance to read through the Behaviour Policy for Children and to give their feedback (see below). The School Council had a good understanding of the policy and made some great suggestions.</p> <p>There have been assemblies for all children to introduce the Behaviour Policy in an age-appropriate way. The Behaviour Policy will be displayed in every class. Children will be encouraged to give feedback to members of the School Council.</p> |
| <p><i>Where a child is moved to an alternative place in the class, how long is this for?</i></p> | <p>The purpose of the class move is to support the child with their focus. Sometimes a move may be long-term (for example a personalised desk area) other times it may be short term. Teachers will use their professional judgement about what is best for the children in their class.</p> |
| <p><i>Are there any plans for whole school reward systems and is there consistency across classes in the end reward gained (eg. for table points/marble jars)</i></p> | <p>One of our new staff members has an exciting idea for some collective rewards – watch this space!</p> <p>Consistency of rewards came up in the School Council discussion too and is something that we want to consider as we move forward. We would welcome wider parent feedback on this point.</p> <p>Teachers feel that having some different class based rewards through the school keeps the rewards novel and motivating for the children.</p> |
| <p><i>A pupil's previous behaviour may determine the consequence given – sounds unfair.</i></p> | <p>Amendment to the Behaviour Policy, page 3. Changed to:</p> <p>Where pupils repeatedly demonstrate a certain behaviour, this may result in an escalated consequence.</p> |
| <p><i>Will the Behaviour Lead check that CPOMs is being correctly completed? Perhaps there could be training.</i></p> | <p>It is the responsibility of the Behaviour Lead to give staff feedback on the implementation of all aspects of the Behaviour Policy.</p> <p>Amendment to the Behaviour Policy, page 6. Changed to:</p> <p>It is the responsibility of the Behaviour Lead to</p> <ul style="list-style-type: none"> •lead and/or arrange regular training on behaviour and the use of CPOMs for all staff |
| <p><i>Pupils should acknowledge they are responsible for their own behaviour</i></p> | <p>Amendment to the Behaviour Policy, page 5. Changed to:</p> <p>It is the responsibility of pupils to</p> |

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|---|--|
| | <ul style="list-style-type: none"> •follow the Golden Rules and take responsibility for their own behaviour |
| <i>It would be good to see Class Teachers weaving in learning to reinforce the right behaviour</i> | <p>This is covered in the strategies to promote positive behaviour on page 2 and under responsibilities of all staff (page 5) to:</p> <ul style="list-style-type: none"> • implement positive strategies within this policy, including setting clear and consistent rules and routines in the classroom and teaching the Behaviour Curriculum |
| <i>On page 9, parents/carers should also form part of the monitoring</i> | <p>Amendment to the Behaviour Policy, page 9. We have added the following in the comments column of Tier 3:</p> <p style="padding-left: 40px;">This may include regular meetings with parents in order to work together to support the child.</p> |
| <i>In the Behaviour Curriculum, “We are Honest” section, can you include “unfair” next to unkind.</i> | <p>Amendment to the Behaviour Policy, page 14. Changed to: If you see/experience something that you feel is unkind or unfair, tell a teacher</p> |

There were two comments made that were about specific concerns, rather than about the policy. May we remind all parents and carers of their responsibility to raise concerns with their child’s class teacher in the first instance, then the Behaviour Lead (Miss Bird) if the class teacher has not been able to resolve your concerns.

School Council comments and our responses

| School Council Feedback | Our actions: |
|--|---|
| <i>The School Council felt that there could be more positive communication to parents and suggested post cards home</i> | We are going to trial this idea. |
| <i>The School Council felt there were some inconsistencies with the reward systems in UKS2, and that more pillows are needed for table rewards</i> | We will purchase some more pillows! UKS2 will ensure that there are reward systems in place for each class. |
| <i>The School Council felt some behaviours should sit in higher tiers. They made some astute comments about there being a spectrum of some behaviours, for example damage to property may be more serious if the item is more expensive.</i> | By keeping the tiers system as it is currently, we aim to ensure that the most serious behaviours are responded to by senior staff. |