

ST. JOHN'S C of E (V.A.) PRIMARY SCHOOL BEHAVIOUR POLICY



‘That all may Love, Learn, Flourish’

Date: Autumn 2023
Frequency of review: Annual
Reviewed by: Curriculum, Quality and Standards

THIS IS A STATUTORY POLICY which must be published on the school website and shared annually with parents. A paper copy will also be kept in the school Octagon.

This policy pays due regard to the equality act 2010 – including aspects of safeguarding and SEND. It relates directly to our safeguarding policy, e-safety policy and our behaviour statement which applies to all members of our school community.

At St. John’s School, our vision: ‘That all may love learn and Flourish underpins all we do. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development, and therefore to that of the school. It is vital that we have a consistent approach to behaviour management that is understood by staff, pupils and parents and the policy below outlines how we aim to achieve consistency.

This policy uses advice and guidelines as identified in the DfE guidance **‘Behaviour and discipline in schools’ January 2016**

A School Behaviour Policy in maintained schools.

What the law says:

1. The Head Teacher must set out measures in the behaviour policy which aim to:
 - ☐ promote good behaviour, self-discipline and respect;
 - ☐ prevent bullying;
 - ☐ ensure that pupils complete assigned work; and which
 - ☐ regulate the conduct of pupils.
2. When deciding what these measures should be, the Head Teacher must take account of the governing body’s statement of behaviour principles. The Head Teacher must have regard to any guidance or notification provided by the governing body which may include the following:
 - ☐ screening and searching pupils;
 - ☐ the power to use reasonable force and other physical contact;
 - ☐ the power to discipline beyond the school gate;
 - ☐ when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - ☐ pastoral care for staff accused of misconduct.
3. The Head Teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers’ powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

From Behaviour and discipline in schools. A guide for head teachers and school staff DfE January 2016

A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within.

PROMOTING GOOD BEHAVIOUR, SELF DISCIPLINE AND RESPECT

Our aim at St John's is to create a caring community with high standards of behaviour, which promotes effective learning. With the help and support of parents/carers, we aim to teach values and rights and responsibilities which will develop a greater understanding of how to be a responsible citizen, both within school and the wider community. It is important that all members of the school community provide a positive role model to others to promote good behaviour, respect and courtesy.

STRONG SCHOOL LEADERSHIP

The Governing Board have the RESPONSIBILITY to follow the statutory guidance for Governing Bodies entitled *Behaviour and Discipline in Schools – Guidance for Governing Boards*.

Additionally, the Governing Board supports the school by:

- setting down general guidelines on standards of discipline and behaviour and reviewing their effectiveness.
- ensuring the policy is followed and upheld and giving support where necessary to the Head Teacher and other staff
- taking firm action against pupils or parents/carers who harass members of staff on or off school premises. Violence, threatening and abuse by parents and children will not be tolerated.

The Head Teacher has the day-to-day authority to implement the School Behaviour Policy, but governors may give advice to the Head Teacher about particular disciplinary issues. St. John's Governing Board is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school through the School Council which will inform school policy. The Head Teacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Head Teacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

SCHOOL RULE

Our Golden Rule

'Love One Another' has been carefully chosen as our Golden Rule because it is the new commandment from Jesus. Love is an inclusive theme as it serves all faiths. 'Love One Another' applies to the whole school community and we expect staff to model the rule to all through their actions and interactions with each other, the children, parents, governors and the wider community.

Our Values

PEACE - is our key value and so important in today's world where there is so much conflict; internationally and locally. We also want to gain inner peace within ourselves. The image of the dove and the olive branch in the imagery of Noah's Ark are a constant reminder.

COMPASSION – We need to show each other COMPASSION and forgiveness and to extend this to those when it is hard to do so. Comforting those who need it for whatever reason. We need to have compassion for the environment, care for, nurture and sustain the precious world that God has created for us. Global aspect (e.g. response to disaster appeals).

JOY and WONDER - The JOY of life and all that it gives to us and the JOY of God in our lives. The JOY that we can see around us in the small things and the big things. Rejoicing in Jesus and the kingdom of heaven. JOY could include bringing joy to others through a smile, kindness, or sharing the Good News. It is WONDER that can drive us to ask questions and strive for knowledge about everything from God's wonderful creation to seek to answers from the inner most part of our hearts.

TRUST – We need to trust in God and in one another. It links to truth and justice which we feel that all children need to develop. If we trust in God, he gives us Hope, so TRUST is important.

GENEROSITY – being outwardly generous and willing to give our resources, time, skills, talents to those who need them and being courageous in this when is needed to be, especially when people are being treated unfairly. Everything we have comes from God so we should be generous in how we serve others.

These values interlink because if we show COMPASSION for others with true GENEROSITY we will gain real JOY and PEACE in the knowledge that we can TRUST God to provide for our needs.

RIGHTS AND RESPONSIBILITIES

Our approach to positive behaviour is based upon both rights and responsibilities. A person's rights can only be upheld if others take responsibility for protecting them. The whole school community has the responsibility to do this. The over-arching rights and responsibilities in this school are:

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| Every child has the RIGHT to: | Every child has a RESPONSIBILITY to: |
| Be treated with respect | Treat all members of the school community with respect. |
| Learn to the best of their ability | Ensure that everyone else in the class has the opportunity to learn to the best of their abilities without being distracted or disturbed. |
| Feel safe and secure at school | Act in a way that keeps others safe and accept responsibility for their own choices and the consequences of their actions. |
| Be part of the school community | Follow the school Golden Rule, look after the school environment and make sure that everyone feels a valued member of the community. |
| Be listened to | Listen to others and act on appropriate advice which is given. |
| Every member of staff has the RIGHT to: | Every member of staff has the RESPONSIBILITY to: |
| Be treated with respect | Treat all members of the school community with respect. |
| Teach | Provide a challenging, interesting and creative curriculum that engages children and encourages independence. |
| Feel safe and secure at school | Help to create a safe and pleasant environment, both physically and emotionally for all children and members of the school community. |
| Be part of the school community | Be a good role model and set a good example for others in the community. |
| Be listened to when concerns are raised | Be alert to signs of bullying and racial harassment; deal firmly with such issues, in line with school policies and communicate with parents regarding their child's behaviour. |

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| Every parent/carer has the RIGHT to: | Every parent/carer has the RESPONSIBILITY to: |
| Be treated with respect | Treat all members of the school community with respect. |
| Know how their child behaves in school | Make their child/ren aware of appropriate behaviour and help them to be honest and take responsibility for their own words and actions. |
| Be part of the school community | Support the school in the implementation of this policy and be aware of the school Golden Rule, values and expectations including the Home School Agreement. |

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| Be listened to when concerns are raised | Keep the school informed of any events at home which could affect a child's behaviour and model values that will support appropriate behaviour in school. |
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CALM CODE

To help all children and adults have access to the rights outlined above all members of the school community are expected to follow the calm code as follows:

- Communicate courteously and quietly
- Act kindly
- Listen carefully
- Move slowly, sensibly and safely

Children will be taught calming strategies. E.g. Handy breathing.

CLASSROOM MANAGEMENT

Classroom management is key to promoting good behaviour. At the beginning of every school year, each class will write an agreed set of Rights and Responsibilities. These will help the class work well and reinforce to children that they have rights which they can expect within the classroom and they also have responsibilities to other people. Children will discuss the Rights and Responsibilities for their class and all sign a copy which will be displayed in the classroom.

At St. John's we expect all classrooms to have:

- A positive classroom tone
- A prayer and reflection point which displays their class 'Love One Another' canvas
- Clear expectations about work and work that is set at an appropriate level for the child
- A timetable (which could be a visual timetable) so children know what is planned for the day.
- An attractive, tidy, well-cared for environment
- Table tidies that contain all the necessary tools needed for immediate learning ie: pencils, pens, rulers, glue sticks, dictionaries, thesauri, sharpeners
- A well-planned environment so that children can move easily, can find resources, property respected etc.
- Children are expected to give their best effort at all times
- Class lists of pupil responsibilities
- A menu of activities that are permitted during wet break and lunchtimes

WATCH YOUR COMMUNICATION

It is important that children understand that the importance of appropriate behaviour applies to the way that we all speak to each other as well as the physical way that we behave towards each other. We talk to the children about the importance of speaking to each other using appropriate language in terms of tone of voice and body language. Children taught that it is unacceptable to use unkind or derogatory terms or swear words. They are also taught that disrespectful/aggressive posturing is not appropriate. This will be tailored for children's age and stage and where appropriate will include the reference to not using any form of derogatory swear words or homophobic language at any point. It will be made explicitly clear that this includes while playing (including football) and that it is just as unacceptable to say anything as 'a joke'. (see appendix 1 – Watch your communication consequence ladder page 21).

REWARDS AND INCENTIVES

Rewards are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at St. John's, children should expect to receive regular praise from all they come in to contact with.

Principles of rewards

- There is the expectation that good behaviour should be intrinsic.
- Children will be encouraged to understand that their good behaviour will be of benefit to them and others.
- Good behaviour will predominately be rewarded through verbal praise, recognition and approval.
- It must be clear why the reward is being given.
- Stickers should be reserved for special purposes - we do this to ensure that children are rewarded when they are seen making a real effort, but believe that children should not only display good behaviour because they expect that it will be rewarded.
- There will be occasions when specific children have additional/different rewards according to their need/ circumstances.

We recognise and celebrate children's achievements in a variety of ways including:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up, a nod, a wink, a smile
- Written remarks about good work
- Sending children to another teacher to share their work/good behaviour
- Displaying pupils' work and achievements
- Telling parents/carers verbally (this may involve phoning) or with letters/notes/postcards
- Work shown to the Head/Deputy for good effort which may receive an award sticker
- Red badge nominations + certificates – In discussion with Teaching Assistants, teachers nominate children in their class weekly to receive a red badge. Every child should have received a red badge by the end of the year.
- Head Teacher Commendations– Class teachers make recommendations annually to the Head Teacher for children in their class who should receive a Head Teacher Commendation. We aim for each child who has been in the school since Reception to have received a Head Teacher Commendation by the end of Year 6
- Red Scarf – weekly award in KS1 and KS2 for exemplary behaviour of a specific child (rotated through the classes) who has been a good role model consistently over a sustained period.
- House points (lolly sticks) awarded for examples of good behaviour choices, including following the calm code and good manners. These accumulate over the half term resulting in a winning team. Each half term, the house with the highest number of points will be able to wear their own clothes on the last Thursday of each half term.
- Calm Code Champions (1 child) are nominated from each class every week during the celebration Collective Worship. Their reward is to have an extra playtime at the end of each half term.
- Class Calm Code dining room reward. Children are rewarded with an extra playtime on Friday afternoon of 15 minutes.

Staff are encouraged to use a range of personally favoured strategies as incentives for the pupils to behave well in each class. Such strategies may include:

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| ○ Marbles in a jar | ○ Class toy to be taken home |
| ○ Team points | ○ Class captain |
| ○ 'Star of the week' | ○ Special cushion/ chair |
| ○ Class superhero | ○ Special responsibilities |

Some will be individual rewards; others will be group or class rewards. Behaviour reward systems which display children's names should be reviewed daily and never left on show during 'open events'. Public reward systems which compare children's behaviour or progress over time should not be used.

Class teachers keep a record of awards/roles of responsibility given throughout the year. This is passed up to the class teacher next year See Appendix 2 Page 22.

CONSEQUENCES

Although rewards are fundamental to the encouragement of good behaviour, there is a need for sanctions and consequences to register the disapproval of inappropriate behaviour and to protect the security and stability of the school community. When a child's behaviour falls below an acceptable standard, or when children do not follow our Golden Rule of 'Love One Another', consequences will be followed.

In an environment where respect is central, loss of respect or disapproval, is a powerful sanction. Our aim when invoking a consequence is to be non-confrontational, fair and consistent whilst maintaining respect for all parties involved. Possible consequences are laid out in the tables of inappropriate behaviour. At any point, there is the option to 'fast track' children through the levels of seriousness.

The purpose of a consequence or sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another person (child or adult), has been hurt or upset or property has been damaged as the result of another child's behaviour
- To reform the negative behaviour and teach cause and effect. When a **consequence** is communicated ahead of time a child can be encouraged to take responsibility for their actions by making a 'good choice' and therefore influencing the following outcome/result based on their behaviour.

Principles of Consequences

- All unwanted behaviours must be followed up
- It must be clear why the consequence is being applied (the behaviour will be discussed with the child so that they can best understand why the behaviour is acceptable).
- It is the **certainty not the severity** of a consequence that will have an impact on future behaviour (when necessary a deferred consequence must be followed through)
- Consequences related to the behaviour should be used where possible
- Use low level intervention for low level behaviours and increase the level of intervention according to the persistence/seriousness of the incident (see tables)
- The consequence will be appropriate to the age, stage and needs of the child and it should also be proportional to the behaviour
- Change of behaviour is the overall purpose when using consequences. It must be made clear what changes in behaviour are required to avoid future punishment
- We avoid blanket consequences for whole classes wherever possible unless this is unavoidable or appropriate

The decision to implement a consequence will be made by a member of staff. Teachers and all other paid staff with responsibility for pupils, have the statutory authority to discipline pupils for behaviour which is unacceptable, breaking the school rules, or failing to follow a reasonable instruction. This duty applies to misbehaviour which occurs in school and in some cases, outside school.

The consequence will take place on the school premises or if appropriate while the child is under the charge of the member of staff, if the incident occurred out of school. A consequence will not breach any legislation (in respect of disability, SEN, race and other equalities and human rights) and will be reasonable in all circumstances. Therefore, the child's age, SEN or disability and any religious requirements will be taken into account. Depending on the nature of an incident or whether an investigation is necessary, it is possible that a consequence may take place on a different day, but it will be as soon as possible. We have agreed not to use 'detention' after school as a consequence. Where children are kept in at lunchtime, staff should allow reasonable time for the child to eat, drink and use the toilet.

As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to a fixed term or permanent exclusion.

Interviewing children.

Occasions arise when it is necessary for staff to receive accounts (verbal or written) from a number of children in order to establish the facts of an event. Staff will undertake this activity as a normal part of an investigation and will not seek consent from parents/carers, or inform them that this has taken place.

BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

As part of their curriculum, each class has regular Relationships and Health Education (RHE) lessons. Through these sessions and Collective Worship, children have the opportunity to discuss issues and voice concerns. Stories, images, role play scenarios and songs are shared which children are encouraged to reflect upon. Within this, we also aim to teach the children about the rules/laws of our society, to expose the consequences of poor behaviour and to empathise with the victims without blame or accusation. Where appropriate, RHE may also include some opportunities for 'Circle Time' which can encourage every child to feel a more valued and committed member of the group through having a chance to contribute and be listened to.

The expectations of behaviour for children are summarised in the Home School Agreement. Good behaviour, self-discipline, honesty and respect will be expected from all pupils at all times. To support the teaching of good behaviour, teachers will use the 'What Makes Good' (WMG) model to lay out the expectations for behaviour, routines and procedures such as lining up, wet play, etc. A set of clear expectations will minimise disruption and inappropriate behaviour but there will, at some time, be undesirable behaviour. Therefore, all staff should use a repertoire of behaviour management strategies. Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies. Those children who do not comply with the expectations of behaviour will be made aware of the consequences of their actions. In order to ensure consistency throughout the school we have agreed 'levels of inappropriate behaviour'. This includes examples of inappropriate behaviour, suggested behaviour management strategies and possible consequences (see tables).

STAFF DEVELOPMENT AND SUPPORT

The school's behaviour policy will be explicitly addressed in induction arrangements for new staff. It will also be revisited annually at the onset of a new school year. INSET will be organised for staff who need support. This may be delivered 'in house' or by an external organisation. Specialist agencies may be able to provide outreach support visits if needed. Staff will attend training regarding their responsibilities in exercising 'reasonable force' if this is necessary.

Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.

- The Head Teacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our Inclusion Manager.

It is the Governors and Head Teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing. In the event that there is an accusation of misconduct against a member of staff, the advice in the 'Dealing with allegations of Abuse against Teachers and other staff' guidance will be followed. This guidance makes clear that a person must not be suspended automatically, or without careful thought. The school will consider carefully whether the circumstances of the case warrant a person being suspended until the complaint/allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a member of staff, the school will ensure that the staff member has access to a named contact who can provide support.

PUPIL SUPPORT SYSTEMS

At St. John's, we understand that how a child behaves can be a sign of an underlying issue. Staff are expected to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

In such cases any emotional / behavioural difficulties should be determined and reference made to the school's Child protection and Safeguarding policy if appropriate. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a group. The school may also take the decision to refer to an outside agency for additional emotional support.

There are a range of support systems for children within school.

- The first week of each term has a 'Be Safe' focus and each day there is a different focus about keeping yourself or others safe and this will include reference to how to behave around and outside school.
- Collective Worship themes also outline and reinforce desirable behaviours and how we respect and love one another.
- The 'Bird Box Post' enables children to nominate themselves or others for a meeting with 'Listening Liz' so that low level problems and concerns can be dealt with.
- A number of therapies/ opportunities to talk are available within school. These are carried out by members of staff who have been especially trained in specific techniques and these are matched carefully to a child's need and specific circumstances. They include Drawing and Talking, ELSA, Lego Therapy, Anger Management, and MHST (Mental Health Schools Team) all of which give children long term emotional support. They take

place according to the need of a child and the style/type of the therapy (individual, paired, small group) and may be ongoing or for a set period of sessions.

- External agencies may be involved if it is deemed necessary/if they are available; this may happen in accordance with the SEND policy.
- A pen picture for children who have difficulty making the right behaviour choices is may be completed and shared with parents and the child.

TEACHING REPLACEMENT SKILLS

- When a child is repeatedly exhibiting undesirable behaviour, it may be necessary to do some explicit teaching to help the child learn an alternative behaviour choice. See suggestions in Appendix 3 Page 23

FORGIVENESS AND RECONCILIATION

Children are taught explicitly about how to apologise sincerely when they have made a poor behaviour choice. They are taught that the word sorry is like making a promise that they will do their best not to repeat the poor choice in the future and to learn from their mistakes. They are also taught explicitly about the importance of being able to forgive someone who has made them upset or angry.

The line in the Lord's Prayer (Forgive us our sins as we forgive those who sin against us) and other biblical verses are used to help children understand the importance of being able to forgive.

Luke 6:31

'Judge not, and you shall not be judged. Condemn not and you shall not be condemned. Forgive and you will be forgiven.'

Matthew 18:21-35 English Standard Version (ESV)

²¹ Then Peter came up and said to him, "Lord, how often will my brother sin against me, and I forgive him? As many as seven times?" ²² Jesus said to him, "I do not say to you seven times, but seventy-seven times."

They are also taught about dead and living people who have demonstrated the ability to forgive such as Rachel Friedman, Corrie Ten Boom and Kim Phuc.

Mahatma Ghandi said 'The weak can never forgive. Forgiveness is the attribute of the strong.'

RESTORATIVE PRACTICE CONVERSATIONS

Adults can facilitate conflict resolution by having a conversation as follows once the child has calmed down:

1. Are you calm enough to talk now?
2. What were you thinking at the time? (Instead of why did you do it?)
3. Who was affected and how were they affected?
4. What needs to be done to put things right?
5. What do you need to do in future?

ANTI - BULLYING AND HARASSMENT

We will not tolerate bullying or any form of harassment at St. John's School.

The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. Bullying involves dominance, it is premeditated and is usually a pattern of

behaviour rather than an isolated incident. Bullying may be physical, verbal, emotional or may take the form of 'cyber-bullying' where technology is used. Incidents of bullying will be dealt with using the specific procedures laid out in the Anti-Bullying policy.

Throughout the school year, the importance of anti-bullying is promoted with the fundamental message that bullying is not tolerated at St. John's. This includes the message to **STOP** bullying and helps to remind children that bullying is **Several Times On Purpose** and that it is the responsibility of the whole school community that if they see or hear bullying take place to **Start Telling Other People**.

All children are told regularly, through termly Be Safe weeks, class RHE lessons and collective worship, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

CONSENT AND RESPECT

It is vital that all children learn about consent and respect for each other. Through BE SAFE week activities and specific lessons in RHE, we teach children about consent and respect; how to look out for the signs that indicate a person wants to engage in an activity and actively demonstrates this verbally and physically. **Not saying 'no' is not giving consent.** In primary aged children, this may take a variety of forms such as asking to play or join in with a game or asking to use equipment. If consent is not clearly given, or is given and then subsequently retracted, **this decision must be respected.** Children will be taught how to ask for permission; giving and seeking permission and personal boundaries.

CYBER BULLYING

E-Safety is an important element of our core and extended curriculum. With the increasing use of technology occasionally issues surrounding cyber-bullying do come to our attention. As the majority of these take place out of school, the school aims to take a supportive approach to managing such concerns and to highlighting the implications for both the victim, the perpetrator and any other children who may be involved; often children are unaware/have not considered the implications of their actions on others, especially when a situation may appear more distant/remote when technology has been used and children have not been in direct physical contact when an incident has occurred.

ORGANISATION AND FACILITIES

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- Communal spaces such as the Savannah or Poppy Garden, a time out space within class and out of class.
- The Bubble Room/Break-out room which is a space where the child is able to have time to calm down, away from a busy classroom environment where there is space and sensory items/activities to use if they wish
- The Head Teacher's or Deputy Head Teacher's Office

LIASON WITH PARENTS/CARERS AND OTHER AGENCIES

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour. We endeavor to welcome parents/carers into school and make them feel valued and develop good communication between us all. Working with parents/carers is an important part of supporting children with their behaviour. Parents are actively

encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school values the importance of home school partnerships. This is promoted through the school's Home School Agreement when a child joins the school whereby parents/carers are encouraged to sign to show a commitment to the ethos and work of the school and continued throughout a child's time at the school.

Through working closely and openly with pupils and their families, it is our aim at St. John's to resolve behavioural issues at the earliest possible stage. Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. Likewise, staff will approach parents/carers if we have a concern about the behaviour a child is presenting in school as this will be likely to be affecting the learning of them/others. If parents/carers and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

In an instance when behaviour gives cause to suspect that a child is suffering or is likely to suffer significant harm, we will follow the school's Child protection and Safeguarding Policy. When there is continuing disruptive behaviour, staff will consider whether there may be an unmet educational or other need, and will then abide by the SEND policy, taking into consideration whether a multi-agency assessment is necessary.

Continual Behaviour Issues

The Inclusion Manager and Head Teacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents/carers is initiated which will focus on discussing the key issues and deciding upon strategies which may provide a change in the child's behaviour. It may be agreed that a referral to an outside agency is needed. Records will be kept to gather a picture of the behaviour, including when things are going right.

MANAGING PUPIL TRANSITION

Entering Reception

Transition arrangements into school are reviewed annually and are adapted according to the observations of staff and/or feedback from parents/carers. Induction of new Reception children starts in the term before they join the school with invitations to particular events and the class teacher visiting some pre-school settings. The home visit at the beginning of the Autumn term and short visits to the classroom ensure a good transition into Reception.

We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction, if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.

New to the School

If pupils join St. John's mid-year, a member of SLT will meet with the child and parents and share the school's approach and expectations of behaviour. The child's previous school will also be contacted by a member of SLT to check that there are no concerns or safeguarding issues that may need to be dealt with. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

Transition to Secondary

As part of our transition work, we ensure that relevant information is passed onto the receiving school and the Year 6 teachers use all the opportunities available to work with local secondary schools. In the summer term (earlier if needed for some individuals), they work closely to meet with form tutors, heads of year and SENCOs from receiving schools who are welcomed to visit the children at St. John's. The DSL will also attend transition meetings where pupils with a safeguarding need are discussed with their receiving secondary schools. Year 6 children attend

Induction Days at their new schools and it is possible to increase these opportunities for some specific children if it is agreed by all that this would be supportive of the transition process.

TABLES OF CONSEQUENCE

All of these examples of inappropriate behaviour are ones that, if they are 'one-off' events, are best dealt with through good, consistent classroom behaviour management strategies. At this stage, matters will be **dealt with by the adult concerned** and they are unlikely to be taken further unless they happen again. They are not listed in any specific order; the adult concerned will choose the best strategies to deal with them.

| LOW LEVEL INAPPROPRIATE BEHAVIOUR | | | |
|--|---|---|--|
| Example of inappropriate behaviour | Possible behaviour management strategies | Possible consequences | Key personnel |
| <ul style="list-style-type: none"> ▪ Calling out ▪ Inappropriate laughter ▪ Playing with objects at the 'wrong' time ▪ Running in school ▪ Lacking correct uniform/equipment/ not wearing it correctly ▪ Disturbing others ▪ Interfering with /spoiling someone else's game ▪ Getting out of their seat at an inappropriate time ▪ Talking over a teacher or other adult ▪ Purposefully being in the incorrect place ▪ Refusal to follow instructions immediately ▪ Bringing to school disallowed items such as toys, cards, money | <ul style="list-style-type: none"> ▪ Agree a specific sign to warn the child that the behaviour is inappropriate ▪ Say the child's name – QUIETLY ▪ Praise desirable behaviour ▪ Use of house points to praise other children ▪ Ensure that the child understands the instructions/can do the task ▪ Trust the child with a task/give responsibility ▪ Warn the child of unacceptable behaviour ▪ Move to stand beside/behind the child ▪ Set up a quiet area where the child can play less active games ▪ Phrase rules/directions in positive language e.g. 'Walk down the corridor' rather than 'don't run'. ▪ Tactical ignoring ▪ Maintain eye contact ▪ Offer a choice – 'you can either choose to do what you've been asked or you can choose ...' 'whatever consequence is appropriate ▪ Reframe by distracting or diverting ▪ Shorten the amount of time for which the child has to follow a specific instruction, so that they can achieve success more often ▪ Use the rule reminder script: 'It is not Ok to ...': 'I am reminding you that the rights and responsibilities are ...': 'This is your ... reminder' Use of class rewards | <ul style="list-style-type: none"> ▪ The 'LOOK'! ▪ A quiet reprimand ▪ Moving the child away from the group they are working/playing with ▪ Temporary isolation <u>in the classroom</u> ▪ Visual reminder (name on the board) ▪ Part of playtime or a portion of lunchtime to be missed (may include being in the playground and spending time with an adult who is on duty) ▪ Part of Lunchtime activity to be missed e.g. Football ▪ Confiscation of items until the end of the day <p>Attending Sensible School at lunchtime</p> | <p>Teacher</p> <p>TA</p> <p>Lunchtime Supervisor</p> |

MEDIUM LEVEL INAPPROPRIATE BEHAVIOUR

Repetitive low level inappropriate behaviour can be as undesirable as more serious wrongdoing and therefore needs to be dealt with by using stronger sanctions.

| Example of inappropriate behaviour | Possible behaviour management strategies | Possible consequences | Key personnel |
|---|---|---|---|
| <ul style="list-style-type: none"> ▪ Dishonesty ▪ Repeated examples of: ▪ Calling out ▪ Inappropriate laughter ▪ Playing with objects at the 'wrong' time ▪ Running in school ▪ Persistently lacking correct uniform/equipment (when it is readily available from home) ▪ Disturbing others ▪ Interfering with /spoiling someone else's game ▪ Getting out of their seat at an inappropriate time ▪ Talking over a teacher or other adult ▪ Purposefully being in the incorrect place ▪ Refusal to follow instructions immediately ▪ Improper use of equipment ▪ Bringing to school disallowed items such as toys, cards, money or items which may cause damage or be disruptive ▪ Disrespectful attitude towards children, staff, parents or visitors ▪ Insulting or 'cussing' other children or their family or friends ▪ Interfering in incidents that do not concern the child ▪ Use of inappropriate language ▪ Incompletion of assigned work | <p><i>In addition to those at low level (which should still be used consistently)</i></p> <ul style="list-style-type: none"> ▪ Warnings ▪ Rights and responsibilities reminders ▪ Set up a quiet area where the child can do a quiet, independent activity ▪ Use 'planned' ignoring tactics, overtly accepting contributions from children behaving correctly ▪ Use of class rewards ▪ With discretion, ask the child about anxieties | <ul style="list-style-type: none"> ▪ Reflection sheet ▪ Apology letter ▪ Home – school contact book ▪ Conversation with parent carer (by phone if they do not collect after school) ▪ Time out (5-10 mins. max) outside the classroom with a 'Time out of Class Slip' – (N.B. Parents/carers should be informed if a child's behaviour has been undesirable enough to warrant him/her being sent to out of class) ▪ Complete unfinished work at lunchtime or take it home to be completed as deemed appropriate by the teacher ▪ Confiscation of items to be collected by a parent at a given time ▪ Missing longer period of lunchtime/break time ▪ Send to relevant Senior teacher ▪ Recording on the 'Watch Your Communication' ladder | <p>TA</p> <p>Teacher</p> <p>Dinner Supervisor</p> <p>Parents/ carers</p> <p>SLT</p> |

HIGH LEVEL INAPPROPRIATE BEHAVIOUR

Where a child's attitude and behaviour is not responding to any of the strategies or steps mentioned in previous levels and/or there are persistent inappropriate behaviour(s), the strategies and consequences listed below should be considered. It may also be necessary to consider whether there are underlying Special Educational Needs issues. Please see the school's SEN policy. (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).

| Example of inappropriate behaviour | Possible behaviour management strategies | Possible consequences | Key personnel |
|---|--|---|--|
| <ul style="list-style-type: none"> ▪ Persistent behaviour from previous levels ▪ Ganging up ▪ Deliberately distracting/disturbing others when they are working ▪ Defiance /refusing to undertake a task ▪ Ignoring reasonable request ▪ Rudeness to another child or to a member of staff ▪ Bullying/threatening other children including cyber bullying (<i>see also Anti Bullying policy</i>) ▪ Deliberately hurting others, fighting or being rough (rough physical contact) ▪ Answering back ▪ Swearing ▪ Racist remarks ▪ Repeated/ deliberate improper or dangerous use of equipment including throwing | <ul style="list-style-type: none"> ▪ Give a warning of the action you will take if the behaviour persists ▪ Clear use of language of choice to make it clear to the child how he/she is in control of changing their behaviour ▪ Observe the child at play – it may give a clue to reasons for behaviour ▪ Get family support if behaviour persists ▪ Move child from trouble spots/triggers (areas of the environment/other children) ▪ Change the activities available to the child to avoid trigger points ▪ Identify/celebrate achievements in the classroom/ playground ▪ Individual behaviour chart/book to record specific examples for each play/lunchtime | <ul style="list-style-type: none"> ▪ Reflection sheet ▪ Apology letter with copy sent home to parent/carer ▪ Entry in to Red File and subsequent communication with parent/carer. ▪ Time out (10 - 15 minutes max.) inside or outside the classroom ▪ Moving the child to another classroom on a temporary basis with a 'Time out of Class Slip' ▪ Exclusion from the playground at break/lunchtime for a portion of time or the whole time ▪ On 'report' for a week, with negotiated home reward ▪ 'School Community Service' for a short period ▪ Send to DHT ▪ Movement up the 'Watch Your Communication Ladder' | <p>Class teacher</p> <p>Other teachers</p> <p>Senior teacher</p> <p>Deputy</p> <p>Parents/carers</p> |

Red File

One of the consequences for 'inappropriate behaviour', including rough physical contact and use of inappropriate language (Watch Your Communication) is that children will have their name entered into the Red File and where appropriate parents/cares will be spoken to /a letter will be given. These records will be kept during the child's time at St. John's in order to identify/ monitor any patterns in behaviour which may occur. The records will then be destroyed when the child leaves the school. The Red Files will be monitored termly by a member of the Senior Leadership Team in order to have an overview of any instances which have occurred in the school. If there are a significant number of entries for one particular individual, an appointment will be made to meet with the parents/ carer of the child to agree how best the child can be supported in improving his/her behaviour.

It is essential that these records are an **objective** account of what you saw the child say and do. E.g. Instead of X got really angry and trashed the lower deck, it could say X ran around the lower deck shouting I 'm not doing it, pushing 11 chairs over as he did so. No one was hurt. Please put initials and class of all children who are involved in an incident.

Exclusion from a school visit

Staff may exclude a child from a school visit in response to a specific breach of the behaviour policy e.g. continuous disruptive behaviour. If a teacher is concerned that a child may present challenging behaviour on a school visit, the teacher should undertake a risk assessment. If the risk assessment concludes that with reasonable controls in place, it could be unsafe for the child concerned, or risks could be presented to other children, staff, helpers or the public, the visit arrangements may be adapted or the child may be excluded from the visit. If a child is excluded from a visit, this will have to be authorised by the Head Teacher. The school will attempt to provide other educational experiences.

SERIOUS INAPPROPRIATE BEHAVIOUR

It is possible that repeated instances of this type of behaviour could result in a fixed-term exclusion, if there was no indication that the behaviour strategies and sanctions used had resulted in improvement. (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).

| Example of inappropriate behaviour | Possible behaviour management strategies | Possible consequences | Key personnel |
|---|--|--|---|
| <p><i>This could include more severe or repeated instances of any of the behaviours from previous levels. In addition:</i></p> <ul style="list-style-type: none"> ▪ Assault ▪ Defiance ▪ Damaging property deliberately including graffiti ▪ Taking school property or someone else's belongings without permission ▪ Leaving the school site without permission ▪ Misuse of the internet or mobile phones ▪ Dangerous climbing up or jumping off furniture, equipment or buildings etc. ▪ Inappropriate sexual language ▪ Malicious accusations (of a less severe nature) | <ul style="list-style-type: none"> ▪ Give the child agreed/specific, manageable targets to improve their behaviour and give them a prompt card with targets on ▪ Provide a weekly session with a mentor ▪ Undertake a risk assessment | <ul style="list-style-type: none"> ▪ Send to Head/Deputy ▪ Exclusion from the playground at break/lunchtime for a portion of time or the whole time ▪ Exclusion from a school visit ▪ Entry in to Red File and subsequent communication with the parent/carer ▪ 'School Community Service' for a longer period ▪ On report for two weeks, with negotiated home reward see appendix 4 ▪ Introduce an individual 'consequence ladder' ▪ Internal exclusion with appropriate support and supervision ▪ Ban from using internet ▪ Fixed term exclusion | <p>Head</p> <p>Deputy</p> <p>Parents/carers</p> <p>Outside agency</p> |

| EXTREME INAPPROPRIATE BEHAVIOUR (INTERNAL, FIXED OR PERMANENT EXCLUSION) (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels). | | | |
|---|--|---|--|
| Example of inappropriate behaviour | Possible behaviour management strategies | Possible consequences | Key personnel |
| <i>This could include more severe or repeated instances of any of the behaviours from previous levels. In addition:</i> <ul style="list-style-type: none"> ▪ In possession of: an illegal drug alcohol a weapon of any type (including an imitation) ▪ Pornography ▪ Serious actual or threatened violence against another pupil or a member of staff or the school building (including arson). ▪ Sexual misconduct ▪ Serious misuse of the internet or mobile phones ▪ Malicious allegations against staff (any allegation will be thoroughly investigated) or another child of an extreme nature | <ul style="list-style-type: none"> ▪ Risk assessment ▪ Mentoring/counselling | <ul style="list-style-type: none"> ▪ Internal exclusion ▪ Fixed term exclusion ▪ Permanent exclusion ▪ Involvement of police ▪ Referral to Social Services | Head (Deputy) Police Social Services Parents Outside Agency Governors' Discipline Committee |

EXCLUSION either for a fixed term or permanently

There may be occasions where all the support that is given does not work and an individual child is so disruptive that they have to be excluded from school. There may also be severe isolated instances such as a violent attack on another person or property, which are not necessarily the result of going through the different steps of the Consequence Ladders but which may mean that a child should be excluded from school. Exclusion is used as a last resort for extreme misbehaviour as cited above; the decision to exclude a child would never be taken lightly.

Exclusion could take the form of internal or external exclusion depending on the severity of the instance and any previous instances in which the child may have been involved. Internal exclusion will be for a fixed time and could mean the child being withdrawn from his/her class group during curriculum time, playtimes and lunchtimes or both. It may be that during the course of an internal exclusion, reintegration back to the class would be staged with the child returning to class for curriculum time but continuing to be withdrawn for playtimes.

EXCLUSIONS PROCEDURE

At all times we work to the framework of national government guidance which can be found online: **Exclusion from maintained schools, academies and pupil referral units in England**
Statutory guidance for those with legal responsibilities in relation to exclusion

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it. (The behaviour of a pupil outside school can be considered grounds for an exclusion).

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more **fixed periods** not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Whenever an exclusion (fixed term or permanent) has taken place the Head Teacher will notify parents of the period of the exclusion and the reason(s) for it.

Lunch time Exclusions

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. **The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.**

The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers exclusions on behalf of the Governing Body. The Discipline

Committee must meet in the case of a permanent exclusion or a fixed term exclusion of more than 15 days in one term (or which brings the child's total number of days of exclusion to more than 15 in one term). When the discipline committee meets it considers the circumstances in which the child was excluded, considers any representation by parents and the LA and has the power to reinstate the child. If the discipline committee decides the child should be reinstated, the Head Teacher must comply with this ruling.

Procedures set out in the guidance document: **DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion (www.education.gov.uk)** are followed at all times. **The role of the local authority is also clearly laid out in this document.**

In exceptional cases, usually when further evidence has come to light it is possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion.

To ensure that a child's dignity remains intact, teachers and relevant members of support staff are informed of a child's exclusion. If members of the child's class, ask where the child is the word 'excluded' will not be used in the reply. The class teacher should use his/her discretion and answer sensitively, e.g. 'They have gone home'. After a child has been excluded from school a reintegration interview will take place between the child and a member of Senior Leadership Team to ensure that the child is able to return to school as smoothly as possible. Our aim is to ensure that any fixed term exclusion is followed up pastorally to ensure a child's smooth transition back into school. In order to support return to school if a child has received a fixed term exclusion they will have a reintegration meeting with their parents/carers and a member of SLT before they return to class.

As outlined in the *Guidance for Behaviour and Discipline in Schools* documents (for Head Teachers and School Staff, and Governing Bodies) the following items must be included in a School's Behaviour Policy.

SCREENING AND SEARCHING PUPILS

The school has no screening mechanisms e. g. metal detectors.

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the **DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, 2012. (www.education.gov.uk)**

THE POWER TO USE REASONABLE FORCE

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff and all of the behavior principles included in this policy should be sufficient to ensure positive behavior among children. However, it is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required

The legal provisions on school discipline provide all members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property, causing disorder and to maintain good order and discipline in the classroom. The term '**reasonable force**' covers a broad range of actions that involve a degree of physical contact with children. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. We strongly believe that physical techniques are only a small part of a whole approach to behaviour management and we would do everything possible to diffuse, divert and de-escalate situations before the use of force is needed. However, we recognise that this may not always be possible staff will intervene if a situation is unsafe for the individual or others. The decision on whether or not to

physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. When making a decision about the use of reasonable force, staff will make reasonable adjustments for disabled children and children with SEN. In line with the school's 'Positive Handling and Use of Force to Control or Restrain Pupils' policy, a record of such instances will be recorded. Staff will never use force as a punishment – it would be unlawful to do so.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Staff have the duty to discipline beyond the school gate in the following circumstances if a child or children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a child at the school
- Posing a threat to another child or member of the public

Misbehaving in a way that could:

- have repercussions for the orderly running of the school
- adversely affect the reputation of the school

If an incident is brought to the attention of the school staff will take into account, the extent to which they are able to investigate and depending on the severity of the incident will implement sanctions which follow the school's tables of consequence. The Head Teacher may decide it is appropriate to notify the police or Local Authority Anti – Social Co-ordinator of the actions taken against a child. If the behaviour is criminal or poses a serious threat to another child or a member of the public, the police will be informed.

Staff will consider whether any such misbehaviour may be linked to the child suffering, or being likely to suffer significant harm. If this is the case, the school's Safeguarding Policy will be followed

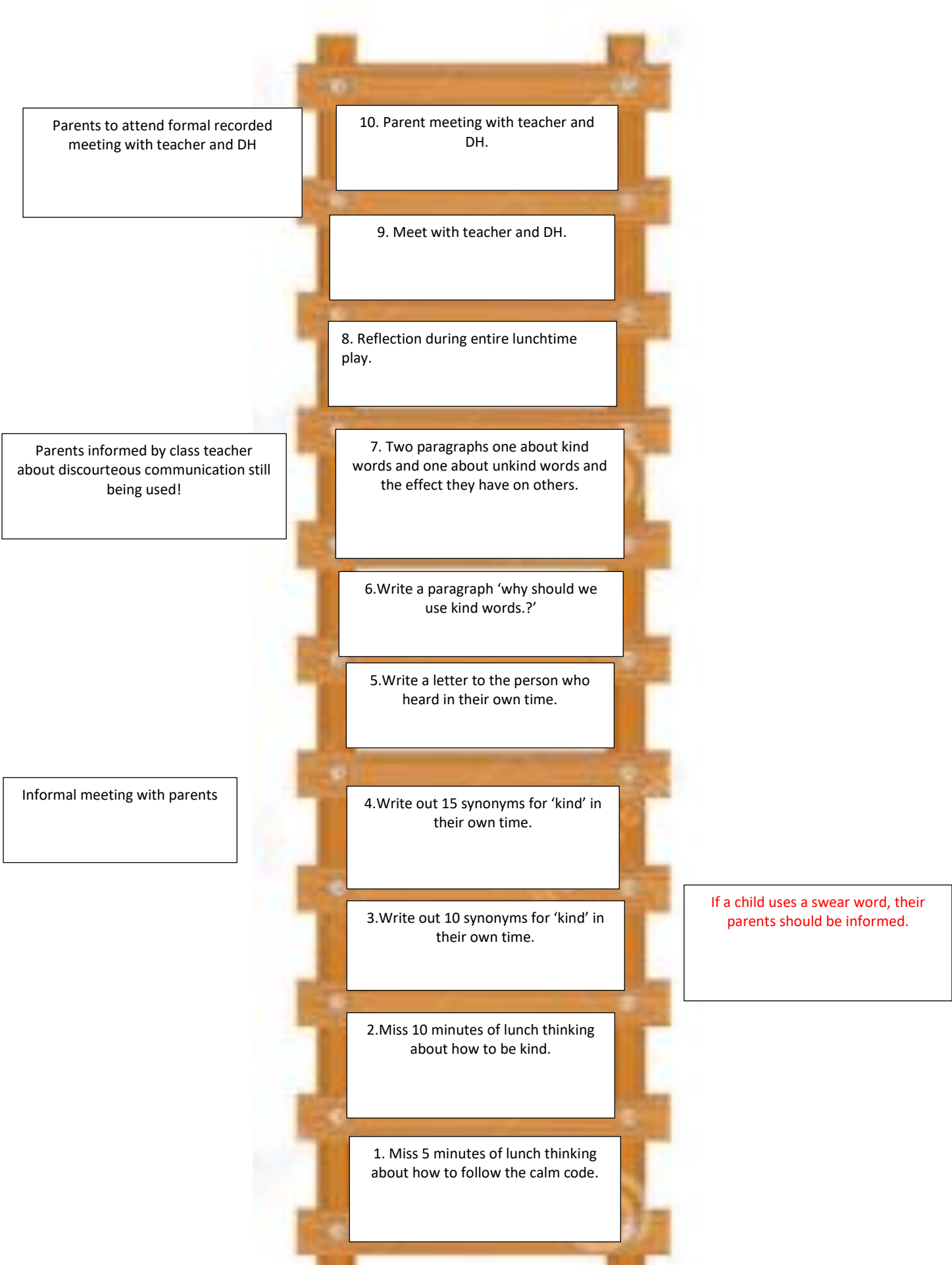
FALSE/MALICIOUS ACCUSATIONS

A false accusation is when an allegation is made against a person and it proves to be unfounded or unsubstantiated. A malicious allegation is one which has been made with a specific intent to cause harm or upset to the accused.

The school takes very seriously any form of false/malicious accusations made by pupils against other children or against members of school staff. Prompt and severe action will be taken if any pupil is found to have made false or malicious accusations, their parents/carers will be informed and other consequences may be implemented.

Appendix 1

Watch Your Communication Consequence Ladder – words/tone of voice/body language



Record of Rewards and Responsibility Roles

Class..... Academic Year

Please insert date award given.

[illegible]

Appendix 3

Replacement Skills Teaching Suggestions

| Behaviour | Replacement Skills Teaching Suggestions |
|--|---|
| Calling Out/Getting involved in other peoples' business | Teach them how to wait patiently and turn take to speak Teach Thinking Hand on Thinking Mouth Possible jotter to note ideas so they do not forget |
| Interrupting the teacher when he/she talking to someone else | Explain that all children need help and that CT has to share their time, so they may need to wait or teach them 'ask 3 before me.' |
| Talking when the teacher is talking | Teach children the importance of good manners and courtesy when listening to the teacher. They should be silent so that they understand the learning and are clear about what to do at the tables. |
| Tears, sulking or rude, stropky inappropriate behaviour, language and body language when addressed by adult for off task/inappropriate behaviour | Show children, with another adult what this looks like and feels like through role play. Ask them if they have ever behaved in this way towards an adult in school? Would they do it to their mum or Dad at home? Teach them to accept this graciously by apologising to the adult and then improving behaviour as suggested by the adult. |
| Insufficient quality or quantity of work completed in the lesson due to poor behaviour for learning | Teach them how to focus and ignore other others beside and opposite them by looking at work and not children. (blinker horse picture can be useful.) Teach them to ask for help from adult if they need it. Teach them that if they do insufficient work in lesson time they will have to complete in their own time. (keep in at lunch for 10 minutes) |
| Failure to follow instructions (This is different to inability to due to other needs) | Teach children that you are the boss of your classroom just as their parents are the boss of their home and they should therefore do as they say the first time they are asked. |
| Injuring other children | Teach them about the importance of being safe and happy in school by always using kind hands and actions and following the 'love one another rule' Teach hands in lap/arms by sides/or fingers loosely linked as a reminder. Teach importance of legs crossed on the carpet. Traffic light Stop Think do |
| Difficulty regulating emotion (Eg upset, anger) | Teach them how to breathe in and out slowly and count to 10 or as far as they need to calm. Teach handy breathing. Traffic light- Stop Think do Use feeling cards to help them communicate Teach them stem sentences to express how they are feeling with their word rather than actions. Time out in calm place Calming box for children with severe difficulty - playdough, fiddle toy with timer Sensory box- possibly with timer. |
| Grabbing things off others/across the table | Teach them to ask politely instead. Please can you pass me the x when you have finished? Please can you pass me the pencil sharpener? |
| Barging past people using body contact / inability to move around the school sensibly and safely | Teach them to say excuse me and then wait for the person to get out of the way Reminders and practice walking around school and using outdoor classroom (EYFS) |
| Copypat the poor behaviour of others | Traffic light Stop Think do |
| Inability to sit still | Identify times/situations/locations when worse/better Try alternative places to sit/fidget toy with rules/wobble cushion |

Appendix 4 Report Card

Child’s name:

| | am | am | pm |
|-----------|----|----|----|
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

Guide to the people who should be involved with inappropriate behaviour

| Level of seriousness | Possible consequence | Key Personnel | | |
|----------------------|---|--|-----------|--------------------|
| Extreme | Permanent Exclusion | Head | Governors | Parents/ Carers |
| | Fixed term External Exclusion | | | |
| | Internal Exclusion | | | |
| Serious | 'School Community Service' for approximately a week | Head Class teacher | | Parents/ Carers |
| | Report Card for approximately a week | | | |
| | Individual consequence ladder | | | |
| High | Time out of class | Deputy Head Class teacher | | Parents/ Carers |
| | Exclusion from play or break or an activity | | | |
| | Red File entry with letter home | | | |
| | Send to DHT | | | |
| Medium | Apology Letter | Member of SLT Class teacher | | Parents/ Carers |
| | Home School contact book | | | |
| | Send to a member of SLT | | | |
| Low | 'Time Out' in the classroom | Class Teacher Teaching Assistant Lunch Time Supervisor | | |
| | Portion of playtime or lunchtime missed | | | |
| | Visual reminder | | | |

Helpful documents:

'Behaviour and Discipline in Schools – advice for headteachers and school staff

'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

'Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies'.

'Dealing with allegations of Abuse against Teachers and other staff'

'Behaviour and Discipline in Schools – Guidance for Governing Bodies'

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion

'Improving behaviour and attendance: Guidance on exclusions from schools and pupil referral units'

Equality Act 2010

Related Policies

- Home School Agreement
- SEN
- Anti-bullying
- Positive handling and the use of reasonable force to control pupils
- Child Protection (safeguarding)