



BEHAVIOUR POLICY

Everton Heath Primary School

September 2023

1. Introduction

At Everton Heath Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Everton Heath Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Aims

Through this policy we aim to:

- ensure a consistent and calm approach to, and use of language for, managing behaviour;
- to increase pro-social behaviour and reduce anti-social behaviours through planned responses.
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- be therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which prosocial behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.
- to promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as before and after school clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these using the Pupil Handbook;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

2. Key Definitions:

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings

3. Prosocial Behaviour

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Rules, routines and consistency are vital principles followed by staff and children. This is promoted through a consistent framework and approach for recognising and rewarding success and de-escalating negative behaviours and teaching about these to minimise return.

We acknowledge the importance of explicitly teaching children what expected pro-social behaviour looks like. At Everton Heath Primary School this is achieved through:

- Our school expectations are explicitly taught and modelled by all members of our school community (see appendix a)
- Explicit teaching of routines and systems to create positive social norms
- Regular assemblies promoting prosocial behaviour
- Private and public recognition and reward for developing prosocial behaviours, using the established celebration, recognition and rewards system (see appendix b)
- Consistent and clear language to describe expected behaviours and respond to unsocial and antisocial behaviour (script see appendix c)
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Adult Strategies to Develop Excellent Behaviour

At Everton Heath Primary, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

4. Unsocial behaviour

This section explains that unsocial behaviours are not anti-social as they are not to the detriment of others. Generally, unsocial is quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

5. Antisocial Behaviour

Responses and consequences for anti-social behaviour

Anti-social behaviour includes anything that causes harm to others in the school community or the school environment. Anti-social behaviour can be difficult or dangerous. This policy supports staff to respond predictably, promptly and confidently where any anti-social behaviour occurs, with the aim of restoring a calm and safe environment in which all pupils can learn and thrive.

Difficult behaviour

Difficult behaviour is anti-social, but not dangerous.

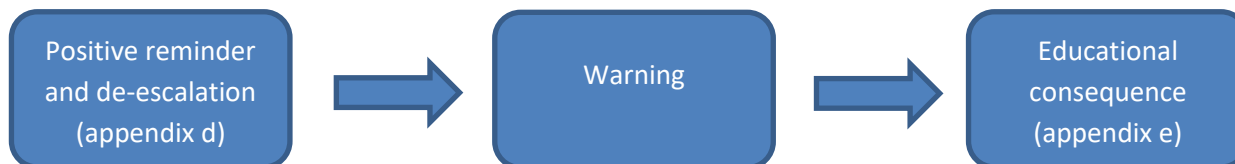
Examples include:

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing lack of respect to each other or staff

Difficult behaviour can lead to lost learning time and can harm positive relationships in the classroom. Staff across the school make our agreed expectations of behaviour and routines clear through regular age-appropriate teaching and reflection about what we do and why we do it.

Where difficult behaviour occurs, staff will always consider whether a pupils' needs are being met. For example, are increased movement breaks required for a pupil who struggles to sit still or a defined fidget toy for children who have sensory needs.

If difficult behaviour occurs, staff will:



Dangerous behaviour

Dangerous behaviour is behaviour which will predictably result in injury or harm.

It may include:

- Abusive language that could be considered threatening or discriminatory
- Yelling, shouting and screaming
- Throwing items
- Physical aggression
- Property misuse/damage

- Absconding from the classroom/site
- Criminal behaviours

If a dangerous behaviour poses an immediate risk of harm to others, the space should be evacuated. This could be a classroom, corridor or playground.

If the pupil has a risk management plan in place, the plan will be used to de-escalate the behaviours. Otherwise a standard de-escalation script will be implemented.

Only staff trained in physical intervention should guide children away from dangerous situations where appropriate.

All dangerous behaviours should be referred to a senior leader.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. And when reporting incidents (both verbal and written) the detail must always be specific e.g. child x threw 3 chairs towards the teachers, and then ripped out 2 pages of three books and then threw these on the floor. Helpful conversations follow a script (see appendix d) and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.

Consequences

A consequence is a logical, explainable response to a pro-social or anti-social behaviour. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts. At Everton Heath Primary we use educational and protective consequences. Consequences should aim to be restorative, support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents.

Consequences should be:

- Timely – begin within 24 hours
- Relevant – they should be linked to the behaviour demonstrated
- Proportionate and take into account the child's age
- Consistent, fair and recorded
- Used alongside restorative conversations

Educational consequences

Educational consequences provide children with the skills and incentives to behave differently faced with similar circumstances in the future.

Educational consequences may include:

- Time learning outside of the classroom in a break-out space
- Time completing learning in another classroom
- Time in quiet club at lunchtime to make up lost learning time
- Time in quiet club at lunchtime to hold a restorative conversation with an adult
- Removal of privileges e.g. parties, walking home alone, representing the school on teams/events, clubs
- Removal of roles of responsibility e.g. ambassador, sports leader
- A half-day removal from the classroom by a member of the senior leadership team
- A meeting with the pupil, their parents and a member of the senior leadership team
- Other sanctions following discussion between class teacher, parents and headteacher
- Family agreement

- Fixing/repairing mess or damage

Protective consequences

Protective consequences aim to prevent exposure to triggers/reoccurrence of a difficult/dangerous behaviour.

Protective consequences may include:

- A separate playtime in or outdoors with a small group/adult
e.g. a child whose behaviour is triggered by competitive games on the playground will be offered an alternative playtime activity with an adult/small group of children
- Removal of a resource used inappropriately
e.g. a child who uses scissors dangerously will have the scissors removed
- Completing an activity with an adult
e.g. a child who pushes children in the line will walk alongside an adult
- Removal of independent access to a space/part of school
e.g. a child who demonstrates dangerous behaviour in a cloakroom will be given a separate space to store their belongings
- A personalised timetable

Restorative Conversations

Staff will follow a set process when discussing incidents with individuals. The aim of these conversations is for all

parties to learn and to work together to find suitable solutions. The conversations will be calm and focused on

building trust between parties.

Restorative approaches:

- View conflict as an opportunity for learning experiences that strengthen relationships.
- Allow everyone involved to express their thoughts and feelings.
- Are inclusive and collaborative.
- Hold people accountable- they are required to take responsibility for their actions and repair harm.
- Attend to the needs of those that have been harmed.
- Aim to resolve underlying issues and root causes.
- Separate people from their behaviours.

The role of the parent

At Everton Heath Primary, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions. Parents should be spoken to face-face or on a phone call or Teams call. Emails should only be sent after several attempts to speak to the parent/carer.

Physical Attacks on Adults

At Everton Heath Primary, 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. Staff can use 'reasonable measures' to protect themselves in accordance with the West Village Partnership Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. These incidents should be recorded in the blue book.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on My Concern. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Confiscation

Mobile phones and other electronic devices, if brought to school, must be left in the school office or a locked teachers' drawer and be collected at the end of the day. If a child brings something into school which is inappropriate, they will be asked to take it to the office for safekeeping. If an item is confiscated, it can be collected at the end of the day. Parents should be informed, depending upon the severity of the incident of the danger to other pupils, of the object that has been confiscated.

Incidents the occur out of school directed activity

The school will discuss any incidents reported during school time with relevant parties but will not introduce school sanctions for behaviour that has taken place off the school site and is not a school-directed activity. The school is happy to support parents and carers with how to manage these incidents, but it is not the responsibility of the school to investigate these events. Where an event is raised that creates safeguarding concerns, these will be considered in line with the safeguarding policy.

Parents are provided with a leaflet to support their management of behaviour at home (Appendix g)

All and any illegal activity will be reported to the police

6. Recording, Reporting and Communication

The school collects and analyses data on both unsocial and anti-social behaviour to ensure that a safe and purposeful learning environment is maintained and that all children are given the support they need to succeed in school.

School staff use My Concern to report an incident of unsocial or anti-social behaviour that is not appropriately managed within normal quality first teaching practice, or the agreed responses and adaptations set out in the behaviour/risk reduction plans of individual pupils (appendix f)

Reports of unsocial and antisocial behaviour are monitored weekly by SLT and additional adaptations, staffing, interventions planned in response.

7. Children with Additional Needs

Some children's behaviour requires a more tailored programme to support them in being safe and happy at school. These children will require:

- A member of staff to work with the family, school staff, CBC SEND team and other external agencies to seek to deepen our understanding of behaviour, triggers, effective responses etc.
- A risk management plan which considers how to de-escalate and teach better emotional or physical control. These plans may be applicable for children with an EHCP.
- An individual behaviour plan.

Individual Behaviour Plans

Individual behaviour plans may be implemented by the class teacher / SENCO / SLT where a child is regularly demonstrating anti-social behaviour and it is agreed that further adaptations are required. These plans are not for children that display violent behaviour.

Individual behaviour plans recognise that there are some children in school who need different support in order to behave in line with our expected behaviour. For these children, the whole school system requires specific consideration and tailoring.

The behaviour plan will be completed with the child and signed and agreed by both them and their parents. The plan will include information about how to support the child with managing their behaviour, strategies for reminding them of the correct way to behave and specific information of any agreed rewards or sanctions. As part of the plan, there is a simple chart for recording daily behaviours and a box for a comment reflecting on their behaviour across the week. The plan should be sent home with the child at the end of each week and signed by parents. If they have had a particularly good / bad week then the parents are telephoned or spoken to in person about this to try and find out more information and consider strategies for the following week.

Individual Behaviour plans are not designed to be used with children subject to an EHC Plan as they already have a different level of support and targets in place.

8. Suspension and Exclusion

Only the Headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods up to 45 days in any school year. The headteacher may also exclude a pupil permanently.

If the headteacher suspends or excludes a pupil, they must inform the parents as soon as possible, giving the reason for the suspension or exclusion.

The Headteacher must also inform the Local Authority and Chair of Governors as soon as possible.

Everton Heath Primary follows the guidance from the Department for Education set out in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (July 2022)'. All decisions about exclusion must be made with reference to this document which outlines statutory responsibilities and guidance.

Prosocial Behaviours: Supporting a safe and effective learning environment

Appendix A – School expectations:

Our Golden Rules are promoted across the school:

We listen	We are responsible
We are respectful	We are try our best

Appendix B - Rewarding Positive Behaviour:

Positive Reward Grid		
Step 1		
Action	Reward	Personnel
Following the school expectations	Praise Star of the week certificate Stickers	Given by any adult
Step 2		
Consistently following the school expectations Producing exceptional work Displaying exceptional behaviour Showing an understanding of others Good team work	Head Teacher's Star	Given by any adult
Step 3		
Being awarded six stars	Head Teacher's Certificate	Given by teacher Celebrated in assembly
Step 4		
One off outstanding effort / achievement (Champion Child) – one per year group	Hot chocolate with head at the end of term	Head Teacher asks for name of child. HT organises hot chocolate

Proactive Behaviours					
	In assembly	In corridors	Whole class teaching	Independent Learning	Group/Practical Learning
Reception	<ul style="list-style-type: none"> Active listening Bottoms on floor Hands up to speak 	<ul style="list-style-type: none"> Walking Looking after the school Single file line 	<ul style="list-style-type: none"> Sitting on carpet spots Focus on own work Active listening 	<ul style="list-style-type: none"> Use the learning areas sensibly Focus on own work Follow instructions 	<ul style="list-style-type: none"> Take turns and share Active listening Be kind
Key Stage 1	<ul style="list-style-type: none"> Active listening. Bottoms on floor. Hands up to speak. 	<ul style="list-style-type: none"> Walking. Looking after the school. Single file line. Consideration for others 	<ul style="list-style-type: none"> Sitting on carpet spots Focus on own work Active listening Be ready to share learning Follow the routines 	<ul style="list-style-type: none"> Be ready to learn Be sensible on your table Focus on your own work Look after the resources Follow instructions Work at the appropriate volume 	<ul style="list-style-type: none"> Take turns and share Active listening Be kind Be ready to take part Be flexible
Lower Key Stage 2	<ul style="list-style-type: none"> Lead by example Active listening 	<ul style="list-style-type: none"> Walking Be a positive role model Consideration for others 	<ul style="list-style-type: none"> Be ready to learn Active listening 	<ul style="list-style-type: none"> Be ready to learn Active listening 	<ul style="list-style-type: none"> Active listening Respect the views and needs of others
Upper Key Stage 2	<ul style="list-style-type: none"> Sit respectfully 		<ul style="list-style-type: none"> Be organised with the right resources Follow the routines Be flexible 	<ul style="list-style-type: none"> Be organised with the right resources Follow the routines Be flexible Focus on own work Be aware of the needs of others Work at the appropriate volume Make the talk appropriate to learning 	<ul style="list-style-type: none"> Take responsibility for your group's learning Be ready to stop, share and move on when asked to

Appendix C – Response Script

Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue ‘You can do this; you are intelligent and able.’
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don’t demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

- **Calmly and gently repeat the line you have been interrupted in.**

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

- **Use an appropriate refocusing line to bring the conversation back to the script.**

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
‘It wasn’t me.’	‘I hear what you are saying...’
‘But they were doing the same thing.’	‘I understand...’
‘I was only...’	‘Maybe you were ... and yet ...’
‘You are not being fair.’	‘Yes sometimes I may appear unfair...’
‘It’s boring.’	‘Be that as it may...’
‘You are a ... (name calling).’	‘I am sorry that you are having a bad day.’

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *“I am stopping this conversation now. I’m going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.”*

SCRIPT:

I noticed you chose to...(state noticed behaviour)

This is a REMINDER that we need to ...(state rule)

You have the chance to make a better choice.

Thank you for listening.

Appendix D – Consequences

Consequences			
Gentle approach - use child's name - down to child's level (if appropriate) - make eye contact - deliver message - walk away!			
Steps 1 & 2			
Behaviour	Action to be taken		
Low level disruptive behaviours e.g. <ul style="list-style-type: none"> • Inappropriate calling out (respect) • Rocking on chair (safe/look after property) • Inappropriate talking (kind) • Fiddling (try our best) • Distracting others (try our best) • Not listening to instructions (respect) • Running in school (safe/gentle) • Throwing small objects (rubbers, pencils, rulers...) (respect) 	1. REMINDER (reinforce golden rules, privately if possible): I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to ... (state relevant rule). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.)		Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
	2. FINAL WARNING: I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area, etc. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)		Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of we try our best. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
Step 3 – 5			
Behaviour	Action to be taken: Space to Cool Off/Calm Down: 3. In Classroom 4. In Another Classroom. 5. Somewhere Else		
Behaviour which is directed at others e.g. <ul style="list-style-type: none"> • Answering back (respect) • Spitting (respect) 	3. IN CLASSROOM I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back,	Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet	<ul style="list-style-type: none"> • Child sent to designated area of the classroom. • 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance. • Child to complete an appropriate task depending on the situation e.g. sitting to

<ul style="list-style-type: none"> Hitting Peers (gentle/kind) Offensive or derogatory name calling (respect) Lying (honest) Damage to others property (look after property) Swearing (respect) 	<p>etc). I will come and speak to you in two minutes.</p>	<p>area. I will come and speak to you in two minutes. Thank you for listening.'</p>	<p>calm, reflection sheet, continuing with work, etc.</p> <ul style="list-style-type: none"> If behaviour improves, return to class. If not or if child refuses, move to Step 4. <p>For regular occurrences:</p> <ul style="list-style-type: none"> Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention.
<p>Behaviour that shows complete disrespect e.g:</p> <ul style="list-style-type: none"> Walking out of the classroom without permission Walking away when an adult is speaking Throwing with intent to hurt others Refusal to comply Persistent lying 	<p>4. IN ANOTHER CLASS</p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p>	<p>Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the Nightingale classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'</p>	<ul style="list-style-type: none"> Child escorted to designated colleague / follow up to check child has arrived. Remainder of lesson working alone without causing further disturbance. Possible removal of privilege / playtime. Teacher must provide work / activity for the child to complete and communicate this to colleague. If behaviour improves, return to class. If not or if child refuses, move to Step 5. Record on ScholarPack. <p>For regular occurrences:</p> <ul style="list-style-type: none"> Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support. Begin monitoring to identify areas of concern / possible causes/ appropriate targets. Parents contacted by teacher to inform them that behaviour is a cause for concern.
<p>Purposeful /vindictive behaviours e.g:</p> <ul style="list-style-type: none"> Racism Bullying Violence / verbal threats to an adult Swearing at an adult Stealing Damage to school property Persistent violation of 	<p>5. SOMEWHERE ELSE</p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.</p> <p>*DO NOT describe the child's behaviour to other</p>	<p>Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Miss Matthews and you will need to complete your learning in her office. I will come and speak to you at the end of the day. Thank you.</p>	<ul style="list-style-type: none"> Child escorted to / collected by appropriate adult. From remainder of lesson through to a half day working alone without causing further disturbance. Possible removal of a privilege / playtime – a consequence appropriate to the behaviour. Teacher must provide work / activity for child to complete as soon as possible after removal. Record on ScholarPack. <p>For regular occurrences:</p> <ul style="list-style-type: none"> Discussion with Phase Lead / SENCO / Head Teacher as appropriate. Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.

<p>the school rules</p> <ul style="list-style-type: none"> Unprovoked attack on peers 	<p>adults in front of the child*</p>		<ul style="list-style-type: none"> Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc. Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.
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SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.

You need to.... And I will come and speak to you in two minutes (Ensure that you do!)

- Stand by other staff member
- Sit at First Aid
- Go inside to ...

Paperwork for the following behaviours must be filled in and given to the Head Teacher as soon after the incident as possible: bullying, prejudice related incidents, child-on-child abuse, allegation against staff, serious incident. Safeguarding concerns should be recorded on My Concern.

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
- How have they been affected?
- What should we do to put things right?**
- How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

If a child has an IBP, they may have an individualised learning plan which needs to be followed. On the rare occasion that a child does not complete enough work that they are capable of, they may miss a few minutes of break to make up for loss of learning time, however, children are never to be kept back after school.

Appendix E - IBPs

To further support children who are exhibiting more extreme behaviours, we use the following principles to support the creation of individual plans:

The Relationship Principle

The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

The 'Stress Principle'

Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour, they are more likely to repeat it (particularly 3-8yrs).

The Attention Principle

Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

The Learning Principle

If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

Children 'misbehave for a wide variety of reasons' Principle!

When dealing with an episode of extreme behaviour adults should consider:

- the safety of the child;
- the safety of others.
-

Only when a person/people are unsafe will we act to restrain or remove people.

Dealing with difficult behaviours:

- Use positive phrasing

e.g. "Thank you for standing next to me"

"Put the pen on the table, thank you"

"Look this way and show me you're listening, thank you"

- Give a positive reminder

e.g. "You still have not started work, that is a reminder to begin"

"I have asked you to stop talking and you have continued. That is a reminder."

- Give limited choices

e.g. "Put the pen on the table, or on the box, thank you"

"Talk to me here or in the courtyard"

"You can do it here or in the learning corridor"

“Are you going to sit on your own or in a group?”

- Disempower the behaviour

e.g. “You can listen from there”

Positive reminders and de-escalation

Clear warning Consequence

“Come and find me when you get back”

- Use a de-escalation script

e.g. Use the person’s name

Acknowledge their right to their feelings “I can see something is wrong” or “I can see you are upset”

Offer to help “Talk to me and I will listen”

Offer a ‘get-out’ with positive phrasing “Come with me and...”

- Give a verbal warning explaining what the consequence will be for repeating the behaviour e.g. ‘If you keep talking, you will need to miss some playtime to talk with me about the explorers’ code’ or ‘If you call out again you will need to go to quiet club at lunchtime to think about why we don’t shout out in class’.

- Issue a restorative consequence either within the classroom or at Quiet Club where the pupil can complete any lost learning time and have a reflective conversation with a member of the senior leadership team. This response aims to support the pupil to understand the impact of their behaviour on others, make changes to their behaviour and deter future incidents.