

Homefield C of E Primary School

Behaviour Policy

Respect:

for self, for others, for the environment

|  |  |
| --- | --- |
| Version | 2 |
| Approved by governors on | September 2023 |
| Date of next review | September 2024 |
| Signed Date: | Chair of Governors |
| Signed Date: | Headteacher |

Table of Contents

Contents

Purpose 3

Learning and behaviour statement 3

Adult Behaviours 5

Being Assertive 6

Three Tiered Continuum of support 6

Tier 1: Universal Behaviour Support 7

Tier 2 ‘Targeted’ behaviour support 7

Possible motivations chart 8

Tier 3 ‘Intensive’ behaviour support 9

Consistent Consequences 9

Thirty Second Interventions 9

Stepped Sanctions 10

EYFS Stepped Sanctions 11

Further Consequences 11

Bullying 12

APPENDIX 1: The Behaviour Modification Pathway 14

APPENDIX 2: Positive Choices for Children: “Do the High Five” 15

APPENDIX 3: Definitions of Major and Minor Incidents 16

Minor and Major Behaviours Flowchart 19

APPENDIX 4: Whole Class Recognition Boards 20

APPENDIX 5 Scripts and positive phrases 21

Government Policy and Advice 22

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix)

Purpose

Homefield C of E Primary School is committed to providing a safe, respectful and supportive learning environment for children and staff, where children have opportunities to engage in quality learning experiences and acquire values supportive to their lifelong wellbeing. Homefield’s Behaviour Policy sets out how behaviour is managed at our school.

Positive relationships are at the centre of this proactive approach. Building positive relationships helps to create a safe, respectful and disciplined learning environment; the focus is on the relationship between children and adults, between children and children, and between school staff and parent/carers.

These relationships include the degree to which there is open and respectful communication and interaction, and the level of support and trust felt by all stakeholders. The teacher-child relationship is critical and must balance care for the individual with the teacher’s role, as a leader in the classroom. Children respect and trust teachers who set clear expectations for behaviour, believe that all children can achieve, and who demonstrate fairness and consistency. This does not mean, however, that all children are treated the same. Equity and fairness mean treating children in a way that recognises their individual needs and supports them to achieve similar outcomes to their peers. This may include making reasonable adjustments such as providing additional learning opportunities or reinforcements.

The behaviour policy at Homefield C of E Primary School is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences for inappropriate behaviour so that the learning and teaching in our school can be most effective and children can participate positively within our school community.

At Homefield C of E Primary School, we want to create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning. The purpose of our behaviour policy is to:

* Fulfil the governors’ duty of care to children and staff, enabling them to feel safe, respected and valued.
* Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all children.
* To establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.

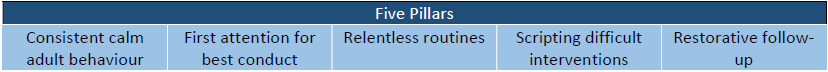
• To support children to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour

• Ensure that the reputation of Homefield C of E Primary School is positive in the local and wider community.

Learning and behaviour statement

We agree that what is needed is a behaviour curriculum rather than just a behaviour management strategy as this is an opportunity for valuable social learning as well as a means of maximising the success of teaching and learning. We recognise that behaviour and learning are inseparable and both impact on each other. The best learning takes place when behaviour is positive, and behaviour improves when teaching and learning is motivating and pitched at the right level with sufficient challenge and appropriate support.

Our Behaviour Policy is based on the Five Pillars of Pivotal practice:



Our responsible behaviour policy outlines our systems for facilitating positive behaviours, preventing new cases of

problem behaviours and responding to unacceptable behaviours. In-school training sessions enable the Homefield C of E Primary School community to create and maintain a positive and productive learning and teaching environment, where all the school community have clear and consistent expectations and understanding of their role in the educational process.

Our school has identified the following three broad school rules/expectations to teach and promote our high standards of responsible behaviour:

Respect: for self; for others; for the environment

This matrix outlines what the rules could look like in different areas of our school.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Respect for self** | **Respect for others** | **Respect for the environment** |
| **All areas** | I manage and take responsibility for my learning  I am responsible for my own behaviour and good choices  I apologise when my actions impact negatively on others  I acknowledge I make mistakes and work to fix the problems | I am an active member of the school community  I act to develop relationships where people feel safe, valued and accepted  I know my words are powerful and use them wisely  I speak calmly and use polite language  I respect other’s personal space and property  I acknowledge when I am disappointed and manage my behaviour appropriately  I listen carefully and follow the instructions of the supervising adult  I act in a friendly way  I am aware that my actions impact on others and make my actions positive | I follow school routines  I stand up for what is right  I stay in correct areas at all times  I ask permission before leaving areas if necessary  I put rubbish in bins provided  I care for equipment and use it appropriately  I keep my hands, feet and objects to myself |
| **Classroom & other learning spaces** | I arrive on time and I am ready to learn  I have all my school equipment  I complete set tasks to the best of my ability  I take an active role in the class activities | I respect everyone’s right to learn  I respect everyone’s right to teach | I walk in the classroom and around school  I keep the classroom and the environment tidy *(Choose it, use it and put it away)* |
| **Dinner Hall** | I make sure I have washed my hands in readiness for lunch  I line up sensibly while waiting for my lunch | I am responsible for my own rubbish | I sit and eat my own food in a quiet and sensible manner |
| **Playground** | I ensure I am ready to re-engage with learning when I come back in from break | I play fairly, take turns, invite others and join in and follow game rules. | I borrow and return play equipment *(Choose it, use it, put it away)*  I climb only on play equipment  I play school approved games  I return to the correct areas when the whistle goes  I am sun safe and wear a hat in summer |
| **Transitioning and Lining up** | I transition quickly to start my learning | I line up in my year group area  I enter and exit buildings in an orderly manner  I move about the school quietly and in an orderly manner | I wait quietly for parents or teachers  I walk around the school buildings keeping to the left on stairs and paths |
| **Toilets** | I use toilets before class and during break times | I respect the privacy of others  I use paper towels, soap and toilet paper appropriately | I use the toilet properly  I return to my class promptly |
| **Electronic Devices** | I hand my phone to the office at the start of the day  I only use electronic devices as instructed by my adults  I report bullying and inappropriate messages  I am cyber safe | I send appropriate pictures and messages  I respect the privacy of others | I only use electronic devices as instructed by my adults |
| **Off school grounds** |  | I represent my school in a way that enhances the school’s reputation | I follow all road safety rules  I follow codes of behaviour |
| **Out of school provision** | I help to get the room ready if I arrive early and help pack away at the end so it is ready for the next group | I show respect to other children and the adults | I respect the resources putting them away where I got them from  I follow the agreed expectations of behaviour in the clubs  I use tools and resources safely |

**Adult Behaviours**

“Whenthe adults change, everything changes” (Paul Dix)

At Homefield Primary School, we have agreed that we expect to see from all of our staff, governors, trustees and visitors the following adult behaviours:

* Calmness, humour, empathy, consistency, reflective practice, catch children being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for “win/win” situations, de-escalation.

Adult behaviours we don’t expect to see are:

* Aggression, shouting, negativity, “losing it”, adults creating “power struggles”, humiliation

Consistent adult behaviour will lead to children consistently aligning their behaviours to our expectations

We expect all STAFF to:

1. Meet and Greet

2. Use personal, sincere praise and the Recognition Board all day (see Appendix 4) 3. Give 5 positives to one negative

4. Use the Steps consistently

5. Engage in a restorative conversation when a child has been out of the classroom

We expect Leaders to:

1. Model Meet and Greet with staff and children

2. Be visible at daily transitions and social times/lunch times

3. Carry out regular learning walks to support, coach and model expectations

We reward positive behaviour and achievement in the following ways:

• Verbal and non-verbal praise

• Positive phone calls and positive notes home

• Leadership Awards (Headteacher, Deputy Head)

• The Recognition Board that focusses on specific behaviours

• Inclusion in Friday “Recognition” assembly

We teach positive behaviour for learning through:

• referencing the three expectations (Respect for self, Respect for others, Respect for the environment) at all times and in all situations (including lunchtimes and out of school provision)

• restorative conversations

• modelling positive behaviour on a daily basis • whole school assemblies

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

* + meeting and greeting
  + high staff visibility at playtimes/lunch time
  + giving attention to positive behaviour, not negative
  + using a space within the classroom to allow a child to have “thinking time”

**Being Assertive.**

Being assertive is an essential characteristic for the adults working with children. Assertiveness means being able to communicate your needs in a way that is:

* Being in control of your own responses
* Being clear
* Being decisive with clear conviction
* Being direct, to the point
* Being polite and fair

**Three-Tiered Continuum of support**

As a school, we consider a three-tiered continuum of support:

* Tier 1 Universal Culture
* Tier 2 Targeted
* Tier 3 Intensive

This facilitates standards of positive behaviour and the means to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all children.

Tier 3 – Intensive

Specialised individual support and systems for children with chronic high-risk behaviours

REACTIVE INTERVENTION

Few

**Tier 3:**

**Intensive**

Tier 2:

Targeted

Some

Tier 2 – Targeted

Specialised group systems and support for children with at-risk behaviours

SECONDARY INTERVENTION

Tier 1 – Universal

School and classroom wide culture for all children, staff and settings

PRIMAY INTERVENTION

Tier 1:

Universal Culture

All

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

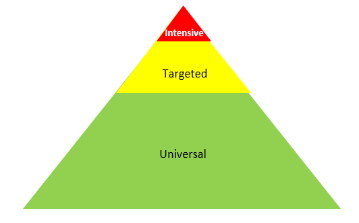
* Quality learning and teaching practices
* A balanced, relevant and engaging curriculum
* Supportive and collaboratively developed procedures
* Regular monitoring and review of school procedures and programs
* Professional development for all members of the school community consistent with the school’s evidence-based approach to promoting positive behaviour
* Adoption of practices that are non-violent, non-coercive and non-discriminatory

**Tier 1: Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all children and creating the right culture. At Homefield Primary School, we emphasise the importance of directly teaching children the behaviours we want them to demonstrate at school. Communicating behavioural expectations and creating a shared consistent culture is a form of universal behaviour support – a strategy directed towards all children that is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

Homefield Primary School applies a preventative approach to redirection and makes appropriate use of least to most intrusive redirection strategies. When a child exhibits low-level (minor) and infrequent problem behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. Most intrusive strategies include redirections, giving choices and following through with removal to work in another space to reflect.

**Tier 2: ‘Targeted’ behaviour support**



Each year, a number of children at Homefield Primary School are identified by staff, and through our review of data, as needing extra targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. In most cases, the problem behaviours of these children may not immediately be regarded as severe, but the frequency of their behaviours may put these children’s learning and social success at risk if not addressed in a timely manner.

When responding to problem behaviours, staff members ensure that children understand the relationship of the problem behaviour to expected school behaviour. Our preferred way to re-direct low-level problem behaviour is to ask children how they might be able to respect themselves, others and the environment. This encourages children to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviours could be modified to align with the expectations of our school community.

All behaviour is a form of communication.

* If we understand why a behaviour is occurring, then we can be more likely to provide an intervention that is effective.
* If we don’t know why it is occurring, then we will not be addressing the root cause of the behaviour and our intervention will likely not work.

When we think of the purpose of behaviour, we typically think about two broad categories.

* One of these categories includes behaviours that help us to obtain or get something. The child may be trying to gain someone’s attention, a tangible item such as a toy, or access to an activity such as playing on the computer.
* The other behaviour is showing behaviours to escape or avoid something. The person can be behaving in a certain way to escape many different things. A child may want to escape an activity such as schoolwork. A child may want to avoid interacting with a particular person.

The behaviour a child demonstrates will indicate them trying to get/obtain or to escape/avoid and will fall into one of these three broad categories:

1. Something that is sensory in nature

2. Something social (attention or interaction)

3. Something that is tangible or an activity

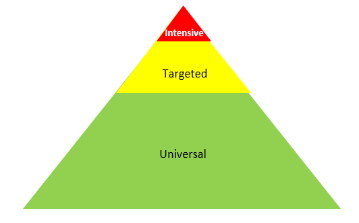
It is important to note that whilst the purpose of the behaviour is always legitimate, the form of the behaviour is not always appropriate. When behaviours are complex and difficult to comprehend, the pastoral and leadership team will get together and look at what further support is needed, so that the child can be successful. Gathering information and evaluating the problem behaviour is a critical step when creating a plan for intervention at Tier 2 or Tier 3 support.

**Possible motivations chart**

|  |  |
| --- | --- |
| **Possible motivation** | **Example of functional behaviour, but not limited to** |
| **Obtain/access peer attention** | * Child involvement in an action or behaviour that is to engage the attention of another child/children * Disrupting the learning process of peers through repeated talking/non-task activities |
| **Obtain/access adult attention** | * Child involved in an action or behaviour that result in the engagement/attention of another adult staff member * Calling out to teacher |
| **Obtain/access tangible object** | * Child involved in ‘acquisition’/theft of object from another or school |
| **Escape/Avoid activity or event** | * Failure to complete set work * Failure to engage in classroom learning tasks results in time out/buddy classing or removal from place of instruction |
| **Escape/avoid instructional task** | * Child given a redirection or statement of the class expectations and they ignore or avoid complying * Child given a clear and reasonable instruction and they ignore or fail to comply |
| **Escape/avoid adult attention** | * Child truanting from class * Child leaving classroom without instruction |
| **Escape/avoid peer attention** | * Child failing to join in with other children * Child ignoring children * Child failing to follow another child’s explicit direction |
| **Escape/avoid sensory stimulation** | * Children avoiding sensory stimuli e.g. light, noise |

Features of Tier 2 support include:

* Use of behaviour data to accurately identify children requiring Tier 2 support. This will be carried out by teachers and SENCO.
* A school-based referral process for teachers seeking assistance to support the identified children
* A team approach to supporting children on targeted programs
* Use of data to evaluate entry and exit from targeted support programs
* Making adjustments for individual needs
* All staff members are provided with continuous communication to ensure the whole child is understood.

**Tier 3 ‘Intensive’ behaviour support**

Homefield Primary School is committed to educating all children, including those with the highest behavioural support needs. We recognise that children with highly complex and challenging behaviours need comprehensive systems of support. The Pastoral and Leadership team:

* Work with other staff members to develop appropriate behaviour support strategies
* Monitors the impact of support for individual children through ongoing data collection
* Makes adjustments as required for the children
* Works with all staff to achieve continuity and consistency
* Ensures a behaviour approach for appropriate children to guide an individualised intervention plan
* Identifies flexible/alternative learning options
* Organises referrals to behaviour support resources where available.

**Consistent Consequences**

Homefield Primary School makes systematic efforts to prevent challenging behaviours by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, children experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviours are consistent and proportionate to the nature of the behaviour. Unacceptable behaviours are monitored through the use of CPOMS (the school online safeguarding, attendance and behaviour monitoring system).

**Thirty Second Interventions**

De-escalation of inappropriate child behaviour by staff avoids low-level behaviours escalating and becoming more serious. When children are behaving in a way that is not appropriate staff should use a range of strategies to support them to get back on track without giving attention to the negative behaviour. These should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to “improvise”. Staff will then walk away and give children time to think and act positively.

**1. Positive phrases**: Clear, directional, unambiguous instructions that avoid generalisation (e.g. we do not say “good boy/girl, nice work.”)

Jason, put the car on the table Lily, stay in your chair, thank you

**2. Limited Choice:** Children are programmed to strive for independence and by giving a limited choice adults are allowing for some autonomy with fewer power struggles.

Lego or Painting?

Are you sitting next to Jack or Ryan to do your work?

**3. Disempowerment:** When the adult authorises the challenging behaviour the adult owns the behaviour rather than the child. However, the adult will need to risk assess the situation first.

Scarlet, you can listen to the story from under the table.

Bradley, it is dangerous for you to climb over the fence so why not use the gate? But if you leave the school, we will have to phone the police.

**4. Consequences:** These are limits to freedoms that teach safety, but they must not be used in isolation and should have teaching opportunities attached to them. If learning time has been disrupted then the consequence will include the child completing the work they have missed, if there has been damage the child will need to repair it. If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with. (When children have been given the support and opportunities to make the right choices but do not modify their behaviour staff will use the agreed consequences.)

Scarlet, if you listen from under the table, you will tell me about the story before you leave.

You will be helping the caretaker repair the damage you have done.

**5. Scripts:**

Adults use scripts when dealing with challenging behaviour and scripts are taught to children such as Safe hands / Kind words / Classroom language / I’m keeping you safe / Let’s walk and talk

If a range of strategies have been implemented and have not had the required impact staff should get alongside the child and deliver a “script”. Staff will create a script that they feel comfortable with. (See Appendix 5 for examples of scripts and positive phrases). An example of this could be:

a) I’ve noticed that ….(you are not ready to learn), reference previous good behaviour

b) I need you to…(give children choices, phrase the choices so that whatever the choice the child makes it will be the right choice)

c) I know you can do this /thank you for listening

**Stepped Sanctions**

Children are held responsible for their behaviour. Staff in class will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. If children choose to ignore early interventions, then a more formal process is required. Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger. These steps are displayed in every room for reference by adults and children, not for public display of children’s names. A laminated copy is kept in the classroom, out of sight of children, where the adults note the initials of a child who is moving through the steps. This is so that all adults in the room are following the same steps for the child. A smaller visual version of the steps is on a key ring on adult lanyards.

**There are no steps for serious misconduct in lessons and around the site. These behaviours include: violence, racism, homophobia, dangerous conduct, threats or significant harm to other children or staff, significant damage to property. In an emergency, act to keep yourself and other children safe.**

1. Step One: The Reminder

A reminder of the expectations for children – Respect for self, for others and for the environment, delivered quickly/gently/ privately (if possible) to the child without it disturbing the flow of learning for everyone else. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.

2. Step Two: The Caution

A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices.

3. Step Three: The Last Chance

Scripted approaches at this stage are encouraged: 30 Second intervention

* Gentle approach, personal, non-threatening, side on, eye level or lower.
* State the behaviour that was observed and which rule/expectation/routine it contravenes.
* Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
* Walk away; allow the child time to decide what to do next. If there are comments as you walk away write them down and follow up later. At Homefield, we resist endless discussions around behaviour and spend our energy returning children to their learning

4. Step Four: The calm space

The goal of employing ‘the calm space’ is to allow the child to bring themselves back under control. This may occur quickly, and inside the classroom, or they may need longer, and as such may occur outside of the classroom learning space (and inside another supervised room).

* The child is asked to speak to the teacher away from others. (If needed the child may be given the choice to sit at another table in the classroom or go outside to ‘a calm space’. There are only 2 choices – the classroom or the calm space.
* Boundaries are reset
* Child is asked to reflect on their next step. Again, they are reminded of their previous conduct/ attitude/ learning.
* Child is given a final opportunity to reengage with the learning / follow instructions

5. Step Five: Go and Restore

If step 4 is unsuccessful, or if a child refuses to go take a time out in a calm space, then the child will be asked to leave the room to work in the partner classroom under a pre-existing agreement between colleagues. They are taken to that room by an adult. Parents will be informed by the class teacher. Children who reach step 5 will be expected to attend a Restorative Meeting with their teacher at a mutually agreed time. Children may also request a Restorative Meeting if they feel they have been unfairly treated. A Restorative Script is used in the meeting:

If a child leaves the class without permission, an adult follows the child and continues with the steps giving the option of going to a calm space or returning to class. If the child does not take up either option, then move to Step 6.

6. Step Six: Senior leader involvement

If Steps 1-5 have been completed and been unsuccessful then a senior leader will be called. Each class uses a red card that has the class name on it which will be taken to a senior leader by a child in the class. The conversation with the senior leader must take place just outside the classroom. Senior leaders will reiterate the steps taken by the class teacher and a third option will be given and that is suspension/exclusion. The senior leader will phone the parents to inform them of the steps that have been taken and the consequences.

* The Reminder

**Step 1**

* The Caution

**Step 2**

**Step 3**

* The Last Chance

**Step 4**

* Calm Space
* Go and Restore

**Step 5**

**Step 6**

* Senior Leader Involvement

**EYFS Stepped Sanctions**

For children in EYFS, the stepped sanctions will be reduced to four steps:

Step 1: The Reminder

Step 2: The Last Chance

Step 3: Calm Space

Step 4: Senior Leader Involvement

**Further Consequences:**

* If children reach Step 5 or 6 throughout the day, parents will be invited in to discuss their child’s behaviour. If appropriate, a behaviour support plan and/or individual risk assessment will be developed by a senior leader with the child and class teacher
* Furthermore, for serious unacceptable behaviour such as defiant swearing, physical aggression or defiant refusal to follow adult instructions means the child will complete their work in an alternative learning space at the discretion of the teacher for up to 24 hours (only within school hours). Parents will be notified in writing and verbally. A copy of this will be kept on the child’s file.
* If a child causes significant disruption to the order of the school and/or causes harm to another child or member of staff, further action will be considered.

Further action can take the following forms:

* An **internal exclusion** where the child spends the rest of the school day with a member of staff. This will be communicated back to parents/carers by a phone call to the parent/carer.
* An **internal exclusion completed off site** at another local school, with a member of our staff in a learning space. This will be communicated back to parents/carers by a phone call.
* A **suspension** where the child is not allowed onto the school site for a period of time ranging from a morning or afternoon up to five consecutive school days. This information will be sent to the local authority and parents/carers asked to collect their child from school. Parents/carers will be informed of their right to appeal this decision. Up to 45 days of suspensions can be used within a school year. If a child is on site whilst suspended, further days may be added to the suspension at the discretion of the head teacher.
* A **permanent exclusion** where children are excluded from the school. This sanction is reserved for children who put themselves or other children at significant risk either through an isolated incident or through a series of behaviour incidents. Examples include, but are not limited to, serious physical violence, bringing weapons into school, damage to the school building making it unsafe, prohibited items being brought into school. This information will be sent to the local authority and parents/carers asked to collect their child from school. Parents/carers will be informed of their right to appeal this decision.

**Bullying**

Homefield Primary School is committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable; if bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

What is bullying?

Bullying is a specific form of abuse and can be defined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for the victims to defend themselves; this may also be seen as child on child abuse (see our Safeguarding Policy).

Bullying can include emotional and/or physical harm tosuch a degree that it constitutes significant harm, due to the extent to which it affects the health or development of the child subject to the bullying behaviour. Bullying may also be perpetrated within digital or ICT based environments, sometimes known as Cyber Bullying, and may include ‘Sexting’. It must be noted that bullying may also constitute criminal behaviour and therefore certain instances of bullying may need to be reported to the police.

A preventative approach

* All staff consistently communicate our whole school expectations of ’Respect for self, others and the environment’
* All staff endeavour to promote a caring atmosphere of responsibility and trust, between the whole school community
* Weekly ‘Recognition’ Assemblies celebrate children’s achievements and show we value them as individuals.

Dealing with allegations of bullying

* If staff are aware of bullying and/ or alleged bullying, it must be reported to a member of SLT as soon as is possible
* They will document concerns on a bullying log record sheet
* The concerns will also be documented on the school online recording system
* All children involved will be spoken to.
* Parents will be informed as deemed necessary
* In most cases a restorative meeting will be held involving all the children involved
* Possible further actions for the perpetrator could include meetings with parents, break or lunchtime support, internal exclusion, suspension or permanent exclusion.
* Once completed the bullying log will be distributed to all staff who work with the child, in addition to the SLT, DSL and PSA team
* Bullying logs are then printed and filed
* Parents, children and staff are involved in discussions and monitoring, as deemed appropriate.

**APPENDIX 1: The Behaviour Modification Pathway**

|  |  |  |
| --- | --- | --- |
|  | Behaviours | Actions |
| Stage 1 | Failure to follow instructions  Talking at inappropriate times  Limited attention  Inappropriate dialogue with children or adults | Adaption of teaching and learning to enthuse, engage and challenge  Use of recognition board  Modification of where to sit in class  Follow the Steps Procedure  Use of an individual behaviour chart  Parent meetings  Restoration meeting |
| Stage 2 | Persistent failure to follow instructions  Persistent display of minimal effort  Persistent talking or shouting at inappropriate times  Swearing  Causing or attempting to cause physical or emotional harm to others  Disrupting the teaching and learning of others  Persistent lateness | This relates to Steps 4 - 6:  Issuing of time in another class  Child meeting with deputy head or head  Phone call home and parent meeting with class teacher  Restoration meeting  Use of a behaviour chart  Behaviour logged on CPOMS |
| Stage 3 | Physical aggression towards another child or adult  Aggressive or hurtful verbal behaviour towards another child or member of staff  Damage to property  Racist comments  Attempting to or leaving the school site | Step 6 and beyond:  Internal exclusion  Phone call home and parent meeting with teacher and deputy head or head teacher  Use of RPI (restrictive physical intervention) if deemed necessary  Possible Suspension  Possible Permanent Exclusion  Creation of a pastoral support plan  Creation of a risk assessment  Involvement of school pastoral and leadership team  Involvement of external agencies  Possible application to an SRB |
| Stage 4 | Persistent and serious behaviours  Persistent use of inappropriate language  Physical aggression towards another child or adult  Committing any offence  Causing personal injury to, or damage to the property of, any person (including the child themselves)  Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise | All of Stage 3 actions  Regular timetabled meetings with parent, teacher and deputy head or head teacher. |

**APPENDIX 2: Positive Choices for Children: “Do the High Five”**

Children also receive training in how to respond appropriately when other

children display problem behaviour, an example of this could be “Do the High Five”.

When we teach children to “do the high five”, we are helping children learn positive ways to deal with unwanted situations. We teach children to be proactive, resilient and to take control of an unwanted situation. We teach children to:

1. Ignore -Try to ignore the behaviour, unless someone might get hurt.

2. Friendly Talk – Use a calm, quiet voice and a smile and tell them to stop what they are doing. Tell the person what they are doing that is annoying you – maybe they don’t even know that their silly game is bothering you! Instead of “Stop it, I don’t like it”, try “Please stop interfering in our game. It is annoying us and we can’t play properly. Thanks.”

3. Walk away – Go away from the situation. If someone is being mean or rude, don’t play with or near them. Find a new spot to play or sit. Remove yourself from the situation.

4. Talk firmly – Use a louder voice and look at the person when you tell them simply to stop what they are doing. This is like ‘Talk friendly’ and usually comes after you have tried that strategy. You might even give a consequence here – “Stop bothering us or we will go to the teacher on duty.”

5. Report – You’ve tried the other strategies and they haven’t worked, or someone might get hurt if the behaviour continues, so go directly to the nearest person with power and report the behaviour. At our school this is a staff member or a child leader. Outside school, this might be a parent, trusted adult or even the Police.

**APPENDIX 3: Definitions of Major and Minor Incidents**

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens and does not require involvement of pastoral or leadership team

- **Major** problem behaviour is responded to by staff members from the pastoral or leadership team

|  |  |  |
| --- | --- | --- |
| Definition of incidents | **MINOR** | **MAJOR** |
| **Bullying /Harassment**  Child delivers disrespectful messages\* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.  \**Disrespectful messages include*  *negative comments based on race,*  *religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters* | Inappropriate comments about another person  Intentional exclusion of others  Minor harassment that may constitute bullying | Harassment including repeated exclusion and intimidation that would constitute bullying  Sexual harassment  Discrimination against a group or minority  Racial slurs |
| **Defiant/ threat/s to adults**  Child engages in refusal to follow  directions, talks back and/or delivers socially rude interactions or delivers verbal or physical threat, including use of proximity | Refusal to cooperate with adult direction.  Minimal cooperation with adult direction. | Aggressive and repeated, defiant refusal to cooperate with adult direction  Persistently not following directions requiring Step 5 with the same teacher |
| **Disruptive**  Child engages in behaviour causing an interruption in a class or activity.  Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay; and/or sustained out-of-seat behaviour. | Disrupting others’ learning (through sustained noise / movement / interfering with others’ possessions or class equipment) | Continuous and highly disruptive behaviour affecting others’ learning (through sustained noise / movement / interfering with others’ possessions or class equipment) |
| **IT Misconduct**  Child engages in inappropriate (as  defined by school) use of mobile phone, music/video players, camera,  and/or computer. Either illegal or  harassment offence or repeated minor offences. | Unauthorised use of computers or access to the internet  Failure to hand mobile phone into the office at beginning of school day.  Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)  Interfering with another person’s ICT device  Inappropriate use of technology devices or social networking sites for anything other than the learning intent | Use of a mobile phone or communication device; use of an image recording device; or use of a voice recording device for emailing, texting recording or filming purposes without authorisation  Repeated failure to hand mobile phone into the office at beginning of school day.  Harassment through texting, email or similar communication (social networking etc.) that would constitute bullying  Unauthorised, inappropriate use of computers or access to the internet |
| **Non- compliant with routine – Late**  Child is consistently late to class or the start-up of the school day after  problem- solving has taken place. | Not being punctual (for example, lateness after breaks)  Not in the right place at the right time |  |
| **Lying/Cheating**  Child delivers message that is untrue  and/or deliberately violates rules. | Minor dishonesty (lying about involvement in a low-level incident)  Petty theft | Major dishonesty that has a negative impact on others  Cheating  Major theft |
| **Misconduct involving an object**  Child engages in actions using an object (e.g. stick, school equipment) with potential to harm self or others. | Bringing a prohibited item on school grounds without intent to harm  Using a ball, stick, object without the intent to harm | Weapons including knives and any other items which could be considered a weapon being taken to school |
| **Non- compliant with routine**  Child engages in repeated failure to  respond to adult requests in relation  to school rules and routines. | Out of bounds (but otherwise acting appropriately)  Riding a bike or scooter in school grounds  Sliding down or standing on rails or jumping benches/chairs/tables  Using equipment incorrectly  Playing in the toilets  Failure to bring necessary equipment to school | Persistent and ongoing minor behaviours requiring Step 5 |
| **Physical misconduct**  Child engages in actions involving  serious physical contact where injury  may occur (e.g., hitting, punching,  hitting with an object, kicking, hair  pulling, scratching, etc.). | Pushing and/ or shoving without intent to harm  Play-fighting | Deliberate or sustained physical aggression / harassment of other children  Deliberate contact on or near private areas  Fighting  Aggressive behaviour e.g., spitting at another child kicking / hitting / biting / of other children |
| **Property misconduct**  Child participates in an activity that results in destruction or disfigurement of property | Littering  Damaging property  Taking property without asking  Unsafe use of equipment  Lack of care for personal equipment  Lack of care for others’ equipment / school equipment  Lack of care for the environment | Significant destruction of property (vandalism)  Wilful damage to personal, child, staff or school equipment  Attempting to deface or vandalise property or facilities  Stealing or theft  Using a bike, scooter etc. on the school grounds in a dangerous manner |
| **Refusal to participate in program of instruction**  Child continually refuses to participate in an activity that forms part of the school curriculum when the activity is at an appropriate level and support  has been provided | Required tasks that are at an appropriate level are not reasonably undertaken  Refusing to engage in tasks /learning | Persistent and consistent refusal to participate in curriculum tasks |
| **Substance misconduct involving illicit substance / tobacco etc.**  Child is in possession of or is using  illegal drugs/substances, alcohol or  imitations. |  | Possession, use, selling of drugs  Possession, use, selling of an illicit substance e.g., tobacco |
| **Threat/s to others**  Child delivers verbal, written or  physical threat, including use of  proximity, to another child. | Threats or verbal aggression | Intentional or sustained inappropriate language (racial, sexual or other) directed at another person  Intentional, sustained aggressive or threatening language  Verbal abuse directed at another person |
| **Third minor referral**  Child has received 3 minor referrals for similar misdemeanours in a 4-week time period. |  | Child has received 3 minor referrals for similar misdemeanours in a 4-week time period. |
| **Truancy/skip class**  Child leaves or misses class without permission or child receives an ‘unexcused absence’ for ½ day or more or child is in an area that is outside of school boundaries (as defined by school) on more than 3 occasions after  home contact and problem-solving has taken place. | Leaving class without permission (out of sight)  Not attending class | Leaving school grounds without permission  Leaving class without permission (repeated) |
| **Verbal misconduct**  Child delivers verbal messages directed at another person that include swearing, name calling or use of words in an inappropriate way. | Inappropriate language  Inappropriate tone  Disrespectful language—back chatting | High level verbal aggression, abuse, directed profanity  Inappropriate language (repeated)  Offensive language  Aggressive language |

Definition of incidents

**Minor and Major Behaviours Flowchart**

MAJOR

BEHAVIOURS

MINOR

BEHAVIOURS

**Referred directly to member of SLT**

**Handled by staff members at the time it happens**

**Includes behaviours that**

* Significantly violate the rights of

others and the right to learn

* Put others or self at risk of harm
* May require support of SLT
* Includes multiple consistent and

persistent incidents of minor behaviour

**Includes behaviours that**

* Do not seriously harm others or cause you to

suspect the child may be harmed

* Do not violate the rights of others
* Are not part of a pattern of problem behaviours
* Do not require involvement of specialist staff or SLT

**ALL AREAS IN SCHOOL**

Process

* CPOMS
* SLT involvement
* Parents informed in writing and phone call
* Removal to another class for a short period
* Internal Exclusion
* Suspension
* Permanent Exclusion

**PLAYGROUND**

Process

* Model appropriate behaviours – wear hat, pick up litter
* Active supervision – three components:

1. Movement –

constantly move around

the area monitoring by

physical proximity,

intentionally move closer

to children of concern

2. Scanning –

visually sweep the area

3. Interacting –

build positive relationships,

listen to and talk with

children. Play with children

**CLASSROOM**

Process

* Ensure the lessons are interesting, active and children are motivated
* Raise levels of wellbeing and involvement
* Use positive behaviour strategies and the steps process
* Use Recognition board

**When Minor becomes Major**

* Contact parents
* Work in another classroom
* CPOMS entry
* Possible internal

exclusion

**Follow Up:**

* Agreed targeted intervention

(behaviour plan)

* Involvement of Pastoral / external services

**When Minor becomes Major**

**(3 or more minors in a week)**

* Contact parents
* Create playground behaviour contract with restricted time on playground
* CPOMS entry

**APPENDIX 4: Whole Class Recognition Boards**

General principles: *You get more of the behaviour that you notice most.*

* Recognition Boards are targeted at one 'learning attitude' at a time.
* Names or tallies go on the board to recognise learners who are demonstrating the desired learning attitude.
* Names or tallies are never removed from the Recognition Board. Learners who disrupt are dealt with privately.
* Learners can nominate others to be put on the Recognition Board.
* The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up.
* Recognition Boards need refreshing weekly.
* Recognition Boards are intended to recognise effort.
* When everyone has their name on the board or the tally target is achieved a collective 'whoop' is appropriate; large rewards are not necessary.
* Use the Recognition Board to persistently and relentlessly catch learners demonstrating the right attitude to learning.
* A Recognition Board does not require a change in personality from the teacher, just more determination to catch learners exhibiting the right behaviours, such as

o One Voice at a time

o Speak politely

o Stay on task

o Share

o Choose it, use it, put it away

o Follow instructions

o Be Ready to learn

o Keep hands and feet to yourself



**APPENDIX 5 Scripts and positive phrases**

**Kind / Safe / Quiet words please**

**Kind / Safe hands please**

**Classroom language thank you**

**Walking in the corridor thank you**

**We need to finish this**

**First…and then… / Now……..and next …….**

**We will talk about this later**

**There will be a consequence**

**Talk and I will listen / Let’s walk and talk**

**I need to keep you safe**

**RESTORATIVE SCRIPT**

* Describe what happened. Why did you make the choice to behave like that?
* Who do you think was affected by your behaviour?
* What could you have done differently and what would you do to avoid the same situation happening again?
* What could I, as the adult, have done differently?
* What strategies, goals, targets shall we put in place for the future?
* Is there anything else you want to say? An apology is only of value if it is meant. Forcing a child to apologise is not going to change the situation.

Government policy and advice

This policy has been developed following the advice from Behaviour in Schools DfE Sept 2022 ,

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf>

The school follows the advice in ‘Suspension and Permanent Exclusion from maintained schools, Sept 2022,

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf>