



‘We are a small school that makes a big difference’

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

WHOLE SCHOOL BEHAVIOUR POLICY

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Spring 2023
Review Date:	Spring 2025

Aims and Expectations

It is our aim at Snape Wood for each and every member of the school community to feel valued and respected, and that each person is treated fairly and well. We are a very caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We feel that children learn best when they know exactly what is expected of them.

Restorative Ethos

How we use a Restorative approach

Snape Wood Primary School's focus on teaching and learning is underpinned by a behaviour policy, which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning. Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community. This supports pupils in applying the key principles of a restorative approach, which look to:

- Foster social relationships in a school community of mutual engagement.
- Be responsible for one's own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair.
- Be committed to an equitable process.
- Have everyone in school actively involved in decisions about their own lives.
- Return issues of conflict to the participants
- Create opportunities for reflective change in pupils and staff

The process involved in a restorative approach is based on 5 key questions:

- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone's needs and find a way forward?
- How can we do things differently in future?

After each incident, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school.

The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Method and Approach

The school has 3 rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Our school rules are;

Children must follow all these three Golden school rules as the basis for behaviour expectations in school:

1. Do as you are asked first time
2. Show respect at all times
3. Take care of everyone and everything

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Shared Script

All staff will be asked to use the same language with the children. We believe that language is important, crucial for positive relationship building and can be a self-fulfilling prophecy. The language will focus on positivity and de-escalation. It is not acceptable for a member of staff to shout at a child or make them feel that they do not like them. The language we use will promote all pupil's self-esteem and our belief that they can succeed academically and socially and our desire to help them. For example:

At Snape Wood, we.... second chance Good Morning, it's lovely to see you / welcome back

'The action' and 'the consequence/sanction'

Do you remember that excellent time we had last week? I believe you can...

I would like to talk to you about... I know you can.... I've noticed that...

I understand that you are upset... How do you feel?

When you are ready...

The Language of Choice – 3 Steps to Success Step 1 -

Statement of reality (tell them what you see)

John, you're climbing over the fence.

Never ask a pupil **why** they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to stop it!

After hearing you use a statement of reality, many pupils will quickly do something to change the behaviour without having to move further down the script.

Remember: you need to give them take-up time to do this rather than stand over them, which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you: John, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with please, **use a thank you** instead. A thank you carries more of an expectation that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice If they still not do as you have requested you need to use the language of choice.

This gives the pupil the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the pupil will learn that you do not follow threats through).

John, if you choose to continue to climb over the fence then you'll receive a consequence. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the pupil will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the pupil chooses to do the right thing, then you **must praise** them for making the right choice. This means that the pupil learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every pupil loves to be praised on the inside, even though they might not show it on the outside.

Well done John, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the pupil choose not to do as you have asked, then it's absolutely simple: you follow through with the consequences you stated.

Don't cave in to their protests as you carry out the consequences - **if you are consistent**, the methods outlined will work. You could repeatedly say e.g. 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Positive Behaviour Policy

How do we promote good practice?

At Snape Wood Primary School, we operate a positive reward system that aims to celebrate the “positive achievements” that students make. This system has been developed with all teachers, teaching assistants and supervisors. The system is consistently applied and monitored by the Head Teacher and the Governing body. All students in the Early Years Foundation Stage, KS1 and KS2 have a reward collection on Dojo. Children in KS1 and KS2 earn rewards in the form of ‘Pride Points’ which is then added to their reward chart. Pride points can be given for:

P	Positive Attitude
R	Respect
I	Inquisitive
D	Determination
E	Empathy

How the reward system work?

Every class will have Dojo badges for each of the Pride values and every time a Pride point is awarded, a corresponding mark is added to their badge. ‘Pride Points’ are awarded for positive behaviour, effort and achievement as described above. The children will collate dojo points. The children can then trade the points in for prizes or save up for a bigger prize. This should also enable the children to understand key life skills – patience and the values of saving and working towards an end goal.

The purpose of Achievement Assembly in rewarding positive behaviour

The Head Teacher has a positive role to play in promoting and rewarding positive choices and outcomes. Certificates are presented each week in our special PRIDE Assembly, which is held on Friday mornings (sessions may change termly). Parents are invited by text to attend this assembly so that their presence is a surprise for the receiving child.

The reward system within the EYFS

Foundation and Nursery children follow the school System. As a way of further rewarding children, EYFS children can be moved up the Behaviour chart to be on the Proud cloud (class incentive alongside the whole school traffic light system). This allows children who are working hard during free flow times, supporting our schools’ PRIDE ethos or challenging themselves in self-initiated activities to be rewarded for their extra effort.

Class Dojo:

- We use the motivational platform Class Dojo (www.classdojo.com) to inform parents of positive things that have happened in school.
- All children have their own unique ID so parents only get informed about their child.
- Teachers should use Class Dojo for the following (this is a non-exhaustive list) :

- Logging “activities” that children have taken part in during the day. For example, a maths activity or a history activity.
- Awarding children “points” for doing things well. These are not just academic but social also. There are strong links here with our PRIDE values.
- Teachers should use the “message” function to send reminders to parents about PE or trips.
- Information about learning, should also be sent as an image file using the message function.
- Class Dojo’s will also be awarded for displaying school values.
- Class Dojo’s should also be used during learning time, perhaps for plenaries, whereby you can share the learning challenge with parents and request feedback.
- Children will not lose their Class Dojo’s once awarded.



School Behaviour System

Our school behaviour system is based upon our ‘*PRIDE Values*’. Children are expected to follow the school rules as well as display our school PRIDE values in all aspect of school life.

How does it work?

- Every class has a traffic light chart placed in the classroom. The traffic light colours are green, orange and red.
- All children have their names outside of the chart. This indicates that all children are following the school rules and values at the beginning of the day.
- A child will be placed on Green if they display one of the PRIDE values behaviour: ‘John, you have shown positive attitude towards your learning – I am putting you on Green – positive attitude.
- If a child shows, a behaviour that does not follow our school rules/PRIDE values, the teacher will explain why, give them a reminder, and ask them to correct the behaviour. If the child continues to display the behaviour, their name will be moved on to “orange” – again the child will be reminded of the PRIDE value that has not been displayed. If the behaviour continues again their name will be moved on to “red”, again the child will be reminded of the PRIDE value that has not been displayed.
- The teacher will move the child back on to “green” when their behaviour has improved, again the child will be reminded of the PRIDE value that has been displayed.
- If a child is on red and their behaviour is causing disruption to the rest of the class and impacting on the learning of others, they will be moved to a separate table in the classroom. If they persist with the disruption, then they will be sent to work in their partner class for the remainder of that session.
- In the rare occasion when this may happen twice in one day, the child will spend the rest of the day in their partner class.
- When in their partner class, the child will be expected to adhere to the school behaviour policy, if they breach this they will be seen by a member of the Senior Leadership Team and parents/carers may be contacted.
- Class teachers will keep a record of the frequency of red or orange against the child’s name on the A3 weekly feedback form. Red cards will be recorded on CPOMS.
- The child can be moved back at any time and the teacher will look out for improved behaviour when they know a child is on “orange” to try and encourage them to be back to “green” by the end of the day. A child will only get a green card if they have been spotted displaying the PRIDE values and have moved to green.

Loss of Learning

If a child misses **ANY learning due to their behaviour**, they will need to catch up on learning loss at playtimes and lunchtimes. Where a child has been non-compliant all day and has not completed any work, then parents and carers will be notified and meeting arranged to discuss the behaviour.

(<https://www.gov.uk/government/publications/behaviour-and-disciplineinschools>)

Criteria for receiving red cards (list is not exhaustive);

- Answering back
- Aggressive behaviour
- Refusing to answer
- Rudeness
- Moods and tantrums
- Disruption of work
- Refusal of work
- Refusal to carry out reasonable instructions
- Lack of co-operation
- Refusal to share school resources
- Retaliation
- Repeatedly not listening to instructions
- Name calling other than racist name-calling
- Damaging work
- Throwing things
- Repeated interrupt

Rewards - What happens if my child has not been on orange or red?

- At the end of each week, children who have been spotted displaying the PRIDE values and have been put on green, will be given a green card to take home. The card will then be signed by the parent/carers and then sent back to school. The green card will then go into a prize draw. Each week on a Monday/Friday, during assembly, a green card will be picked at random (one for KS1 and one for KS2). The winners will receive a small gift from the PRIDE shop.

What happens if my child ends the day on the red traffic light?

- A child on red at the end of the day will have a red card to take home to their parents. The teacher will tick which school rule they struggled with on that day. A brief explanation will also be written on the card. We would ask that parents talk to their children about their day and support them to think about their behaviour in school, sign and return the card to the class teacher. The card will be in the child's book bag, given to the child or handed to the parents.
- At this stage, it is about reflecting on behaviour and keeping parents informed that there may have been an issue at school. The child will return the next day and start a fresh.

What happens if my child keeps on ending the day on the red traffic light?

If a child repeatedly receives red cards, a meeting will be arranged periodically with parents/carers. These meetings will be held once a child has received 3, then 6 (Teacher and Phase Lead), then 10, 15 (SLT). At these meetings, strategies will be discussed on how we can support the child in improving their behaviour. Class teachers will constantly keep parent or carers of any behaviour concerns via class dojo. This is to ensure that we have early intervention and work together.

- After 6 red cards the child will also receive a one-day internal exclusion – where they will spend the whole day working in their partner class – If they are disruptive, they will go into isolation.
- After 10 red cards, the child will also receive 1- day internal exclusion – where they will spend the whole week working in their partner class. However, if they are disruptive, they will go into isolation.
- After 15 red cards, the parents will be asked to attend a meeting with the class teacher, Head Teacher and Governor. At this meeting, strategies will be agreed and set. These strategies will be reviewed each week.

Instant Red Cards for zero tolerance

These are rare instances where a child displays extreme behaviour that requires an immediate response. This might include:

- Leaving the school building or grounds without permission.
- Aggressive, intentional violence towards another pupil or member of staff.
- Severe verbal abuse towards another pupil or member of staff
- Stealing from another pupil or member of staff.
Extreme violent destruction of the school environment or property – with intent to break or damage.
- Possession of restricted items; knives or weapons of intent to cause harm
- Bullying including homophobic bullying
- Racism
- Repeated defiance and non-compliant

Children who have **an instant red** will require de-escalation by the Senior Leadership team.

- If a child is given an instant red card, and sent to a member of the Senior Leadership Team, the incident will be logged on CPOMS. The child will then spend the rest of the day working with SLT. Parents will be consulted. Persistent behaviour will result in meetings with parents and seeking external support.

Extra support

In some cases, extra support may be needed. This support could be through;

- Social Skills group
- Provision Map - personalised adaptive timetable
- Individual Handling and De-escalation Policy
- Educational Psychologist support

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. The school does not tolerate bullying of

any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Sometimes this can take a lot of investigation work as it is important to find out all the facts. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

STOP Culture:

The STOP approach is effective because it is memorable. The STOP acronym helps children and adults see the difference between bullying and isolated incidents of spitefulness by explaining that bullying is:

‘Several Times On Purpose’

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Coercion of others to bully either through threat or abuse of a person with a protected characteristic.
- School constantly re-enforces the slogan ‘Say No! Go Tell!’ – this encourages children to disclose any signs of unkindness or bullying.

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures including slang terms.
Sexual	Explicit sexual remarks, including slang terms, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Coercion	Coercion of others to bully either through threat or abuse of a person with a protected characteristic.

Physical Intervention (PI)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Causing disorder that impacts on the emotional well-being of others

Incidents of physical restraint must:

- Always be used as a last resort after de-escalation techniques have been employed
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS

Usually any physical restraint will be performed by a member of staff, who has received the appropriate professional training (see training log on SIMS). However, all staff have a duty of care to intervene as a last resort.

If children are seriously violating school rules, refusing to co-operate and safeguarding becomes a concern, the child will be removed to the blue chairs by trained staff (Physical Intervention). The incident will be logged on CPOMS and parents will be informed. If this happens regularly, an individual handling policy will be completed and school will work in partnership with parents and the Behaviour Support Team to modify behaviour. This generally applies to a small minority of children with additional needs.

Calming room

A child should only use the calming room in isolation (on their own) if their behaviour has become so extreme that they are putting the safety of themselves or staff/peers at considerable risk. Other children can access the calming room/sensory room, if they need some time out to calm themselves down, in this situation they need to be accompanied by an adult.

Use of calming room

- Child should always be observed, through the windows/door.
- The length of time needs to be monitored, as a child should not be in there any longer than 10 minutes.
- Whilst the child is in the calming room, staff are to log (in the book provided) the trigger, date and time spend in the room.
- After 10 minutes, if the child is still angry, a member of staff is to enter the room and try other distraction techniques.
- Once the child has calmed they can then use the sensory area/garden area (a maximum of 20 minutes).
- Then the child is to participate in a further calming activity (such as colouring) in the area provided, until the child is calm enough to go back to their working area.

Allegations against staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation, in line with Nottingham City Council procedures. The suspension of the member of staff involved **will not** be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parent is found to be false, the Head teacher or Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection may be shared with other appropriate parties (e.g. Police if the child is 10 years old and above)

- Meet with the parent/parent of the child to discuss the matter and possible consequence; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance
- Exclusion of a child who continues to make false allegations about staff
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice

Dealing with inappropriate behaviour of parents, visitors and other adults in school/associated with school

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. All persons on site are expected to behave appropriately and, if they do not, the school will take action that is considered necessary to prevent a repeat of that behaviour.

Inappropriate behaviour:

- Refusing to follow the reasonable instructions of staff
- Being verbally aggressive
- Being physically abusive
- Using social media as a means of targeting the school, staff, parents or pupils.

How the school can respond:

1. Verbal warning – a senior member of the school staff will ask the person to stop behaving inappropriately or leave the premises. The school will record this warning
2. The Police – the school can request that the police attend the school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them
3. Warning letter – serious incidents should be followed by a letter from the school outlining the consequence of any repetition of the behaviour previously displayed
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Head teacher can ban the person from the premises
5. Legal proceedings

Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools, head teachers, school staff, and in some cases, other parents/pupils. The Governing body considers the use of social media websites being used in this way as unacceptable and not in the best interest of the children and whole school community.

Any concerns you may have must be made through the appropriate channels;

1. Class teacher in the first instance
2. Deputy head teacher
3. Head teacher

In the event, that any pupil or parent/carer is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section

of the networking site. All social network sites have clear rules about the content, which can be posted on the site, and they provide robust mechanisms to report activity, which breaches this. The school will also expect that any parent/carer or pupil remove such comments immediately.

In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. The school will take and deal with this as a serious case of school bullying.

Pupils' conduct outside the school gate or Off- site.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way, identifiable as a pupil at the school (e.g. in school uniform)

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

Confiscation of inappropriate items

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, as long as it is reasonable in the circumstances. The law protects staff from the liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff will make every effort to keep the property safe before it is returned to the parent.

Staff also have the power to search without consent for items prohibited by the school. This would take effect if the item poses as a distraction or health and safety risk. **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. The items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Head teachers and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Other Sanctions available to the Head Teacher

In addition to the sanction and consequences system described above the Head Teacher has a range of sanctions that can be applied where misbehaviour has been continuous or of a more serious nature. These include:

- **Internal Exclusions** – Pupils can be excluded from their class for a period of up to 5 days. On these occasions' pupils will work in a paired class with work provided for them.
- **Internal Exclusions – Isolation** – Pupils can be excluded from their class for a minimum period of 1 day to 5 days' maximum. The child will be in total isolation from their peers and will work under supervision. The child will have isolated lunchtime and playtimes away from their peers. The sanction may be repeated if the child continues to display unacceptable behaviour outlined in the policy.
- **Lunch Time Exclusions** – Pupils can be excluded during school lunchtimes and will need to take their lunch at home. On these occasions, each lunchtime represents the equivalent a half a day fixed term exclusion.
- **Fixed Term Exclusion** – Fixed Term exclusions can be issued for a range of more serious inappropriate behaviour. They will usually be issued for no more than 5 days however where pupils have been excluded for more than 5 days, alternative provision needs to be made for pupils at the beginning of the 6th day.
- **Permanent Exclusion** – Permanent exclusions may occur where the total days of fixed term exclusions exceeds 45 days within an academic year. Additionally, it may be the result of a serious isolated incident of which there has been little or no prior warning.

Exclusions should be used by the Head Teacher as a last resort and the importance of maintaining continuous education for all pupils is of paramount importance.

Where a child is constantly getting red/instant red cards for the behaviours listed below, **will be exempt from school trips and will be offered alternative enrichment activities in school.** The behaviours they display impact on **health and safety of themselves and others** – thus, posing as high risk. (Severe Behaviour attitudes)

- Flight risk – threatening/leaving classrooms, school building without permission
- Constant non-compliance to follow instructions
- Aggressive behaviour towards adults and children
- Verbal abuse towards adults and children
- Destroying equipment and resources - vandalism
- Threatening to self-harm
- Fighting
- Smoking
- Any form of bullying
- Repeated breaches of the school rules
- Racist, sexist, homophobic or discriminatory behaviour
- Possessions of prohibited items; knives or weapons, alcohol, illegal drugs and substances, fireworks, pornographic images, or any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage property of any person (including the pupil)

Snape Wood Primary is an inclusive school and an enriched curriculum for all is at the forefront of our ethos. However, when a child is constantly defiant, non-compliant and regularly threatens to leave the school building, their safety and well-being is paramount. School will ensure that children are able to access enrichment activities similar to the trips offered.

Parent/Carer Behaviour

First and foremost, school is a safe place where children come to learn. With this in mind, parents and carers are expected to behave in a way that would support these aims. Parents and carers are welcome in school and are encouraged to speak to staff about any concerns. Specifically, we request that parents and carers:

- Speak to staff in a calm, non-aggressive manner without raising their voice or swearing.
- If possible, speak to staff members in a private environment away from other parents and children.
- Never approach another parent's child and speak to them about their behaviour, speak to a member of school staff.
- Never threaten any other parent, child or staff member. If a parent, carer or other adult does behave in a way that is deemed inappropriate, the school will take further action, initially this will be a warning to the adult. If the behaviour persists, the LA and police will be informed and legal proceedings will be initiated which may result in a ban or a fine

Please note: If you would like to speak to your child's teacher then please make an appointment via the school office. We value your opinion, thus would like to give you quality time in order to express them. If in an emergency, then please go straight to the office and a member of the SLT will be available.

Partner Class:

Y1	Y6
Y2	Y4
Y3	Y5

If a child is on red and has not shown any improvement in their behaviour, they will be sent to their partner class for the session.

If on return the behaviour persists, then they will be sent to their partner class for the remainder of the day.

If the behaviour persists in the partner class, the child will be sent to a member of the SLT.

On some circumstances, for those children displaying significant behaviours, they may be sent straight to the HT or SLT

All behaviour will be logged onto CPOMS

All incidents must be communicated to the responsible adults of the children – phone call, dojo or email.

Behaviour for Learning

Promotion of Positive Learning Strategies and a Positive Learning Environment.

Children come to school to learn but children do not all come to school understanding how to learn or within built positivity towards learning. This is something that teachers need to model and promote throughout the children's time at school. Teachers have a vital role to play in supporting children to enjoy learning and increase their self-belief and independence.

Modelling Positive Behaviours and Teaching Strategies

- Adults model positive attitudes and behaviour for learning explicitly to the children for example in role play, during group or shared work, when speaking to each other and the children.
- Adults make positive statements about learning and model their own enthusiasm and self-belief. Teachers are "aware of the room" they move appropriately and situate themselves in full view of all learners.
- Teachers explicitly express their belief that all children can succeed and that they are wanted as part of the class team.

Teaching Positive Behaviours

- The teacher plans opportunities daily for the children to improve aspects of behaviour for learning. For example, in group work the teacher scaffolds an activity so that each person has a role e.g. "scribe". In paired work, the teacher says before setting them off. "I am looking for those children who are showing their partner they are listening by..." and on facilitating the session stops and comments on anyone who is e.g. "Look at the way X is looking at X I can see they are listening."
- The teachers explicitly praise positive learning behaviours around the classroom.

Expecting Positive Behaviours

Teachers have high expectations and in a positive and encouraging manner set up a classroom atmosphere that reflects this for all pupils including those with additional needs. This includes: -

- All work is our best work. Books must be doodle free and well presented.
- Children are calm and focused in the classroom.
- The teacher scaffolds things like movement around the room.
- The teacher ensures everyone is listening when they are modelling or another child is addressing a group.
- The children move around school calmly and sensibly.
- The children are polite in assembly and kind to each other. Teachers practise this and set up good expectations e.g. "Good listening is listening eyes / ears etc."

A Positive Learning Environment

- The teacher has good systems in place so that the children can access resources.
- Things are well labelled.
- The room is clutter free and surfaces are clear.
- The displays are complete and meaningful.
- The children know their way around the room.
- Areas e.g. book areas are well labelled and inviting. Avoid over stimulus e.g. washing lines, too many displays etc.

Behaviour for Learning: Effective Transition

At the beginning of the school year staff take the time to reinforce school systems and expectations and embed their own positive behaviours and expectations. Staff will need to continue to do this but we recognise the beginning of every year is an important time. Staff should cover:

- School expectations and class expectations.
- Practise movement around school.
- Explain and Practise use of equipment, lining up books etc. –
- Explain areas of the classroom and equipment.
- Routines for Lunch and Play.
- Ensure any children with additional needs are provided for appropriately.
- Relationship building exercises.
- Talk about classroom noise and working conditions, (which may vary throughout a day and teachers may introduce a visual volume display etc.).
- Welcome parents. Staff may make an extra effort to identify and get to know any parents who have any anxieties or concerns about their child or about school.

Behaviour for Learning: Pupils with Additional Needs

It is vital that staff prepare and plan appropriately for pupils with additional needs.

- Some children may have behavioural needs that need empathy, understanding and forward planning.
- Some children have provision maps and pen portraits with strengths, strategies and needs identified that should be referred to.
- Strategies may need to be reviewed if they cease to become effective which can happen as children develop.
- Staff will work in partnership with the child and parents by reviewing and sharing strategies and support together.

Internal Exclusion

Pupils can be excluded from their class for a period of up to 5 days. On these occasions' pupils will work in a paired class with work provided for them. An internal exclusion should be considered before a fixed term or permanent exclusion however the severity of the sanction should be made clear to both the pupil and parents.

Once the decision has been reached to internally exclude a pupil the following should take place:

- The information is shared with the pupil and the exclusion is implemented immediately.
- Parents are contacted by phone and requested to attend an initial internal exclusion meeting with the Head Teacher, Class Teacher and Pupil.
- Parents are given 'Internal Exclusion' paperwork (see Appendix D) which outlines the reasons for the internal exclusion and the length of time it is in place for.

During the internal exclusion, the following will happen:

- The pupil will be isolated in a paired class.
- Work will be provided by the pupil's class teacher.
- The pupil should not be considered to be part of the class and should not be asked to complete 'class jobs.
- The pupil will miss both play times and lunch times.
- A daily report card will be completed by the paired class teacher and the pupil will report to the Head Teacher and the end of each day.

After the internal exclusion:

- A reintegration meeting will take place with the Head Teacher, Class Teacher, Governor, Parents and Pupil.
- At this meeting, the Pupil's behaviour during the internal exclusion will be considered. If the pupil's behaviour has improved, they will be allowed back into class.
- If the pupil's behaviour has not improved further sanctions will be considered including permanent and fixed term exclusion.
- Ongoing 'Restorative' support will be provided and organised between the class teacher and SENDCo

Appendix D

Dear **[Parent/Carer's Name]**

I am writing to inform you of my decision to internally exclude **[Child's Name]** for a fixed period of **[specify number of days]**. This means that **[Child's Name]** will not be allowed in his own class or play outside in break times or lunch times. During the internal exclusion he will attend **(specify which class)**. The exclusion begins/began on **[date]** and ends on **[date]**.

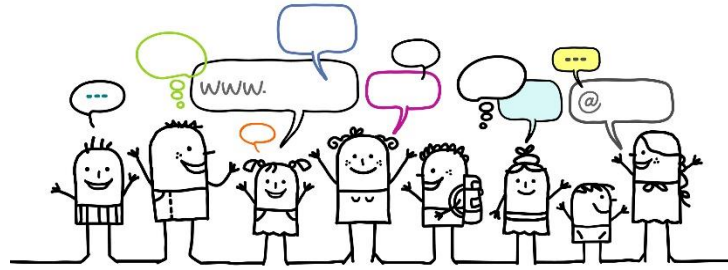
I realise that this internal exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this period because **[Reason(s) for exclusion]**.

We will set work for **[Name of Child]** to be completed on the days during the period of his/her internal exclusion. During the internal exclusion a report card will be completed which will be reviewed at the end of the internal exclusion period. I would like you to attend a meeting on **(Date/Time)** to review **[Child's Name]** behaviour where a decision will be reached as to whether or not he/she can return to class. If **[Child's Name]** behaviour has not improved further sanctions will be considered including a fixed term or permanent exclusion.

Yours Sincerely

Head Teacher

Social Skills Group



Dear Parent(s) or Guardian(s),

Based on teacher feedback, behaviour incident logs and observing at break and lunch times we decided to create a group which will help them learn and develop their behaviour in a positive way. This is not a punishment, but an intervention to develop key social skills which they will need now and in the future.

The group will run for a half term and be reviewed at the end in order to ensure progress has been made. At this point we hope your child will be able to come off the intervention, or attend the intervention on a part time basis. We will also have a mini review around half way through which will enable us to check progress in and around school and update you as a parent. We would also hope these sessions are having a positive outcome at home.

Your child will be receiving a social skills intervention. These sessions are targeted to help your child learn how to work cooperatively with others, how to win and lose, how to deal with conflict and to discuss issues they may be facing. As such, during break and lunch times, your child will be working with an adult led group in a range of activities which promote social skills.

To better serve your child, we ask that you share your thoughts about what social skill goals you feel are priorities for your child. Attached, is a list of social skills.

Please circle the number of any of the social skills which you feel your child may need to work on whilst in the group.

Thank You,

D Wright

Deputy Headteacher
SENDCO

Pupil: _____ Date: _____

Person Completing Form: _____

Social Skills

Conversational Skills

1. Maintaining Appropriate Physical Distance from Others (“Don’t Be a Space Invader”)
2. Greetings
3. How and When to Interrupt
4. Maintaining a Conversation
5. Taking Turns Talking
6. Asking a Question When You Don’t Understand
7. Complimenting

Cooperative Play Skills

1. Initiating Play
2. Joining In
3. Compromising (Deciding What to Play)
4. Sharing
5. Taking Turns
6. Playing a Game
7. Dealing with Losing
8. Dealing with Winning
9. Ending a Play Activity

Friendship Management

1. Informal Versus Formal Behaviour (when and with whom to be casual versus formal)
2. Sharing Your Friend
3. Getting Attention in Positive Ways
4. Don’t Be the “Rule Police”
5. Offering Help
6. Modesty (Do Not Brag)
7. Appropriate Touch
8. Dealing with Peer Pressure

Emotion Management Skills

Self-Regulation

Recognizing Feelings
Keeping Calm
Problem Solving
Talking to Others When Upset
Understanding and Dealing with Anger
Dealing with Making a Mistake
Trying When Work Is Hard
Trying Something New

Empathy

Showing Understanding
Cheering up a Friend

Conflict Management

Asserting Yourself
Accepting No for an Answer
Dealing with Teasing (and Acts of Aggression)
Dealing with Being Left Out
Giving Criticism (in a Positive Way)
Accepting Criticism Response Ratio
Having a Respectful Attitude

Additional Comments

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Documents used to inform our Behaviour Policy:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-6>. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion from maintained schools academies and pupil referral units guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf)

Legislative links

Education Act 1996

School Standards and Framework Act

Section 175 of 1998 Education Act 2002

Section 88-94 of the Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012