

SALTFORD CHURCH OF ENGLAND PRIMARY SCHOOL



Positive Behaviour Policy 2023

Salford Church of England Primary School

ETHOS STATEMENT

It is the aim of the Governing Board of Salford School Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

“We are a vibrant, caring and supportive Church School, inspiring and serving the whole community”

AIMS

Our approach to behaviour is both **POSITIVE** and **RESTORATIVE** and is summarised in our school’s Behaviour Blueprint (see *appendix 1*). Positive Behaviour is a necessary part of the provisions we make at Salford School to create and maintain an orderly working environment in which all members of the school community feel safe and secure. We want to develop a culture of intrinsic motivation whereby children make positive behaviour choices because it is important to them rather than because of the rewards they receive. We recognise that children may not make a good choice at times but we aim to utilise these as a learning experience for the pupil so that they grow up understanding the impact of their behaviour on others.

At Salford we have an expectation that children are caring and compassionate individuals who are respectful, tolerant and kind towards others. The aim of this policy is to provide guidance and support for staff in nurturing and developing the positive behaviours that we expect within our school and our community as well as explaining the processes and procedures which will be followed when any behaviour does not meet our expectations. Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

PRINCIPLES

At Salford our approach to managing behaviour is based upon four key principles: Routines are key, Visible consistency and kindness, relationships matter and over and above recognition. Our ‘Salford Way’ document outlines key routines that we feel are important.

PRINCIPLE	SUMMARY/RATIONALE	STRATEGIES
Routines are key	Consistency at whole school level is key. Routines will help the children understand expectations from one class to the next.	Use of silent signals Praise in public Reprimand in private Consistency in approach (as outlined in the document ‘Salford Way’)

Visible consistency and kindness	Adults are the role models to children – supporting children to show kindness and promote positivity.	Restorative Approaches: we do not shout (there is a clear difference between speaking firmly and shouting) as this is a loss of control. Mistakes are made but we need to support a child to repair and rebuild in a restorative way. First Attention for best conduct: The majority of children in a class will always make the right choice and our attention will always be on best conduct.
Relationships matter	It is important to build relationships, which are based on mutual respect.	Daily meet and greet with the class-based staff – this starts the day in a positive way.
Over and above recognition	It is important that our attention is focused on the positive. Our time and energy need to be invested in recognising children making positive choices.	Home communication Strategies to let the parents know positive news – class letters, welcome meetings, newsletters, Dojo points, informal feedback.

TEACHING POSITIVE BEHAVIOUR

At Saltford School Primary School, all interactions between both staff and pupils are underpinned by our Core Values. We have derived a set of behaviours which make explicit our expectations of positive behaviour and have organised these into the core values of our curriculum:

KINDNESS	HONESTY	RESPECT
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Our curriculum offers opportunities for children to discuss these values or complete work related to these. It is therefore hoped that the personal attributes/positive behaviour is supported through curriculum work.

We believe that staff, parents and visitors of Saltford School can contribute to actively helping children develop these personal attributes. They can be promoted in various ways by:-

- Modelling the personal attributes directly;
- Setting appropriate boundaries for children’s behaviour;
- Showing empathy and understanding of children;
- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;

- Using positive consequences to encourage the learning of appropriate behaviour;
- Using negative consequences to discourage the learning of inappropriate behaviour;
- Linking our core values to acts of Collective Worship and thus encourage whole school reflection of positive behaviours.

We believe that:

- **All behaviour is communication** so every effort must be made to understand it; children are given the opportunity to take responsibility for explaining their behaviour and supporting to learn new ways to express themselves. In addition, emphasis is placed on using de-escalation techniques and consistent use of positive language in order to ensure children are supported to manage and improve their own behaviour.
- **All consequences must be viewed as a conversation** – appropriate responses that aim to support a child’s behaviour to improve; reminders are used to ensure children are clear of expectations and understand what behaviour we hope to see them display.
- **All responses to unwanted behaviour should be immediate and consistent** – allowing other children to see that negative behaviours are noted promptly and dealt with fairly across the school.

RULES & ROUTINES

The positive behaviours linked to our core values that have been agreed by the whole school community are visibly displayed around the school through our Golden Rules. These are designed with the philosophy of:

“Treat other people as you would like to be treated yourself.”

The children should be consistently reminded of these as they enter the school and at the beginning of each academic year/term and are then expected to demonstrate these regularly.

We do not have class rules since we follow the whole school ‘Golden Rules’ (see *appendix 3*)

All aspects of behaviour are encompassed by these rules which can be used as question prompts to support children to remain focused on positive behaviour choices i.e. *Are you ready to learn? Are you being respectful? Are you being safe?*

All staff should, fairly and consistently, remind the children of our Golden Rules and our school values and support the children appropriately using positive phrases (*appendix 5*) so that they can demonstrate these. There are a number of rewards and consequences that can support the staff in this.

APPLICATION OF POLICY

The Headteacher, Senior leadership team and Governors will ensure the staff are well supported in delivering the expectations of this policy. The rewards and sanctions described shall provide tools to support staff in the delivery of our expectations so that the conduct of the children is in line with our vision, values and rules.

The Governors and the Head Teacher intend that the school values and rewards/sanctions provided in this policy shall, in appropriate circumstance, regulate the conduct of pupils when they are away from school premises and outside of the jurisdiction of the school, e.g. school holidays and weekends.

However, in line with DfE guidance, “teachers have the power to discipline for misbehaving outside of the school premises to such an extent is reasonable.” The school may discipline a child for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing a school uniform;
- In some way identifiable as a pupil of the school.

However, the school may discipline a pupil for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

Regulations state that the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Therefore, if any the school is aware of a pupil demonstrating behaviour, which has the potential to cause injury or harm to another, is unlawful or discriminatory then appropriate action will be taken by informing other authorities, e.g. the police.

REWARDS

At Saltford, we believe that children should be encouraged to behave well and work hard. Whilst our aim is to develop a sense of intrinsic motivation, i.e. the children behaving well because it is the right thing to do, we recognise the rewards and praise can promote our ethos, core values and expected behaviours.

The system used to promote our expectations of children is a very clear process across the whole school – this is the system called Class Dojo - and each class has a positive behaviour display summarising the areas we focus on.

As praise is given Dojo points are awarded. If a pupil's behaviour is not enabling them to move in a positive direction, staff should make use of the Levels of behaviour guidance (see Appendix 5). Throughout the day, children

should have Dojo points added to the system – these are based on our values and Golden Rules.

Praise and verbal positive recognition are also at the heart of what we do so that our children understand exactly how proud we are of them without becoming reliant on physical rewards or prizes.

CLASS DOJO POINTS AND DOJO BADGES

Every half term a 'class target' will be shared by class teachers with their class. This will be the minimum number of Dojo points a class must achieve for that half term in order to earn a class treat. Every class will have the same Dojo target to ensure consistency across the school. Each half term is a new opportunity to be awarded a Dojo treat; if a class misses the Dojo target in one half term, the next half term sees all pupils start afresh.

We also recognise individual behaviour through awarding Dojo badges to pupils. There are a total of 6 badges which a pupil can gain by the end of the year; each half term is an opportunity to gain a badge.

We use a number of rewards to celebrate positive choices and excellent behaviour that demonstrates our core values.

Rewards for good behaviour can include:

Dojo points

Dojo Badges

Staff praise

Star pupil display boards and certificates/Headteacher gold stickers

Above and beyond stickers

STAFF PRAISE

Used to praise good behaviour, making explicit which positive choices have been made – *'Well done, you have shown real determination to keep going with a tricky problem until you solved it!'*

HEADTEACHER CELEBRATION/SHARING GOLD STICKERS/STAR PUPIL

Star pupil stickers and certificates are presented to children from each class each week and are linked to our Golden Rules and school values.

HOUSES

The children are organised into one of four houses:

ROBINS (RED)

WOODPECKERS (GREEN)

GOLDFINCHES (YELLOW)

OWLS (BLUE)

Each week the children compete to earn house points via Class Dojo.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

CONSEQUENCES

In order to discourage children from making poor behaviour choices, we believe it is important to explicitly teach them positive behaviours. If a child misbehaves, staff should be clear in asking them to stop the behaviour and should outline the behaviour they expect to see instead. The child should be given clear prompts to support them to make better choices.

At Saltford School we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. We recognise that any system of rewards and sanctions cannot be applied universally and there will need to be some bespoke elements to meet the needs of the children in our care.

The process we follow is:

WARNING, LAST CHANCE, REPAIR/REFLECT (See Appendix 3)

Wherever possible, this approach of sanctions should be followed sequentially and not straight to repair and reflect. We do not write names publicly when carrying out sanctions (on the board for example.)

All staff shall have support at each stage of the process – further details in the appendix. It is recognised that there are some behaviours which require the assistance of the Headteacher and/or SLT but as part of our restorative approach the support of senior staff is focused on repairing and reflecting to move forwards.

Any misbehaviour will be responded to predictably, promptly and assertively with the first priority always being to ensure the safety of pupils and staff as well as the need to restore a calm environment as quickly as possible. The aims of any consequences are to maintain the culture of the school, restore calm and safe environment in which all pupils can learn and thrive and prevent the recurrence of misbehaviour.

To achieve these aims a response to behaviour may have various purposes including :

Deterrence: consequences can often be effective deterrents for specific pupil or pupils.

Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour is removing a pupil from a lesson, may be immediate or after assessment of risk.

Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage or may have misinterpreted rules. This may be via consequences reflective conversations or targeted pastoral support.

All staff shall be trained in scripts and language that can support them at each stage of this process and further details about the stages are included in the appendices of this policy & guidance. It is recognised that there are some behaviours which require the assistance of a member of SLT/non-class based member of staff but, as part of our restorative approach, the support from SLT is not simply about imposing a consequence but is focused on how to reflect, repair and rebuild.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

There are a range of tools that are available to staff & SLT when dealing with negative behaviours including:

- verbal reprimand and reminder of behaviour expectations
- setting of written tasks such as an account of their behaviour (Appendix 4: Reflection chart)
- loss of privileges (including loss of responsibilities or opportunities to attend clubs/represent the school in a team)
- reflection time (outside of lesson time using breaktime and lunchtime)
- school based community service such as tidying a classroom or litter picking
- time out (within class or in a partner class) for a maximum of 15mins in any one lesson and for a maximum of 30mins across any one day (this behaviour must be reported on CPOMS so SLT can support/monitor if this is happening regularly)
- suspensions/permanent exclusions when only if authorised by the Headteacher
- meetings with parents/carers (including discussions about managed moves)

In line with the 'repair' phase of our policy, strategies should be considered to help pupils understand how to improve their behaviour and meet the expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- a phone call with parents/carers, and the Virtual School Head for looked after children (where applicable)
- enquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- enquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy

'AT RISK' PUPILS

If a pupil is at risk of fixed term or permanent exclusion, they will follow our levels of behaviour system and a staged support procedure will be applied to support the pupil with their behaviour. 'At Risk' means that a pupil is not responding to the school's normal range of strategies or support and that the intervention of external agencies may be required. These pupils may have a bespoke behaviour logging system linked to their pupil inclusion plan.

STAGE 1:
Referred to the Headteacher to begin the staged support system for individual pupils. Referred by staff for persistent breaches of the behaviour policy or for a serious behaviour incident.
Stage meeting with parents/carers and Headteacher.
Pupil Inclusion Plan (PIP) put in place with a review meeting involving parents/carers planned within the time of the report. The duration of the report may vary depending on the age of the pupil and the negative behaviour being demonstrated.
The PIP should not be used to replace provision maps for learning plans or SEND assessment processes; pupils should still be taken through the appropriate graduated response in line with the SEN Code of Practice.
The aim of the PIP is to involve the pupil in the shared challenge of improving his/her behaviour and social skills. The meeting to write the PIP will look at positive points, issues arising and support available. The pupil should be involved in helping set his/her targets and these should be closely monitored (lesson by lesson) and reviewed weekly.
Pupil put on behaviour report to monitor and improve behaviour – this could be daily or weekly and a copy of this report is shared with parents every week.

STAGE 2:

Pupil at Stage 1 continuing to breach behaviour policy or serious incident from pupil at Stage 1. Pupil moves to Stage 2.

Pupil may be isolated, suspended or excluded (the length may vary dependent on the incident leading to Stage 2). A 'Post-Exclusion Meeting' must always be held following any period of external exclusion in order to reflect on the initial incident, gain the views of both parents/carers and pupil in order to establish a risk assessment of the pupil's behaviour. This meeting will also consider reflections from the school.

This meeting will also provide a useful forum to identify resources and support needed to provide the necessary provision for the pupil moving forward. These discussions will form the reintegration plan and feed into class provision/ additional action plans.

Meeting with the Headteacher. Pupil continues on report to monitor and improve behaviour.

Behaviour risk assessment put in place where appropriate.

Update of the PIP and weekly or fortnightly reviews with parents/carers. The aim of the PIP is to involve the pupil in the shared challenge of improving his/her behaviour and social skills. The PIP meeting will look at positive points, issues arising and support available. The pupil should be involved in helping set his/her targets and these should be closely monitored (lesson by lesson) and reviewed weekly.

Early intervention outreach to be considered, e.g. Alternative Learning Provision.

STAGE 3:

Pupil may be suspended or excluded (the length may vary dependent on the incident leading to Stage 3). This is followed by post-exclusion meeting and reintegration plan.

This is the final stage before a permanent exclusion (if there has been a lead up to an incident which results in a permanent exclusion, i.e. some extremely serious incidents could automatically lead to a permanent exclusion without a pupil being identified as being 'at risk').

Case study of the current provision completed.
Panel meeting with Governors (this may also include a member of the Futura ELG) to review behaviour and review of school support.
Discuss a managed move or alternative provision with relevant parties.
Inform Local Authority of a high priority case.

PLAYTIME AND LUNCHTIME REFLECTIONS

CPOMs is the software system we use to manage our child protection, bullying and behavioural incidents. We also use it to record a whole host of pastoral and welfare information from across the school. It is a safe, secure and searchable and we use this linked to our Level of Behaviour Levels Three to Five.

Saltford Primary School does not issue reflection time outside of normal school hours. Therefore, any reflections are within a child's playtime or lunchtime and can only occur if authorised by the Headteacher or a member of SLT.

This may involve missing all or part of a playtime or lunch period. During this time, children will be given reasonable time to eat, drink and use the toilet but they will also be asked to complete a reflection chart and any appropriate work/ task.

Whenever a pupil has made a wrong choice, it is important that they understand there are consequences. However, staff must always ensure that they deal with negative incidents in a 'restorative' manner, i.e. by talking to the children about the impact of their behaviour.

It will be the decision of the designated staff member (Headteacher or member of SLT) overseeing the reflection time to agree what action needs to be taken by the pupil to 'repair' the situation following any misbehaviour (verbal apology, letter of apology etc). As part of this restorative conversation, a 'Reflection sheet' may be completed by the pupil (with adult support if needed). The completion of this sheet is crucial, as it supports the thinking process following an incident of inappropriate behaviour. Key questions focus on:

- What do you think you did wrong?
- Why do you think it happened?
- Who else do you think was hurt or upset by your behaviour?
- What would your parents/carers think about your behaviour?
- How do you think you can avoid behaviour like this in the future?

INTERNAL ISOLATION & TIME OUT

As with reflection time, there may be occasions when it is necessary to provide time out or to internally isolate a pupil. The decision to provide time out for a pupil is taken by class teachers in response to low-level (Level One and Two) behaviours in class. Time out must be taken in another class (i.e. partner class

within the same year group or the nearest class of another year group if partner classes are not available) for a maximum of 15mins at any one time (and no more than 30mins in a day).

Time out is intended as an opportunity for a pupil to reflect on their behaviour and have time to regulate any emotions. Depending on the age of the child, or consideration of needs, individual pupils may need to be supported in time out by an adult (usually teaching assistant) from their usual class. They should be given work to continue during this time. Under no circumstances, should time out be independent outside of a classroom/in a corridor. It may be agreed that a pupil works independently with an additional member of staff in a corridor space. However, unless this is part of a planned intervention, the time should be limited for time out purposes.

Internal isolation may involve working away from the pupil's classroom in another location for a set period of time (which is more than 15mins/30mins in a day), depending on the severity and type of behaviour displayed. Internal isolation can only occur if authorised by the Headteacher and, where it does occur, it must be a considered approach so that a behaviour issue is not simply moved from one classroom to another.

During this time, the pupil will be given their class work to complete with the expectation it will be completed to the same standard as if they were in their own classroom. Support, from the pupil's usual class, may need to be reallocated to support in the alternative room. The school reserves the right to enforce this sanction for pupils where their behaviour is unacceptable or clearly goes against the school aims and ethos. The same principle of restorative practice will be applied as in the case of a detention (see above), a Reflection sheet must be completed to aid self-reflection and help the pupil understand the consequences of the action, not just for themselves but for others.

Whenever a pupil has a period of internal isolation or reflection, the class teacher will record on CPOMS and inform parents/carers ensuring the incident and sanction is communicated clearly with expectations for behaviour reinforced and understood by all concerned. Any internal isolation should conclude with a 'reintegration' conversation so that the pupil and staff are aware of adaptations or changes required when a pupil returns to their own class.

INVOLVING PARENTS, AGENCIES & OTHER STAFF

In handover meetings each year, class teachers are asked to communicate the behaviour needs of children in their class in order to ensure effective transition can take place. In addition, at key points during the year, reviews are carried out by the Inclusion leader for any children with additional needs (inc. SEMH needs) This is an opportunity to review and evaluate the support that is offered to individuals or groups of children, before setting new targets and outlining strategies in place to enable them to achieve these. These targets are further informed by the views of both parents and children.

If behaviours continue to escalate, despite support in place, the Inclusion leader will decide, in consultation with the Headteacher, whether or not outside agencies need to be involved for support/guidance and will inform the parents/carers of concerns. If the pupil is at risk of exclusion, a Pupil Inclusion Plan (PIP) will be put in place. The aim of the PIP is to involve the pupil in the shared challenge of improving his/her behaviour and social skills. The PIP meeting will look at positive points and main issues. The pupil should be involved in helping set his/her targets and these should be closely monitored (lesson by lesson) and reviewed in line with guidance previously detailed in this policy. The PIP should not be used to replace IEPs or Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

MANAGED MOVES

Where there are ongoing concerns about a pupil's behaviour, discussions may include consideration of a 'managed move' process in order to initiate a process which leads to the transfer of a pupil to another mainstream school permanently in order to improve their behaviour.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school.

Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

Managed moves should be offered as part of a planned intervention where it is in the pupil's best interests. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

Parents/Carers, and the Virtual School where applicable, are involved in discussions about managed moves. If a parent/carer believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the Local Authority.

RESTORATIVE PRACTICE TECHNIQUES

As a school we embrace Restorative Practice (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils. At Saltford School we aim to see Restorative Practice build the school community by repairing and strengthening relationships. By promoting positive behaviour we hope to deter the negative one.

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

EXPECTATIONS

All members of the school community are expected to behave in a considerate way towards each other and to demonstrate positive behaviour which supports our school ethos. Through doing so we aim to create a school community built on respect, compassion and love where each individual has a sense of respect and belonging.

We have an expectation for all members of Saltford Primary School to follow the rules and principles that underpin this policy and to ensure that these are applied consistently and fairly.

Restorative Questions

All staff are expected to use Restorative Questions when dealing with behaviour incidents, demonstrating the three principles of Fair Process. This further builds consistency across the school in the way behaviour is managed and ensures that children are encouraged to reflect on their behaviour and to take responsibility for their actions (*see appendix 2.*)

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Practices Continuum

Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

Restorative Language:

It is important that staff deal with situations to establish and develop their own relationships. Separating the deed from the doer and the act from the actor is integral to the Restorative Practice philosophy.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Affective statements

I am sorry that I misunderstood the situation...

I feel really proud of you when I heard...

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to...

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect...?

How do you think... felt about what you did?
How do you feel about what you did?
How do you feel about what you did and the affect it had on me?

Staff are encouraged to use these and be consistent in their use of language, using positive phrases to ensure clarity and consistency scaffolding positive behaviour.

SEND:

At Saltford C of E Primary School, we are fully inclusive. We are committed to ensuring that all pupils achieve their potential in all areas, including positive behaviour. We recognise that some children have special educational needs or disabilities which may impact their ability to understand or respond to the school's behaviour policy in the same way as their non-SEN peers. In these cases, reasonable adjustments tailored to the pupil's needs will be made to the stated policy to ensure all pupils can meet behaviour expectations.

We recognise that all behaviour is communication, and for some pupils with SEND, their behaviour may stem from difficulties link to their SEND. This can include communication difficulties such as language disorders or Autistic Spectrum Disorders, emotional difficulties such as trauma or attachment disorder, mental health difficulties such as anxiety, or conditions such as ADHD. These difficulties may mean that some pupils with SEND display behaviours that might be viewed as more challenging or different from their non-SEN peers. In these cases, the school will work together with children, parents and outside agencies to support the child to develop the strategies and skills to from the point of need towards the desired behaviour outcomes.

The school uses a range of approaches to support pupils with SEND to work towards positive behaviour outcomes. These can include:

- Individualised reward and sanction systems
- Home/school communication book
- Pupil Inclusion Plans
- Individual behaviour plans
- Nurture programmes
- Social interventions
- Sensory interventions
- Therapeutic interventions
- Playtime support

- Referral to outside agencies – speech and language, education psychology, occupational therapy
- Individual risk assessments

The school's culture consistently promotes high standards of behaviour for everyone and we provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Saltford Primary School has a whole school approach to behaviour so that everyone feels they belong in the school community and high expectations are maintained for all pupils. The school creates calm environments which will benefit pupils with SEND, enabling them to learn.

BEHAVIOUR INCIDENTS ONLINE:

The way in which pupils relate to one another can have a significant impact on the culture of the school. Negative interactions online can damage the school's culture and can lead to the school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity and online incidents occur both on and off the school premises. However, we are clear that the same standards of behaviour are expected online as they apply offline. Everyone should be treated by kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting of nude or semi-nude images and videos and sexual harassment shall be addressed in accordance with the same principles as offline behaviour. This includes following the Safeguarding Policy and any associated procedures where an incident occurs including but not limited to the involvement of Children's Services and /or the police. Any incidents involving nude or semi-nude images and/or videos will be automatically referred to the designated safeguarding lead.

Many online behaviour incidents amongst pupils occur outside the school day and off the school premises. Parents/carers are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Therefore, where necessary or appropriate the school shall sanction pupils when their behaviour is deemed to meet the criteria above.

Managing sexual violence and sexual harassment between children/CHILD ON CHILD ABUSE

Sexual violence and sexual harassment are never acceptable and will not be tolerated at Saltford Primary School.

If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. The designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered an appropriate response. The victim(s) will be reassured that they are being taken seriously and school will keep them safe, they will also be given as much control as is reasonably possible regarding

how any investigation will be progressed. Saltford Primary may be supported by other agencies, such as children's social care and the police as required.

In some cases of sexual harassment, for example one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our Behaviour Policy, this would include the consideration of permanent exclusion.

Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our Behaviour Policy, including consideration of permanent exclusion.

STAFF INDUCTION, DEVELOPMENT & SUPPORT

All staff are introduced to the school's Behaviour Policy and Blueprint overview as part of the induction process, regardless of role. Beyond that, any more specific training and support is provided through CPD, coaching and mentoring depending on individual level of responsibilities.

Early Career Teachers are supported through access to additional training but all staff receive regular training and input related to behaviour including matters such as SEND, mental health and pastoral provision. Those with more senior responsibilities have access to nationally accredited programmes such as the NPQ scheme for Leading Behaviour & Culture (NPQLBC).

ROLES & RESPONSIBILITIES

HEADTEACHER/ SENIOR LEADERSHIP TEAM:

The Headteacher and Senior Leadership Team will:

- be highly visible and routinely engage with pupils, parents/carers and staff in order to set and maintain the behaviour culture at the school so that there is a calm environment and everyone feels safe and supported
- implement and monitor the effectiveness of this policy throughout the school and, where appropriate, report to governors
- support the staff in the understanding and implementation of procedures outlined in this policy and guidance where necessary
- provide training, coaching and mentoring for staff and pupils as required
- keep records of any significant negative behaviour incidents and report to the LA or governors as necessary with detailed analysis reports produced by the behaviour leader at least every half term
- liaise with external agencies as necessary in order to support individuals with specific needs

The Head Teacher will follow guidance from the DfE and LA if a suspension or permanent exclusion is deemed necessary.

STAFF

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff will:

- uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- utilise any opportunity in the curriculum to promote the school rules and values
- engaging effectively with pupils and/or parents/carers in order to proactively manage and improve behaviour

GOVERNORS

The Governors will:

- review a written statement of principles, policy & guidance to support the Head Teacher and school staff in determining measures for managing behaviour & discipline.
- notify the Head Teacher and offer further guidance where it feels that particular measures introduced or issues addressed regarding behaviour are inappropriate, unfair or contrary to any local or national guidance or regulations.

PARENTS/CARERS

The parents/carers will:

- support their child's learning and co-operate with the school, as set out in the Home School Agreement
- promote positive behaviours and values at home as well as at school
- read any documentation that is sent home
- meet with members of the school staff as necessary to discuss any concerns
- contact the school if they have any concerns or questions about the contents of this policy

CHILDREN

The children will:

- try their best to demonstrate the core values & linked behaviours
- follow the Golden Rules at all times
- take responsibility for their actions
- consider the effects of their actions
- work with others, including staff, to agree on consequences and next steps as a result of their actions

USE OF REASONABLE FORCE/ POSITIVE HANDLING (Please see our Positive Handling Policy for full details)

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force or 'positive handling' will be used in accordance with the DfE guidance '*Use of reasonable force: advice for Headteacher, teachers and governing bodies*' and only when necessary. Any use of reasonable force is for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property (including their own);
- Engaging in any behaviour prejudicial or disruptive to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere on School property.

Positive handling is used in the school in order to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to children that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all children against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- Positive handling will be limited to emergency situations and used only as a measure of last resort.

Where restraint/ positive handling is used by staff, this is recorded on CPOMS. The pupil's parents will be informed at the earliest possible opportunity. Force is never used as a form of punishment.

Key staff involved in cross-school behaviour support are trained to use Team Teach techniques. Training is reviewed every three years.

Where a pupil's behaviour is regularly volatile or unpredictable or where there have been frequent occasions to use positive handling within a short space of time,

consideration is given to the creation of a pupil inclusion plan (PIP) in order to consider proactive strategies for de-escalation and avoid the use of reasonable force on future occasions.

MALICIOUS ALLEGATIONS AGAINST STAFF

(Please see our Dealing with Allegations of abuse against staff policy for full details)

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate.

SUSPENSIONS & PERMANENT EXCLUSIONS

We do not wish to suspend or exclude any pupil from Saltford Primary School. However, where we feel that this is necessary & we have exhausted all other options available to us prior to that, we adhere to all the current guidance and procedures from the Local Authority (LA) & the DfE. These decisions are always made as a last resort but are necessary as all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Before reaching a decision to suspend or exclude permanently, the Head Teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's expectations of core values/behaviours and equality policies and duties
- Allow the pupil, and/or their advocate, to give their version of events
- Check whether the incident may have been provoked, for example, by racial, homophobic or sexual harassment
- Consult others where appropriate, being careful not to involve anyone who may have a role in the any statutory review of the exclusion (e.g. members of the Governing Body)
- Consider the pupil's needs (e.g. SEND) and understanding

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Head Teacher, including suspension or permanent exclusion, is made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Head Teacher is required to apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head

Teacher should accept that something happened if it is more likely that it happened than that it did not happen. The Head Teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Suspension & permanent exclusions can be used for serious or significant breaches of this Behaviour Policy. The decision to permanently exclude a pupil may be for one of the following reasons:

- In response to persistent or serious breaches of the school's Behaviour Policy
- Consistently demonstrating negative behaviours
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

These may include, but are not limited to, the following:

- Verbal abuse or threatening behaviour (against pupils or adults)
- Use, or threat of use, of an offensive weapon or prohibited item which is not permitted in school
- Bullying (which may include online bullying/comments made on social media)
- Homophobic, sexist or racist language or behaviour or abuse relating to disability or any of the other protected characteristics (inc. online/social media comments)
- Assault/fighting (against pupils or adults) or the encouragement of others to do so
- Persistently disruptive or defiant behaviour
- Persistent failure to follow the school Behaviour Policy
- Behaviour which is beyond the care and control of the school, e.g. criminal activity
- Wilful and repeated transgression of protective measures in place to protect public health

Once consideration has been made of the above factors, ultimately, the decision to suspend or exclude is an operational one made by the Head Teacher.

PUPIL TRANSITION & SUPPORT

Alternatives to exclusion will always be explored and, where possible, interventions put in place to support children at risk of exclusion. These include:

- Pastoral support/individual behaviour plans (PIPs)
- Individual mentoring/coaching & behaviour support
- Working with parents/carers
- Change of class/teaching groups
- A managed move/negotiated transfer
- Assessment of SEND needs and consideration of alternative provision
- Allocation of a key adult where possible
- Counselling, where available, or nurture provision
- Restorative practice methods

- Peer mentoring

A 'Post Exclusion Meeting' must always be held following any suspension in order to reflect on the incident and actions taken by the school, gain the views of the parent/carer and pupil and to establish a risk assessment and reintegration support plan where relevant. This meeting will also provide a useful forum to discuss the pupil's overall needs and how any support can be incorporated in to class activity in a sustainable way. A part-time timetable should not be used to manage a pupil's behaviour but, where this has been agreed for other reasons, it must be for the shortest time possible.

Although attendance of parents/carers at this meeting is strongly encouraged, pupils should not be prevented from returning to school if parents/carers are unable or unwilling to attend the meeting.

Only the Head Teacher of the school can suspend or permanently exclude a pupil on disciplinary grounds. In the case of suspensions, the Head Teacher may exclude a pupil for one or more fixed periods (up to a maximum of 45 days in one academic year). Exclusions are operational decisions made by the Head Teacher (or acting Head Teacher) who then informs the LA and the Governing Body. However, where appropriate, the Full Governing Body will convene a 'Pupil Discipline Committee' to consider representations made by parents/carers. A separate Appeals Committee can be convened if either party wishes to contest the decision taken.

If any pupil is suspended or excluded permanently, suspended for more than 15 school days (where these days are an accumulation of days for more than one incident) in a term or where the suspension would result in a pupil missing a statutory assessment, this must be reviewed by the Pupil Discipline Committee.

It is not possible for the Head Teacher to convert a suspension into a permanent exclusion. If further evidence has come to light, a further suspension or permanent exclusion may be issued to begin immediately after the end of the initial suspension.

SEARCHING, SCREENING OR CONFISCATING

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Head Teacher, and any staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that could be used to breach the school rules.

Prohibited items: This can include knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person including the pupil; any other items as defined in law as such from time to time; and items such as tobacco and cigarette papers, alcohol or any other drug (inc. vapes), fireworks and pornographic (inc. nude and semi-nude images).

Prohibited items also include items which are not permitted in school, e.g. mobile phones or communication devices which are not authorised for the purpose of safer travel (Y5 & Y6 only)/handed in to staff, pop/drinks/snacks which do not adhere to school policy.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the Local Authority Children’s Services and/or police.

Under common law, school staff authorised by the Head Teacher have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Only the Head Teacher, or a member of staff authorised by the Head Teacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's Behaviour Policy.

Any searches are undertaken in line with statutory [Searching, Screening and Confiscation](#) guidance from the DfE. Prior to searching, the authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve
- have had a previous distressing experience of being searched

Informed consent: The school staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses sanctions will be applied, where relevant, in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined above, the Head Teacher, and staff authorised by the Head Teacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the school premises or where the member of staff has lawful control or charge over the pupil, for example, on school trips.

If the member of staff authorised to search still considers a this to be necessary regardless of consent, but is not required urgently, they should seek the advice of the Head Teacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff authorised to search should assess whether it is appropriate to use reasonable force to conduct the search. **This must be done in consultation with the Head Teacher.** A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules, e.g. mobile phones.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff, in consultation with the Head Teacher, should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder

Searches Guidance:

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a record of the search is kept.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of school property, e.g. children's drawers; and / or
- a search of personal property (e.g. bag or pencil case).

Any searches must be logged on CPOMS with appropriate information including:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents/carers should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where the Head Teacher, or staff authorised by the Head Teacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance:

- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. Staff may examine any data or files on an electronic device they have confiscated as a result of a

search if there is good reason to do so and this has been authorised by the Head Teacher.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

MONITORING & REVIEW

The Positive Behaviour Policy is reviewed on an annual basis through consultation with all stakeholders.

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Board as appropriate, including making recommendations for improvement.

A variety of records are held in school regarding behaviour. This includes incidents of Level One to Level Five behaviour which is recorded on the reflection charts which is held centrally by the Headteacher. Any incidents of Level Three to Five behaviour are logged centrally using the CPOMS system – this allows us to outline actions and next steps also. Action plans/ other relevant paperwork for children who have this uploaded onto the provision mapping software

The Headteacher keeps a record of any fixed term or permanent exclusions that have been enforced at Saltford School Primary School this is also recorded on CPOMS with all relevant documents.

A half termly report is produced by the Headteacher so that the governing body can consider:

Behaviour incident data including removal from the classroom.

Attendance, exclusion details.

Use of alternative provision and any managed moves.

Incidents of searching, screening and confiscation.

Surveys for staff, parents and pupils on their perceptions and experiences of the school behaviour culture.

APPENDIX 1: SALTFFORD SCHOOL BEHAVIOUR BLUEPRINT



Saltford Primary School Behaviour Blueprint

Saltford Primary School is a unique and special place where our community matters and children are at the centre of everything we do.

At Saltford School, all interactions between both staff and pupils are underpinned by our Core Values:

KINDNESS

HONESTY

RESPECT

Our approach to behaviour is both **POSITIVE** and **RESTORATIVE**.

All staff at Saltford School seek to instil in the children these core behaviours:

Kindness: I show good manners all of the time. I am kind and look after others around me. I listen to others and respect any differences.

Honesty: I keep going when things are tough. I am able to say sorry and admit when things are tough.

Respect: I can follow rules and instructions without reminders. I work hard in lessons and strive to achieve targets. I am able to keep my word and show I can be trusted.

Collaboration / Opportunity/Aspiration: I have a positive attitude in all that I do. I set myself goals which help me get better at learning. I am focused and determined in all that I do. I say well done to show that I am proud of others. I am confident and talk about things I am good at. I can express what is important to me in my community.

We follow the Golden Rules which reflect that we “Treat other people as you would like to be treated yourself.”

WE ARE GENTLE. WE ARE KIND AND HELPFUL. WE LISTEN. WE ARE HONEST. WE WORK HARD. WE LOOK AFTER PROPERTY.

We believe that “The standard you walk past is the standard you accept.”

These areas are KEY:

ROUTINES, VISIBLE CONSISTENCY AND KINDNESS, RELATIONSHIPS MATTER, OVER AND ABOVE RECOGNITION

All behaviour is communication so every effort must be made to understand it

All responses to unwanted behaviour should be immediate and consistent – we follow the principle of ‘Praise in public’ and ‘Reprimand in Private.’

REWARDS:

Rewards for good behaviour can include: Staff Praise Best Work/Qualities Display Stickers/ Certificates, Class Rewards e.g. Stickers, Smiley Face, Celebration Certificates, Class dojo points.

SANCTIONS:

1. Warning 2. Last Chance 3. Repair and reflect

CONSEQUENCES:

Consequences for poor behaviour are linked to our Behaviour Levels 1-5 and can include: Staff Sanctions, Loss of break and lunch, Time out, Home contact, Home school book or chart, Internal/External Exclusions

Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property



Designed by Jenny Mosley©

Positive Press

APPENDIX 3 CONSEQUENCES POSTER

CONSEQUENCES



If we choose not to follow the six Golden Rules, then there is an appropriate consequence:

<p>REMINDER (if relevant)</p>	<p>Our teachers help us to make good choices with REMINDERS of our Golden Rules. This can be to the whole class/group.</p>	
<p>1. WARNING</p>	<p>We are given a WARNING to help us think carefully about our next step.</p>	
<p>2. LAST CHANCE</p>	<p>We are given one LAST CHANCE to make the right choice.</p>	
<p>3.REPAIR/REFLECT</p>	<p>We may miss play or lunch to talk about our behaviour and decide on an appropriate consequence and <u>agree what work needs to be caught up on</u>. If we have hurt or affected others through our actions, we have the chance to PUT IT RIGHT.</p>	
	<p>Speak with Mrs Sage/ Leadership team – use of Levels of Behaviour chart to support sanction Time to reflect (use of pro forma to support)</p> <p>Loss of break time/lunchtime Withdrawal time Daily/weekly report</p>	

APPENDIX 4 REFLECTION CHART

Name:

Date (including year):



How much time have you lost?

Is this a breaktime or a lunchtime?

Why have you lost this time?

Did other people get involved and what did they do?

What will you do next?

HEADTEACHER TO COMPLETE:

How often has repeated Level One or Two behaviour has occurred so far for this child according to our behaviour log:

Will this progress to Level 3 and therefore be logged on CPOMS and parents involved because it is repeated? Y or N

Parental comment if they have been involved:

APPENDIX 5 Saltford Primary Behaviour Levels 1-5

WARNING/LAST CHANCE AND THEN LOSS OF BREAKTIME/LUNCHTIME REFLECTION CHART COMPLETED. Repeated Level 1 and 2 behaviour will be monitored by the staff and Headteacher and a decision taken together whether to move the child to Level 3 and involve parents.		TO HEADTEACHER (if she is off site – Deputy Headteacher) IMMEDIATELY AND PARENTS MUST BE INFORMED – a decision will be made by the Headteacher whether a member of staff contacts and sees the parents/carers or the Headteacher does – this is dependent on incident.	
LEVEL 1	LEVEL 2	LEVEL 3 – LOG ON CPOMS BY STAFF	LEVEL 4 – LOG ON CPOMS BY STAFF
<ul style="list-style-type: none"> ✓ Swinging on chairs despite reminders to stop ✓ Wearing inappropriate clothing in school despite being reminded, e.g. hats inside. ✓ Wandering around the classroom ✓ Irritating noises ✓ Chewing gum, eating sweets or crisps ✓ Inappropriate fidgeting/ rummaging ✓ Dropping litter ✓ Calling out or shouting ✓ Persistently bringing in toys to school without permission ✓ Talking over or interrupting others in class despite reminders ✓ Play fighting ✓ Talking in assembly ✓ Not doing as asked first time ✓ Not supporting team activities in the classroom, e.g. tidy up time despite being asked ✓ Chatting to others at inappropriate times or about inappropriate subjects. ✓ Lateness into class during the day ✓ Wasting resources or not looking after resources 	<ul style="list-style-type: none"> ✓ Making fun of another child's work or efforts ✓ Telling lies ✓ Interfering with another person's property or taking things ✓ Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) ✓ Name calling ✓ Responding abruptly or rudely towards requests from adults ✓ Swearing as part of general conversation ✓ Not engaging in their work or having a poor attitude to learning ✓ Dangerous play ✓ Unsafe behaviour in the corridors and around the site, e.g. running ✓ Unhelpful, uncooperative behaviour, e.g. being obstructive in activities ✓ Poking, pushing, pinching or prodding ✓ Misuse of toilets and wash areas ✓ Teasing or deliberately 'winding up' other children ✓ Continued and persistent Level 1 behaviour 	<ul style="list-style-type: none"> ✓ Refusal to follow important safety instructions including running out of class/school (<i>could be L4+ if on school trip and/or it puts someone else in danger</i>) ✓ Writing graffiti or defacing walls, desks, books or work ✓ Refusing to do work ✓ Answering back or arguing with an adult ✓ Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) ✓ Swearing <u>at</u> another person ✓ Making inappropriate comments related to gender, sexual orientation or appearance ✓ Making insulting remarks about another person's family members ✓ Disruptive behaviour including inciting disruptive behaviour of others ✓ Clear breach of school values despite reminders ✓ Deliberately unkind behaviour which leads to others feeling isolated or upset 	<ul style="list-style-type: none"> ✓ Threatening or intimidating behaviour ✓ Vandalism of school site ✓ Age-inappropriate sexualised touching of self-to cause offence or embarrassment to others ✓ Stealing (a serious case may lead to Level 5) ✓ Stone-throwing ✓ Refusing to go to the HT or designated person ✓ Spitting at/on someone
		LEVEL 5 – LOG ON CPOMS BY STAFF	
		<ul style="list-style-type: none"> ✓ Bullying (<u>repeated</u> and persistent, threatening, intimidating or harming behaviour) ✓ Racist, homophobic or discriminatory behaviour (if the behaviour is with intent) ✓ Age-inappropriate sexualised touching of others ✓ Hurting another child - physically violent behaviour (fights or attacks on others) including biting ✓ Throwing furniture or equipment across the classroom (inc. aiming items towards somebody) ✓ Persistent and continual disruption of learning (attributed by an escalation of any other level behaviour) 	

Dealing with challenging behaviour: 30 second script

- *I noticed you are...kicking the desk/ struggling to sit on the carpet*
- *I understand you are...angry/ upset/ frustrated*
- *You need to...(state desired behaviour)*
- *Then we can... (state what the outcome will be)*
- *If you choose not to...(state desired behaviour) then...(state consequence)*
- *Do you remember when you... (refer back to a positive event)?*
- *That is who I need to see today!*
- *I know it's tricky but I believe you can do it – thank you. (Walk away and don't turn back! allow take up time and show you believe they can do it.)*