



Friday Bridge Primary School

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Policy for Positive Behaviour and Practice

Approved by:

M. Elliot and FBPS Governing body

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This policy sets out the purpose, nature and management of behaviour in our school. It reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body. The Governing Body provided a statement of behaviour principles (appendix 1). The implementation of this policy is the responsibility of all staff.

1. Mission Statement

To nurture a love of learning in our thriving community and to enable children to reach their potential and succeed in an ever-changing World.

At Friday Bridge Primary School, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment where pupils are resilient and demonstrate respect, fairness and honesty. We provide pupils with an engaging curriculum which promotes independent thinking and celebrates personal, social and academic achievements. Friday Bridge Primary School works in partnership with parents, carers and outside professionals, in order to support parents to be an active role in their child's education.

2. Ethos and Values

- At Friday Bridge Primary School, we emphasise the importance of developing positive relationships with each other and use the PSHE curriculum to support pupils to do this
- At Friday Bridge Primary School, we believe that building pupil's self-esteem supports them to make the right choices about their behaviour. We use a 'Growth Mindset' approach when praising pupils for learning behaviour (see appendix 2, Strategies)
- We use a therapeutic approach, based on Cambridgeshire Therapeutic Thinking, to managing behaviour where pro-social behaviours are promoted to encourage sustainable positive behaviour choices from all pupils
- We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils
- Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm

3. Rationale

At Friday Bridge Primary School we recognise that good behaviour is key to effective teaching and learning. Every member of staff strives to develop the whole person, through spiritual, moral and cultural education. Within our school we aim to ensure that:

- We provide a safe, caring and stimulating environment where pupils can develop a positive set of attitudes towards everyone in the school community
- The furniture is comfortable to work at
- There is easy access to water and fresh air
- The temperature is kept at a comfortable level
- There is space in the learning environment to celebrate success
- There are good quality and interesting resources to work with
- There is a friendly and supportive atmosphere to enable pupils to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance
- Each pupil is valued as an individual
- We encourage each pupil to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making
- Class and School Council promote Citizenship and the right of everyone to have their say
- There is an understanding that we all have **rights, rules and responsibilities**.

4. Rights

At Friday Bridge Primary School, we believe that pupils have the right:

- To learn
- To feel safe
- To be happy
- To be an individual
- To be listened to
- To be respected
- To be treated kindly, fairly and equally and with dignity
- To have access to the school at appropriate times
- To communicate and express themselves
- To be left alone
- To share ideas and ask questions
- To have a friend and to join in games
- To comfort and forgiveness
- To have consistent, clear and agreed boundaries

5. Whole school rules

The School has a set of 3 rules or expectations of behaviour; which apply to every situation:

Be safe

Be kind

Be responsible

These rules are displayed around the school and in classrooms. These rules are then adapted within class to create age appropriate class charters.

When discussing behaviour with pupils, we refer to our personal goals as we believe that these prepare pupils for a successful adult life.

6. Responsibilities

Governors

Governors are responsible for following the legal guidelines on the school's behaviour policy and monitoring and reviewing the behaviour policy. The legal responsibilities for the discipline of the school lie with the governors who have delegated the day to day management to the Headteacher.

Staff

We believe that *excellent teaching* and *good relationships* are the foundations of positive behaviour. The staff of Friday Bridge Primary School will do the following to build positive relationships with pupils:

- Always acknowledge pupils
- Show warmth and smile
- Be calm
- Use open body language
- Give encouragement
- Use scripts, repetition and structure
- Be good role models through pattern and copying.
- Give specific praise when they've done well
- Create a safe environment where it's safe to make mistakes
- Do fun activities with the pupils and spend some 'down-time' together
- Share our own good and bad experiences
- Laugh!
- Read their emotions and understand that they may need to be left alone
- Know and remember personal details about the pupils
- Listen and try to understand a situation from the pupils' perspective
- Be open
- Admit our own mistakes
- Be consistent and fair

The staff are responsible for:

- Establishing positive relationships with pupils
- Ensuring pupils are safe and able to learn
- Actively seeking positive relationships with parent/carers
- Using the clear agreed language of positive behaviour management
- Acting as role-models for pupils
- Recognising that good behaviour needs to be taught
- Having high expectations of *all* people in the school
- Clearly rewarding positive behaviour
- Providing an inclusive curriculum which promotes a high self-esteem
- Applying the behaviour policy in *all* situations and to *all* pupils in the school
- Communicating behaviour clearly and effectively with others
- Having a good knowledge of the school's behaviour policy and following its procedures
- Staying calm when dealing with difficult situations
- Dealing with low-level behaviour in a way that is least disruptive to teaching and learning
- Being consistent and fair
- Investigating incidents promptly, in full, and ensuring that all parties have been listened to
- Giving pupils fresh starts
- Providing a learning experience when dealing with pupil's behaviour
- Providing feedback about positive and negative behaviour to pupils that is in context
- Addressing the behaviour and not the pupil - separating the pupil from the behaviour so they understand it is the behaviour choices that need changing

The Senior Leaders are responsible for:

- Monitoring the implementation of the behaviour policy to ensure that it is consistent across the school
- Making sure that the school differentiates its procedures where necessary to ensure an inclusive ethos
- Supporting staff with the implementation of positive behaviour management strategies
- Training staff on the implementation of the behaviour policy
- Being available when staff need support
- Supporting teachers to communicate with parent/carers
- Being available over lunchtimes to support midday staff

Parent/carers are responsible for:

- Sharing their pupil's successes with the school
- Supporting the school's behaviour policy
- Sharing information about what is happening outside of school which may affect their pupil's behaviour
- Being available to discuss their pupil's behaviour with the school

Pupils are responsible for:

- Following the school rules
- Doing their best to contribute to a positive learning environment and allowing others to do the same
- Taking responsibility for their own behaviour
- Helping to create a secure environment where everyone can be safe, happy and learn

7. Implementation and Strategies

Implementation is a *whole school* responsibility and supported through the ethos within the school. This will be achieved in a variety of ways.

Our own behaviour as adults will reflect our expectations of the pupils. As a staff, we will aim to meet the pupils with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the pupils and follow up their problems to their conclusion. When staff discuss behaviour with pupils, they will always aim to have a learning experience as an outcome and use the agreed language shared in Steps training sessions.

Strategies

At Friday Bridge Primary School Community Primary School, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

We use Therapeutic Thinking resources such as 'Roots and Fruits' and 'Anxiety Maps' to help us identify the underlying influences on behaviour. These exercises help adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

We deploy a wide range of strategies to promote good behaviours and manage difficult behaviours. These strategies are revisited throughout the year through CPD and observations to ensure that there is a consistent approach which is in line with the ethos and values as stated in this policy.

Dealing with difficult behaviour

When dealing with difficult behaviour the main considerations are:

- That behaviour is communication
- That a learning experience is gained
- That the behaviour is separated from the pupil so they understand it is the behaviour choices that need changing
- Care for the individual or group of pupils involved

- Prompt, fair and consistent responses by the adults concerned
- Consultation with parents/carers if the pupil's behaviour is a cause for concern.

In some circumstances it may be necessary for the Assistant Head or members of the Senior Leadership Team to deal with difficult behaviour by talking to a large group assembled together.

Consequences

At Friday Bridge Primary School, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour and the harm caused, that then contributes to the situation. EYFS have adapted agreed consequences inline with the developmental age of the child (see Appendix 2: Consequences for difficult and dangerous behaviour).

When a pupil is not demonstrating positive behaviour, staff will:

- Praise behaviour from other learners, giving attention to those who are showing positive behaviour
- Give the pupil a verbal reminder, stating what the pupil should be doing, using the continuous verb, eg 'Feet on the floor please'
- If behaviour persists, record pupil's name on class behaviour/individual log. Remind pupil of school rules
- If behaviour persists, underline pupil's name. Pupil will need to have a discussion with an adult for five minutes at the start of their break-time or lunch-time
- If behaviour persists, pupil will need to have a discussion with an adult for fifteen minutes of their break time or lunch time (reflection time)
- If behaviour persists, pupils will be sent to an Assistant Head to complete their work
- If behaviour persists, pupil will be sent to SLT and will be supervised completing their work outside of the Headteacher's office (internal exclusion)
- If behaviour persists, pupils may be issued with a fixed-term suspension

Dangerous behaviour

Some behaviours can compromise the safety and wellbeing of others; these are described as 'dangerous' behaviours and are: spitting; verbal abuse including swearing; hurting others; hurting themselves; throwing equipment at others; and exiting the school building without adult permission.

We use the Cambridgeshire Therapeutic Thinking response to dangerous behaviour: calm down, reflect, repair and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of, or a combination of, the following as appropriate:

- Positive phrasing e.g. 'Stand next to me' or 'Put the book on the table' or 'Walk beside me'
- Limited choice e.g. 'Book on the table or on the shelf' or 'Core or Sensory Room?'
- Disempowering the behaviour e.g. 'You can listen from under the table' or 'Talk to me when you are ready'
- Use of a de-escalation script e.g. 'Ben, I can see you are cross. Come and talk to me and I will listen'
- Acknowledge their feelings and offer help e.g. 'I can see something is wrong. I am here to help' or 'Come with me for a walk'

Physical Intervention and the Use of Reasonable Force

There may be times (and always as a last resort) when physical intervention is required in order to keep the pupil and others safe. Staff have been given guidance as part of their behaviour training, on how to use physical intervention safely, using 'reasonable force'. Reasonable force is defined by the DfE as:

A broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. In a dangerous situation, this can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight

or where a student needs to be restrained to prevent violence or injury.

Additional guidance is sought from the Local Authority SEND Team, who will offer consultations for pupils who are at risk of permanent exclusion.

The school will also use the following Local Authority guidance documents for the management of dangerous behaviours:

- *DfE's Suspension and Permanent Exclusion Guidance June 2023*
- Cambridgeshire County Council's guidance for exclusion.
- *DfE's Use of Reasonable Force, advice for Headteachers, staff and governing bodies July 2013*

Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Inclusion Manager, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours

Communication with parents/carers

Parents/carers are kept informed about all aspects of a pupil's behaviour. This is achieved by:

- Meeting informally with parents/carers at the beginning or end of the day
- Telephoning parents to share good behaviours or behaviours that are concerning
- If a pupil's behaviour is causing concern, parents/carers will be invited to meet with the teacher and/or senior staff to discuss how the pupil can be helped to change his/her behaviour

Lunch Time

Midday staff are given guidance on their role in implementing this policy. In addition, they are given circular stickers for pupils who display positive behaviour and follow the school rules on the playground and in the dining hall. They are responsible for liaising with the senior leadership team during the lunch time and teachers at the end of lunch about pupil's positive and negative behavior.

8. Inclusion

Friday Bridge Primary School promotes the learning and participation of everyone within the school community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all. The school's inclusive culture is reflected in all school policies and practices. We ensure that classroom and

extracurricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the life of the school. Inclusion is achieved through analysis and assessment of pupil's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all pupils is given an equal priority and available resources are used to maximum effect.

Friday Bridge Primary School recognises behaviour management as a subject and therefore it is differentiated where appropriate. With pupils on the SEN register, it may be necessary to alter the agreed strategies for consequences so that it meets the needs of the individual pupil. In these circumstances, the agreed approach is written onto their Personal Learning Plans (APDRs or their Risk Management Plan.)

For pupils not on the SEN register, where patterns of behaviour have been identified as needing a differentiated approach, the class teacher, in liaison with a member of the SLT, will request a meeting with parents/ carers. The pupil will then be placed on an individual behaviour log. This is reviewed weekly with the parents/carers and they are asked to sign it. If a pupil is on a behaviour log for a period longer than two weeks, the Headteacher may attend meetings with parents to discuss next Steps, which may include removal from the classroom and an individualised timetable created.

9. Resourcing and training

Resourcing for positive behaviour will take into account the needs of all pupils. All staff will receive a copy of this policy as part of their induction programme. Further training will be arranged as appropriate, this may include;

- Training on the systems and procedures of the behaviour policy
- Mental health and wellbeing training
- Growth Mindset training (using resources by Carol Dweck)
- Observation of teacher colleagues
- Consultation with specialist teacher from SEND Services
- Individual coaching and mentoring
- Regular updates on the Cambridgeshire Therapeutic Thinking approach
- Member of staff - Therapeutic Thinking Tutor
- Recovery through relationships training
- Trauma informed approach

10. Links with other policy documents

Positive behaviour is fundamental to good learning and all policy documents will reflect elements of the Positive Behaviour Policy. This policy operates in conjunction with the following policies:

- Personal, Social, Health and Citizenship Education Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Exclusions Policy
- Inclusion Policy
- Safeguarding and Pupil Protection Policy
- Positive Handling policy

11. Health and Safety

All Health and Safety issues related to this policy are covered within the school's Health and Safety policy.

12. Monitoring

The school monitors pupil's positive and negative behaviours in a variety of ways. In order to monitor the implementation and effectiveness of this policy, evidence will be collected in a number of ways, these include:

- Consultation with pupils via school and class council

- Consultation with parents/carers via questionnaire and informal dialogue
- Analysing of data on behaviour logs
- Dialogue with staff groups / TA meetings/ Staff meetings
- Records of achievement for good behaviour
- Records of incidents of bullying
- Records of incidents of racist incidents and homophobic incidents
- Exclusions and suspensions data

The negative consequences are monitored and can be filtered to show results for: boys/girls, Pupil Premium/Non- Pupil Premium, age; ethnicity and home language. This is to ensure that we have an inclusive approach.

The Headteacher is responsible for carrying out the review of the Positive Behaviour Policy. The policy will be reviewed every 2 years.

13. Confiscation

Friday Bridge Primary School includes confiscation of pupils' property as a safety consequence in the behaviour policy. Any confiscated objects will be stored in a locked drawer/cupboard in the classroom or school office. Staff are not liable for damage to, or loss of, any confiscated items provided that they have acted lawfully.

Power to search without consent

Staff have the power to search for the following items without consent:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which can be searched for.

Friday Bridge Primary School can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, 2 members of the senior leadership team will be consulted and present during the search.

14. Appendices

1. Governors' Statement of Behaviour Principles
2. Consequences for difficult and dangerous behaviour
3. Reflection Time Log
4. Individual behaviour log
5. Whole school behaviour record

Friday Bridge Primary School Behaviour policy appendices

(Appendix 1)

Governor's Statement of Principles

Mission Statement

To nurture a love of learning in our thriving community and to enable children to reach their potential and succeed in an ever-changing World.

We aim to

- Motivate our children to achieve their potential through a love of learning and inspirational teaching
- Encourage our children through sharing high expectations and celebrating personal, social and academic achievement
- Provide an engaging curriculum that creates independent thinkers who enjoy learning
- Support parents and carers to be active partners with the school in their children's education
- Develop young people who are resilient and who demonstrate respect, fairness and honesty
- Inspire our children to engage in, and contribute to, the world around them

Rationale and purpose:

- This statement has been drawn up in accordance with the Education and Inspections Act 2006, and the DfE guidance (Behaviour and Discipline in Schools 2013).
- The purpose of the statement is to provide guidance for the headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of consequences and how to use them.
- This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's Behaviour Policy, though they must take account of these principles when formulating this. The headteacher is also asked to take account of Local Authority Guidance.
- The Behaviour Policy must be published, in writing, to staff, parents/carers and children and available on the school website.

Principles:

1. High standards of behaviour

Friday Bridge Primary School Governors believe that a high standard of behaviour creates an environment where all members of the school community feel safe, valued and can grow to reach their potential. Governors believe that the school's behaviour policy should help children to develop self-esteem, respect for others and responsibility for one's own learning and behaviour.

2. Promoting prosocial behaviour

The behaviour policy for the whole school should be underpinned by a therapeutic approach to managing behaviour where prosocial behaviours are promoted to encourage sustainable [positive behaviour choices from *all* pupils.

The emphasis should be on positive reinforcement by praise and all school staff should model and promote positive behaviour. Effort, achievement and good behaviour should be recognised and celebrated.

3. Right to feel safe at all times

All children have the right to learn and be listened to in a safe, fair and nurturing environment.

4. Inclusivity

Some pupils need an individualised approach to develop their social, emotional and behavioural skills. The

behaviour policy should take special educational needs and disabilities into account when outlining its procedures.

5. Equality

The school's behaviour policy must address discrimination through its systems and differentiate its procedures where necessary to ensure an inclusive approach. The policy should refer to the Anti-bullying policy and the Equality and Diversity Statement. Governors acknowledge their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

6. Partnership with parents and carers and other agencies

The behaviour policy must state how the school will work with parents and carers. The school should use a variety of methods to communicate positive and negative behaviours.

The behaviour policy should outline when the school will work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.

7. School Rules

The school rules must be clearly stated in the behaviour policy. These should set out expected standards of behaviour and should be displayed in all classrooms and other relevant parts of the school. They should be shared with, and explained to, all children. The governors expect the school rules to be consistently applied and reviewed by all staff.

8. Pastoral care for staff

The Staff Code of Conduct should outline the pastoral care for staff accused of misconduct.

9. Unacceptable/poor behaviour

Unacceptable behaviour, both physical and verbal, including all types of bullying, must be recognised immediately and dealt with appropriately. Pupils should be made aware of the consequences of inappropriate behaviour and the sanctions that will be applied. The school must follow Cambridgeshire County Council's exclusions guidance. Where pupils display continuous disruptive behaviour, the school should involve other agencies to make an assessment.

Friday Bridge Primary School governors have agreed the following:

- Teachers have authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff who have responsibility for pupils
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- Teachers can confiscate pupils' property
- Parental consent is not required for detentions. With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. Detentions will not take place during school holidays, after school or weekend and non-teaching days.

10. The use of reasonable force or make physical contact

The policy must state clearly what reasonable force is and how it will be used within the school. The policy should refer to DfE guidelines.

11. Powers to search and confiscate

Confiscation

Friday Bridge Primary School should include confiscation of pupils' property as a disciplinary sanction in the behaviour policy. The policy will state where confiscated items will be stored. Staff are not liable for damage to, or loss of, any confiscated items provided that they have acted lawfully.

Power to search without consent

Staff have the power to search for the following items without consent:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which can be searched for

Friday Bridge Primary School staff can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, two members of the senior leadership team will be consulted and present during the search.

12. The power to issue consequences outside the school gates

Friday Bridge Primary School staff has a power to issue consequences pupils for misbehaving outside of the school premises to such an extent as is reasonable. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

Friday Bridge Primary School states that 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
- Or 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

In all cases of misbehaviour, the teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13. Support for staff

Staff should be confident that they have the governors' support when following the school's behaviour policy. All members of staff, who have responsibility for pupils, should receive induction training on the school's behaviour policy. The behaviour policy should include details of how staff accused of misconduct will be given pastoral care.

(Appendix 2)

Consequences for difficult and dangerous behaviour

At Friday Bridge Primary School we have the following Steps when dealing with negative behaviour:

EYFS

Teacher or TA to give attention to those who are showing positive behaviour and comment on this, as a motivator to make positive choices. Use this approach before reminder is issued.

1. Verbal reminder.	Teacher or TA to give reminder stating what the pupil should be doing using continuous verb, e.g. 'Feet on the floor thank you'.
2. Name on the class behaviour board.	Teacher or TA records the child's name on their class board. Reminder of school rules.
3. Reflection time	Teacher or TA spends 3-5 minutes talking to the child, away from the activity they are doing. Refer to school rules and making positive choices. Child can have up to two 'reflection times' am or pm.
4. Reflection time with another teacher.	Teacher or TA takes child to reflection room, for further 'reflection time'. Refer to school rules and making positive choices. If a child continues to display negative behaviour or for more serious incidents, the TA takes pupil to SLT. The child will have a conversation with member of SLT about making positives and complete a restorative activity, eg drawing a picture to make someone feel better or recording a 'sorry' message on a Talking Tin. Parents/carers informed.
5. Suspension (as a last resort or if serious incident occurs).	If behaviour continues to be unsafe or pupils continue to disrupt the learning of others, then a Fixed Term Suspension may be issued.
Playground – during play time	Teacher or TA on duty - if a child shows negative behaviour, the teacher gives a reminder and follows the Steps above. If the child needs to talk to an adult, they do so for 3-5 minutes, standing next to the teacher or TA to discuss making positive choices . If at the end of playtime, they have the discussion before the start of the next session.

KS1 and KS2

Teacher or TA to give attention to those who are showing positive behaviour and comment on this, as a motivator to make positive choices. Use this approach before reminder is issued.

1. Reminder given	Teacher or TA to give reminder, stating what the pupil should be doing using continuous verb, e.g. 'Feet on the floor thank you'.
2. Name on the class behaviour board.	Teacher or TA to write name on class behaviour board. Remind pupil of school rules and encourage a change in behaviour.
3. Name is underlined on the behaviour board and pupil will have 'Reflection time' with adult at lunch-time.	Restorative conversation takes place during Reflection Time about making positive choices, e.g. such as being safe, following rules, etc. Pupil completes reflection sheet - this should be a learning experience. If finished, pupil can write out examples of being kind, safe and responsible. *Consider a shorter lunch time reflection for pupils with additional needs. Class teachers should be alerting SLT/Inclusion/Welfare same as when there are 3 Reflections in a week, as parents will need to be contacted (see below).

<p>4. Removal from class, 'Internal Exclusion' – child sent to work outside Head's Office or with member of SLT.</p>	<p>Internal Exclusion</p> <p>Is for escalation in behaviour that has already had reflection time, or as immediate consequence for: continual swearing, homophobic language, racist language, physical violence or deliberately being unsafe, eg throwing chairs or furniture. Child will complete work in another room. If this occurs close to the end of the day, the internal exclusion will take place the following morning. Parents/carers are informed and record this on whole school behaviour log.</p> <ul style="list-style-type: none"> • If internal before break time – the time needs to include their break time • If internal happens just before break time it goes up to lunch and child will eat lunch with SLT. • If during/after break time the time will cover the rest of morning session and includes their whole lunchtime • If during lunch/afternoon – time will cover all afternoon till end of day. • If at the end of the day, to be completed the next morning until end of break <p>Work to be completed needs to be easy / independent – Key stage 1 and 2 packs, letter of apology, writing out the school rules. SLT and Inclusion/Welfare will decide on locations and communicate with each other. If two internal exclusions in a week – child moves to an individual behaviour log. If a pupil has 4 or more internal exclusions within a term consider; bespoke timetable of being in and out of class/lunch club/provision map – Inclusion will work on this with class teachers.</p>
<p>5. Suspension (as a last resort or if a serious incident)</p>	<p>If behaviour continues to be unsafe or pupils continue to disrupt the learning of others, then a Fixed Term Suspension may be issued.</p>
<p>Further support</p> <ul style="list-style-type: none"> • Parents/carers are contacted when there have been 3 Reflection times in one week. • Parents will be informed that any further Reflections will result in their child being put on an Individual log. • Individual logs to be in place for a minimum of two weeks, with parent meetings to review the logs at the end of each week • If individual logs are in place for more than 4 weeks, discussion with Senior Leader, class teacher and parents about next steps, which could be: Risk Management Plan; bespoke timetable which is combination of in class and internal exclusion or part-time time-table where child has some home learning in place. • If behaviour persists, then referrals to external agencies such as SEND, MHST or Family Workers will take place. 	
<p>Pupils with additional needs</p> <ul style="list-style-type: none"> • Behaviour policy may need to be adapted – think about whether the steps above are appropriate, eg, you may have to have a quiet word with the child, rather than issuing a 'public' reminder • Follow strategies/approaches in APDR or Risk Management Plan • Raise any issues with Assistant Head and/or SENDCo 	
<p>Playground – during playtime</p>	<p>Teacher/TA on duty - if a child shows negative behaviour, the adult gives a reminder and follows the steps above. If the child needs to talk to an adult, they do so for 5 minutes, standing next to the teacher to discuss making positive choices. If at the end of playtime, they have their 5 minute chat before the start of the next session – TA may need to do this.</p>

There are times when a child is not given reminders. This may be due to serious incident which is deemed unsafe, therefore, the child is recorded as needing to have Reflection Time at lunchtime. Or if the incident takes place in the afternoon, they may have to have it the next day. However, it is important that all unsafe behaviour is addressed with a child on the same day it occurs.

The start of each session should be a fresh start for all children.

Lunchtimes

Lunchtime Reception – Year 6	
1. Reminder.	Midday supervisors to give a reminder. TA to state what the pupil should be doing using continuous verb, e.g. 'Walking, thank you'.
2. Name recorded on reflection room log.	If midday supervisors have to speak to the same child again during the same lunchtime, the child should be taken to the reflection room and adult needs to add child's name to whole school behaviour log. supervisor to remind pupil of school rules.
3. Serious incidents or if negative behaviour continues.	The child should be taken to see an Assistant Head, SENDCo or Head teacher who can talk to the child and decide on the consequence of their actions. E.g. exclusion from the playground if they have continually been unsafe or sitting indoors completing a restorative activity, eg drawing a picture, writing a sorry card/recording sorry message on Talking Tin.

The child is expected to reflect on their behaviour and complete a 'Reflection time' sheet. They may plan what they would do next time; write a letter of apology; draw a picture or write a paragraph about making positive choices.

Monitoring and evaluating

As part of phase meetings, Assistant Heads should ask teachers for names of children who are a concern and decide if they should be put on an individual behaviour log. This will need to be communicated with parents.

Inclusion

The above approaches may need to be differentiated according to pupil need. Some negative behaviours can be a result of speech and language difficulties or because of a diagnosis such as Autism. Class teachers must speak to their Assistant Head and the SENDCo about what a differentiated approach might look like, e.g. a risk management plan or a social story about their behaviour.

(Appendix 3)

Reflection Time Log

[illegible]

Name: _____ Class _____

Individual behaviour log

Scores: 5 = Star given 4 = Positive session 3 = Reminder 2 = Name on log 1 = Name underlined on log (reflection time given) 0 = removed from class	Target: Target score: _____ Total score: _____	Notes:
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(Appendix 5)

Whole school behaviour record

Week beginning	Name of child	Year group	Stage (Commentary and details of RMPs, Individual Behaviour logs, involvement etc)

Name: _____

Date: _____

Reflection sheet

I was not:	Being safe	Being kind	Being responsible
		(Circle all that apply)	

What happened?

What I should have done...

How I can fix it...

Name:

Reflection sheet

I was not:

Being safe

Being kind
(Circle all
that apply)

Being responsible

What happened

What I should have done

How can I learn from this? How can I change my behaviour?