



Behaviour Policy

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VISION & VALUES OF ST JOHN AND ST JAMES

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

'I have come that they may have life, and have it to the full'.

1 John 10 verse 10

Behaviour Policy

Behaviour Principles

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

The two great commandments given by Jesus, that influence and steer the life of our school are, to 'love God' and to 'love your neighbour as yourself'. Both of these instructions are evident in the whole life of our school, in the relationships between all members of the school community, pupils, staff and parents and also in the management of behaviour.

Our behaviour policy has been written to support our vision to create an inclusive community where all feel valued and empowered to implement change towards enabling life in all its fullness. A place where the mistakes, forgiveness and change are in abundance and children develop a strong understanding of what is right and wrong, fair and unfair.

This policy seeks to facilitate all to live out our values of respect, community, forgiveness, thankfulness, perseverance and peace, learning from mistakes and reflecting on all that has been said and done. Through fully understanding each other and investigating all incidents thoroughly we aim to initiate change and facilitate restorative justice so that all may flourish and live well together.

Aim

- For children, staff and parents to work together to establish a strong set of Christian values which underpin the life of the school;
- Promote the values of respect, community, forgiveness, peace, thankfulness and perseverance.
- Children will be helped to develop healthy, spiritual and moral frameworks which will support them into secondary school and adult life.
- To show respect for children and to teach respect for each other. That is to understand that to respect a child is also to respect those things that are valued by the child - their faith, their friendships, their families, their identity; culture, ethnicity, gender identity and sexuality.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- The school will teach independence, responsibility and service so that through those positive experiences children learn to respect authority and take a pride in the work that they do, their school and its environment.
- Through the use of rewards and sanctions children will learn about justice and how there is a difference between major and minor issues.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Ready

- Be punctual.
- Be in full school uniform.
- Be silent when entering a classroom.
- Listen carefully.
- All necessary equipment out, and everything else away.

Respectful

- Do as you are asked by all members of staff, first time without question.
- Listen to others, do not call out, and use appropriate language and tone.
- Be kind to each other and take care of property.

Responsible

- Follow rules for health and safety.
- Keep hands, feet, objects and personal comments to yourself.
- Be in the right place at the right time, and not in unsupervised areas.
- Leave valuables at home, the school is not responsible for them.

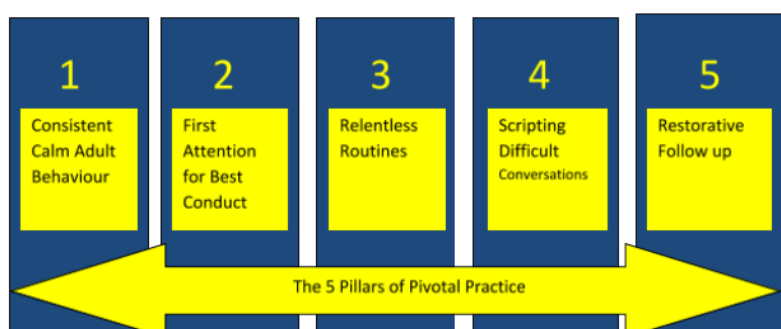
Staff are expected to:

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures, for example monitoring 'trouble spots' and praising good choices
- Use their emotional intelligence and remember that little things can become big things – it's important to pay attention to details and to take responsibility for following EVERY incident up - children's personal development and well-being is paramount. Remember ... each child is your responsibility
- Be punctual and ensure that lessons begin on time, planning motivating and engaging, rich learning opportunities.
- Support lunchtime staff to maintain behaviour expectations and liaise with colleagues to create consistency in behaviours and rewards. (See appendix v)
- Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult
- Monitor children for behavioural changes in line with Child Protection guidelines
- Brief accompanying adults on educational visits
- Report incidents on 'My Concern' and send home letters following orange slips

Staff are also expected to:

- Show respect for parents, particularly the relationship between parents and children and the value of their partnership in a child's learning.
- Have high expectations for each child, both in attainment and progress and behaviour
- Explain to children the benefits of making good progress and good choices
- To give appropriate, regular feedback to children to help them improve
- Give children gentle rule reminders and opportunities to redeem themselves when they've made mistakes
- To co-regulate and model the voice level and tone we expect from the children
- Speak to children with dignity and respect

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



***When the Adults Change,
Everything Changes by Paul Dix***

Consistency in practice

- Consistent **language**; consistent response: Referring to the 3Rs, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, staff taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, staff as role models for learning, staff learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment** and code of conduct evident of our values.

Roles and Responsibilities

The school has three Rules. These are:

Ready Respectful Responsible

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success. Expectations of adults and consistent adult behaviour will lead to pupils consistently conforming to our expectations.

All staff everyday will:

- **Meet and greet** children at the door.
- Refer to 3Rs
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson: hand up for stop, count down from 5 will be used across the school and **Going for Gold** board will be used in every classroom.
- Be **calm** and give 'take up time' when going through the steps. Give opportunity to alter behaviour before giving sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are displaying poor behaviour choices.

Rewards and Sanctions

All children will be encouraged to practice good behaviour with a suitable series of awards. Sometimes children make poor choices. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. An effective Behaviour Policy must state these boundaries firmly and clearly.

St John & St James Behaviour Rewards and Sanctions Policy - Stay on Green

Each class displays a 'Stay on Green' chart.

Each session, morning and afternoon, every child who has received a sanction returns to a green card, with a fresh start.

The system works on the following rewards and sanctions. Children can move up and down quite quickly thus the positive behaviour is reinforced and undesirable behaviour is acted upon instantly.

The children need to be responsible for their own behaviour and work the chart themselves so they are aware of the progression up and down. However, where this will cause further disruption to learning, class teachers will non-verbally move children's cards up or down accordingly.

The steps work as follows:

Positive behaviour and learning reinforcement steps

Green

Bronze – A child on bronze at the end of the school day will receive a sticker from the CT.

Silver – A child on silver at the end of the school day will receive a sticker from the CT.

Gold – Gold tokens are given out weekly and can be collected to earn small prizes, rewards and privileges.

Children will collect stamps on their Stay on Green bookmarks to reward children who always follow the 3Rs. These are exchanged for gold tokens, to be spent in the Gold Token Shop.

As well as this, teachers will award whole class teamwork with marbles in a jar towards whole class rewards.

Each day, the class teacher will choose a 'Secret Student'. The behaviour and effort of this student will be monitored throughout the day and should they be successful, they will receive a gold token **and** a marble in the jar. If the 'Secret Student' is unsuccessful, the identity will be kept secret and a new student will be chosen the following day.

Sanction steps

- Gentle rule reminder
- Yellow – First warning,
- Red – Second warning,
Child remains in own class in a designated space for reflection and opportunity to make good choices
- Child to be sent to neighbouring class for 10 minutes. They are given a 'think sheet' to complete and a 10 minute timer (where appropriate for the child's needs and depending on the child's frame of mind).
- Where a child refuses to improve their behaviour, an orange slip is issued and a letter is sent home. The child is then supervised by a member of SLT during missed playtime.
- Pink card – For physical violence, physical retaliation, dangerous behaviour or leaving the classroom without permission. Child sent to a member of SLT or a pink card will be sent for a member of SLT to come to the classroom. This may result in internal exclusion; missed play or/and meeting with parent. (See Appendix iii)

It is essential that all the children are aware of the steps up and down the chart and that the system is carried out fairly and consistently within each class and across year groups.

Children can move up and down the chart quickly, good or positive behaviours being recognised and poor behaviour acted on quickly.

It is important that every session all pupils start on Green and see it as a fresh start and opportunity to do well.

Rewards include:

A range of prizes for children to trade for their gold tokens; A choice of special privileges to be earned with gold tokens (See Appendix iv); achievement awards in assembly; marbles in a jar for secret student and whole class collaboration as well as positive praise and feedback.

In addition, bespoke Effort and Achievement certificates are presented weekly in assemblies. Two children from each class are chosen and their success and achievements are shared and celebrated. They are also given their certificates to take home to share with their families.

House points will be given by all staff for displaying school values, kind actions and safe movement around the building. Children are given house point teams, **Capel**, **Pymmes**, **Forty** and **Jubilee**. House point totals are announced weekly in assembly and displayed in the corridor. House points will be given by all staff and the house with the most points will have a reward day at the end of each term.

Values certificates are awarded weekly in assembly for Respect, Community, Forgiveness, Peace, Thankfulness and Perseverance. The children's names are displayed in the entrance hall and they are given a values certificate to share with their families.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. **Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that failure to follow the '3Rs' will lead to consequences.

Major breaches of discipline include:

- Violence or threat of violence
- Refusal to move to partner class
- Verbal abuse of staff
- Dangerous behaviour, including fighting
- Vandalism/graffiti
- Bullying

This type of behaviour is generally rare and it is the responsibility of the Head Teacher or the Deputy Head Teacher who will deal with it appropriately. Parents will be involved at the earliest possible stage, in all cases.

Strategies to improve this type of behaviour include:

- Talk to the child – discuss what has happened
- Withdrawal from the classroom for a specified time
- Missed playtime or lunchtime
- Letters sent home, followed by a meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- Sending work home
- Letters of apology, opportunities for restorative justice
- Meeting regularly or as a one off with the school counsellor through self or teacher referral
- Loss of responsibility e.g. monitor jobs
- Placing the child on a daily or weekly report/log system to monitor their behaviour with parents' support

Procedures for Dealing with Major Breaches of Discipline

- If the behaviour is severe or recurring, then suspension and exclusion procedures may be implemented
- A multi agency support meeting involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LDBS.
- Parents have the right of appeal to the Governing Body against any decision to exclude

Individualised Behaviour Strategies

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the 3Rs with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without supporting children to understand the effects of their behaviour
- By supporting staff and dealing with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By following the 'Parent behaviour code' when speaking to school staff, being role models for their children
- By NOT dealing directly with other children and parents and allowing the school to deal with issues that arise
- By speaking directly to the class teacher
- By attending meetings as requested by school staff

In summary

By using a positive system of rewards, incentives and clear boundaries and by enforcing good behaviour we help children to develop confidence, a healthy self esteem and a set of skills and strategies which will take them on to the next stage of their education and into adult life. We support children to self-regulate and manage their own emotions to prevent escalation of incidents that occur.

Appendix 1: One Page Blueprint

St John and St James Primary School Behaviour Blueprint		
Relentless Routines		
Enter classrooms silently; Signal, Pause Insist; Clear Transitions; Silent walking; Right place, right time		
Positive Reinforcement / Positive Strategies / Rewards and Recognition for Effort		
<p>1. Marbles in a jar 2. Stay on Green Postcards 3. Effort and Achievement Certificates 3. Values Certificates 4. Recognition Boards 5. Gold Token Shop 6. House team celebrations 7. Lining Up Cups 8. Headteacher Lunch (half termly)</p>		
Visible Adult Consistencies <ul style="list-style-type: none"> ● Meet and Greet ● Calm and Caring ● Model our Values 	Three Rules <ul style="list-style-type: none"> ● Ready to Learn ● Respectful to everyone ● Responsible behaviour 	Over and Above <ul style="list-style-type: none"> ● Additional responsibilities ● Representing school teams
Stepped Sanctions <p>1. Reminder & Positive Reinforcement Hand gesture, non-verbal cue</p> <p>2. Warning Clear verbal warning : <i>You are not being I need you to... (Move card down)</i></p> <p>3. Cool off & 30-second script The child is moved to the isolation area within the classroom: reflection table.</p> <p>4. Time out A short time away in another class. Restorative conversation with the class teacher after the lesson.</p>	30 second scripted interventions <ul style="list-style-type: none"> ● What are the 3Rs? ● Which one were you not following? ● What do you need to do now? ● Thank you. <p>And</p> <ul style="list-style-type: none"> ● 'Do you remember when you...' (finished all your writing) ● That is who I need to see today. Thank you (for listening). 	Restorative Conversation <ul style="list-style-type: none"> ● What happened? ● What were you feeling/thinking at the time? ● How did this make other people feel? ● Who has been affected and how? ● What should we do to put things right? ● If this happened again, how could you do things differently?
Serious incidents - call for a member of Senior Leadership Team <p style="margin-top: 10px;"><i>“Urgent / Non-urgent assistance to”</i></p>		

Appendix 2: Restorative Practices in Schools

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community







Restorative Questions

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions - 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 had been the hardest thing for you?
- What do you need to do to make things right?

St John and St James C of E Primary School

Level 1 - Ready Respectful Responsible Low level disruption					Level
A Verbal warning	1 st Warning	2 nd Warning	Reflection time in class	Reflection time in partner class	Orange
					
Not following the three Rs in the Code of Conduct					Exhausting / Significant

Examples of level 2/Significant

- Swearing
- Dishonesty
- Discriminatory action
- Risky behaviour
- Minor damage

Examples of level 3/Serious

- Violence or threat of violence
- Refusal to move to partner class
- Verbal abuse of staff
- Dangerous behaviour, including
- Vandalism/graffiti
- Bullying

- Each orange slip will mean a telephone call home by the member of staff who issued it and a letter sent home
- 2 orange slips = meeting with parents.
- All above will be considered for loss of privileges including attendance school trips.
- Children must not be 'sent out' or left unsupervised including on a corridor.

Appendix iv

Choice of special privileges to be earned with gold tokens

- Wear your own clothes for the day
- Pick the assembly hymns for the week (name of hymn and child name to be displayed)
- Select the music for assembly walk in (name or music and child name to be displayed)
- Spend the afternoon in another class (teachers to organise mutual time)
- Spend the afternoon on the computers
- Use an ipad for the day in your learning and reading
- Choose two friends and have a picnic lunch in the classroom watching a dvd (children to bring in packed lunch or school provides packed lunch), teacher could add a treat
- Spend the afternoon crafting
- Exclusive use of the adventure playground with two friends for one of the playtimes
- Go out to play with the infants plus your own playtime for the week
- Extra 30 minutes choice time
- Join another class for extra PE/Art/ Science
- Winter: have hot chocolate during story time summer: ice lolly during storytime

- Design and create a small notice board (have a board in the atrium set up for this) (MV can help child put it up)
- use a special pencil case of extra special resources (one to be set up for each class) for the week

Summary of Behaviour expectations at StJJ

- **Every member of staff** (whatever your role within the school) is responsible for helping children follow outstanding behaviour both inside and outside the classroom.
- We use our **3Rs Ready, Respectful, Responsible**, as the basis to talk to children about behaviour expectations.
- **All** staff and pupils follow the **behaviour Code of Conduct**, which is clear and transparent. Everyone understands the appropriate rewards and sanctions linked to the behaviour.
- We use **non-verbal signals** to get attention and **Voice level charts** are used consistently throughout the whole school in every classroom.
- **Passes:** All children in the corridors should be wearing a visible lanyard. (medical, toilet, corridor) Non -wearing of a lanyard should be challenged.
- **Orange slips** - If you witness an incident or are told about an incident which you have dealt with, it's your responsibility to fill in the orange slip, issue a letter and add to My Concern.
- It is your responsibility (if not the class teacher) to give the letter to the class teacher or inform the class teacher that an orange slip has been issued.
- After 3 orange slips have been issued a meeting will be arrange between the class teacher, parent / child and member of SLT.

Appendix ii

Anti-bullying Definition

Bullying can be described as being:

'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form. St John & St James CE are opposed to all forms of racism, sexism, homophobia and xenophobia,

including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded at regular intervals of the school's policy. Racist incidents will be dealt with appropriately and recorded and reported to the governing body and an annual report will be made to the LDBS.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

- *Discussions with the victim. This will require patience and understanding. Remember - Listen, assess, act*
- *Identify the bully/bullies. Obtain witnesses if possible. Advise the Head Teacher*
- *Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable*
- *If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts*
- *If they own up then follow the procedure outlined below:*
- *Separate discussions with parents of bully and victim*
- *Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes, fixed term suspension from school, depending on the perceived severity of the incident(s)*
- *Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition*
- *As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying*
- *In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:*
 - *All staff watch for early signs of distress in pupils*
 - *All staff listen, assess, act*
 - *Establish Playground Friends or similar as a child's first contact point, if they feel they cannot tell an adult.*
 - *Worry boxes in school where children can put written notes if they feel they cannot speak about their problem*
 - *Teaching the PSHE curriculum and the Social, Emotional Aspects to Learning (SEAL) materials*

Stepped Sanctions to Manage Poor Behaviour Choices

Steps	Managing Poor Behaviour Choices - STEPPED SANCTIONS Adult's Response	Actions / consequences
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Reminder	<p>Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include non-verbal cues</p> <ul style="list-style-type: none"> • a 'look' • a visual point to what you expect • Hand gesture: Stop • Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready; Respectful; Responsible. • De-escalate where reasonable and possible and take the initiative to keep things at this stage. • If appropriate, make links with the Zones of Regulation • Praise will be given if the learner is able to model good behaviour as a result of the reminder. 	N/A
Warning	<p>If the behaviour persists:</p> <ul style="list-style-type: none"> • A clear verbal warning delivered privately wherever possible (in class), making the learner aware of their behaviour and clearly outlining the consequences if they continue. • The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. • If appropriate, make links with the zones of regulation • Praise will be given if the learner is able to model good behaviour as a result of the reminder. <p>Script:</p> <p>"Stop. Which of the 3Rs are you not following. Think carefully about your next step"</p>	N/A
Cool off & 30-second script	<p>If the behaviour persists:</p> <p>The child is moved to the quiet area within the classroom: calming table. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <ul style="list-style-type: none"> • Adult to use the 30-sec script to move child to their calming table. • A child can complete a calming reflection activity, continue their work or have thinking time. • A 5 or 10-minute timer needs to be used to pre-empt the anxiety of the unknown. • After the calming time, the adult guides the child back to re-join their table/activity. <p>*note: Children with additional needs might need to use another designated area in class, e.g. book corner, den or stay at their table. This is fine; a 30-sec script and a timer need to be used so the child understands this stage of the behaviour management.</p> <p>The 30 second scripted intervention</p>	<p>2 minutes after class for restorative conversation (see next stage for guidance).</p> <p>Suggested reflection activities:</p> <ul style="list-style-type: none"> Mindful colouring Calming cards Mindful breathing cards Reading book <p>Continue to work in their subject book</p>

I have noticed that you are...(having trouble getting started, wandering around etc.) right now.

Here, we... (refer to the 3 school rules - ready, respectful and responsible)

Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

See me for 5 minutes after class/during break

Do you remember yesterday/last week when you... (refer to previous positive behaviour) **That is who I need to see today...Thank you for listening**

Time out

If the behaviour persists:

The child is sent to agreed foster class: "This behaviour is unacceptable. Here is the work I expect to be done".

The child should be sent with work to complete. Child should be accompanied by another responsible child or adult if necessary.

The foster class teacher should calmly send the child to a quiet area of the classroom. They will not discuss the behaviour, ask the child about details but encourage better choices and an apology.

The child should remain out of their class (in their foster class) for the maximum of 20 minutes completing work set at the calming table. If work is not done when the class teacher collects the child, the class teacher should ensure the work is done at an appropriate time.

After the lesson class teacher will spend 5 minutes for the Restorative Conversation:

5 questions is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

After each Time Out incident:

CT has a Restorative Conversation with the child

Two Time Out incidents in a day:

CT has a Restorative Conversation with the child

CT sends home an orange slip and records on My Concern

The child will miss up to 15 minutes of playtime or lunchtime in a reflection room (with an SLT/LM on duty)

Three or more orange slips in a half term:

CT has a Restorative Conversation with the child.

The 3 incidents will be logged on My Concern under Behaviour category.

A meeting with the CT, SLT and parents/carers will be arranged via a **Behaviour Letter** (sent home by the Link Senior on duty that day)

An internal exclusion will be arranged

Regular Time Out during the term:

Weekly monitoring meetings with the SLT to discuss their behaviour (during

	<ul style="list-style-type: none"> - Visuals will be used to support younger children and children with additional needs in the conversation. - Children will be expected to have a reflective dialogue with an adult. Adults will use the script to ensure consistency of approach across the school. 	<p>lunchtime). An Individual Behaviour Support Plan will be considered.</p>
<p>SLT support</p> <p>Senior Leader 'On Call'</p>	<p>Serious Incidents Adult to call the Senior Leader on duty that day: "Urgent/Non-urgent assistance to ... (location), please." Depending on the age and additional needs of the children these incidents will be dealt with at the discretion of the school staff.</p> <p>All serious behaviour matters must be referred immediately to the Senior Leader on duty.</p> <p>Such incidents include:</p> <ul style="list-style-type: none"> • Fighting • All forms of bullying • Racist, sexist or homophobic comments • Inappropriate name calling • Using abusive/offensive language • Physically striking adults • Stealing • Continually disrupting learning • Destroying school or others' property. • Continuous rudeness to adults • Continuous swearing • Online bullying and other forms of inappropriate online behaviour <p>Adults call the Senior Leader on duty immediately if the child:</p> <ul style="list-style-type: none"> • Is a danger to themselves or others • Leaves the classroom or a lesson without permission and refuses to follow adults instructions/ steps to reintegrate them back to class for a considerable period of time • Runs away and/or hides from adults 	<p>A formal meeting with the CT, SLT and parents/carers will be arranged via a Behaviour Letter and pastoral support/sanctions discussed.</p> <p>For continued behaviour incidents, the child will be put on an Individual Behaviour Support Plan.</p> <p>A risk assessment will be written if appropriate.</p> <p>Weekly monitoring meetings with SLT to discuss their behaviour (during lunchtime).</p> <p>Consequences for the child:</p> <p>The SLT will decide on the appropriate sanction:</p> <p>Reflection time at lunch</p> <p>Exclusion from</p>

		<p>privileges, e.g. football</p> <p>Internal suspension</p> <p>External suspension</p>
<p>Lunch</p>	<p>Supporting behaviour at playtimes and lunchtimes</p> <p>As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour.</p> <p>To foster good relationships, lunchtime staff will consistently 'catch children being good' and showing good manners, and share this with them.</p> <p>Staff will hand out raffle tickets to reinforce this message.</p> <p>Behaviour incidents should be managed at lunch time in line with the policy.</p> <p>Stepped Sanctions for children who display inappropriate behaviours:</p> <ol style="list-style-type: none"> 1) A child should be spoken to first and given a warning. 2) A short time out, eg. 5 minutes on the bench/by the wall/ in the quiet area or near the adult. 3) If continued, the child will be sent to a reflection room 4) Serious incidents should be first addressed by staff and then referred to the Senior Leader on duty: <ul style="list-style-type: none"> • 12:00 - 12:30 - the child is escorted to the Small Hall • 12:30 - 1:00 - Senior Leader on duty called to attend 	