




WHERE STARS SHINE

BEHAVIOUR POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
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1. Aims

This Policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how we expect pupils to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Through the use of its positive behaviour management policy Severnbanks School aims to teach pupils to behave well, showing respect for all people and property, behaving appropriately and with self-control, according to the situation in which they find themselves.

Our behaviour policy is built around three simple but powerful school rules. These principles guide all expectations and interactions across our school community.



Be ready



Be respectful



Be safe

2. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)



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- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with the Trust funding agreement and articles of association.

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Refusal to follow staff instructions

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Intentionally physically hurting another child or adult in the school.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes



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- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Bladed items or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:



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Emotional; being unfriendly, excluding, tormenting

Physical; hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including:

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability based

Sexual; explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal; name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying; bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Everyone has the right to be treated with respect and kindness, no one deserves to be a victim of bullying and those who are bullying need to learn different ways of behaving.

All Local Committee Members, teaching and non-teaching staff, pupils and parents/carers should be assured that they will be supported when bullying is reported.

- To implement procedures to confront bullying of any form.
- To listen to all parties involved in incidents.
- To investigate incidents promptly and as fully as possible.
- To take appropriate action and refer to a member of the SLT as appropriate.
- To share with parents/carers of the victim and bully, incidents of serious and/or persistent bullying.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To discuss/report incidents with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- To implement a range of follow-up support/interventions appropriate to the situation.
- To liaise with the wider community if the bullying is taking place off the school site. To monitor the effectiveness of actions taken and reassess/ take more actions if appropriate.
- Liaise with the Designated Safeguard Lead if there are safeguarding issues or concerns-a DSL may refer to MASH



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4.1 Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

4.2 Strategies for Preventing Bullying

- An active school council with representatives from each year group
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- A robust RSHE curriculum for all year groups
- Specific curriculum inputs for online safety and cyber bullying
- Weekly celebrations
- Pupil voice
- Positive Plan/ ELSA support / Play Leaders / School wellbeing leads
- Parent events and training
- Regular staff training and development All staff model expected behaviour.

4.3 Procedures

- Report bullying incidents to any member of staff or a member of the SLT.
- In all cases of bullying, the incidents will be recorded by staff on CPOMS.
- In particular cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate the police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.



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- Help will be given to the perpetrator/bully (bullies) to support them to change their behaviour.

4.4 Outcomes

The bully (bullies) may be asked to genuinely apologise. Other consequences may also take place.

- Counselling (Wellbeing leads, external providers)
- Use of home / school communication books
- Use of reasonable and appropriate sanctions
- Involvement of external agencies
- Monitoring by teachers/SLT
- Formal recording (racism/homophobia)
- Liaison with parent/carer/social worker
- In serious cases suspension or exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

5. Roles and Responsibilities

5.1 The Local Academy Committee

The Local Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently



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- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in understanding and following the school's Pupil Code of conduct, reinforcing expectations at home.
- Communicate openly with the school about any changes in home circumstances, health or wellbeing that may impact their child's emotional or behavioural state.
- Engage proactively with the class teacher or relevant staff to discuss any behavioural concerns, working together to identify solutions and support strategies.
- Promote respectful relationships and encourage their child to take responsibilities for their actions.
- Attend meetings when requested, including behaviour reviews or support plan discussions, to ensure a consistent approach between home and school.

5.5 Pupil Code of Conduct

Pupils are expected to:

- Follow class charters and codes of conduct
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions as a result of consequences of their actions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school



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5.6 Home School Agreement

The home-school agreement sets out the contract between parents, pupils and our school. All pupils and parents will be asked to sign the home-school agreement on joining the school.

6. Rules, Rewards, Consequences.

These provide a fair and consistent way to establish a safe, orderly and positive school environment. They are flexible in order to suit various age groups and the varying requirements of lesson time and playtime. School rules are: Be Ready, Be Respectful, Be Safe.

6.1 Expectations Within the Classroom

Class Charters will be agreed and displayed in each classroom.

Expectations of pupil's behaviour in lessons will be shared with all pupils. All pupils have a right to learn and behaviour which affects the learning of others will not be tolerated. It is unacceptable that the poor behaviour of one pupil should remove another pupil's ability to learn. Pupils who choose to disturb the learning of others will be sanctioned.

If work is not acceptable then a number of sanctions may be used, including asking the pupil to repeat the work or making up wasted time during break or lunchtimes. If equipment is deliberately damaged, parents must be involved and asked to replace it.

6.2 Rewards

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Dojo Points
- Certificates
- Phone calls/postcards home to parents
- Special responsibilities/privileges

6.3 Consequences

Consequences result when pupils choose not to follow the rules. They show them that inappropriate behaviour carries with it consequences, as it does in the world outside school. Consistent positive recognition of good behaviour will eliminate many problems before they can begin. However, there will still be some pupils who behave inappropriately. This behaviour will be of two types; disruptive off task behaviour and non-disruptive off task behaviour.



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Non-Disruptive Off Task Behaviour

The child will be given the chance to get back on task using one of the following techniques:

- The look
- Physical proximity
- Mention name

Disruptive Behaviour

This will be dealt with using the hierarchy of consequences. Consequences will be given in a calm manner. They will be consistently applied. After a consequence is given the first opportunity possible is used to recognise positive behaviour. Pupils receiving a consequence and who are upset or angry about this are supported by being told that their feelings are understood and will be discussed later but now they must follow the rule.

Where pupils are displaying consistent inappropriate behaviours, teachers will keep a behaviour tracking sheet as a record of consequences given each day. A fresh start is given each day.

6.4 Consequences at Severnbanks School

When dealing with misdemeanours we are conscious to always maintain a pupil's self-esteem, and that it is **the behaviour that is unacceptable never the child. Consider the deed not the perceived reputation of the child.**

The school uses a restorative approach to support positive behaviour and helping children learn from their mistakes. This means when things go wrong, we focus on repairing relationships and understanding the impact of our actions, alongside the use of consequences.

Through restorative conversations, children are encouraged to:

- Reflect on why we are disappointed in their behaviour.
- Establish that the pupil knows that the behaviour was unacceptable.
- Talk about what happened, and how people were affected.
- Think how they can put things right.
- Learn to make better choices in the future.

Where poor behaviour persists, parents should be contacted to discuss ways of helping the pupil to improve their behaviour.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class



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- Expecting work to be completed at home, or at break or lunchtime
- Loss of playtime or lunchtime, supervised by a member of staff
- Referring the pupil to a senior member of staff
- Working in another class, SLT office
- Letters, phone calls or meeting with parents/carers to discuss behaviour and next steps.
- A behaviour support plan or behaviour contract-agreed with pupil, parents and staff.
- Putting a pupil 'on report' to monitor behaviour closely over a set period.
- Internal exclusion-working away from peers for a fixed time under supervision.
- Suspension (fixed term exclusion)-used in only serious cases or when other strategies have not worked.
- Permanent exclusion-used as a last resort in line with Department of Education guidance.

6.5 Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information. This is available on the Trust website: www.sfat.uk/policies

7. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The headteacher will also consider the pastoral needs of staff accused of misconduct

8. Mobile Phones

Pupils should not use their mobile phones during the school day. This includes lessons, transitions between lessons, break times and lunchtimes.

If a child needs to bring a mobile phone into school (for example, for safety reasons when travelling to or from school), the following rules apply:

- The phone must be switched off before entering the school site.
- The phone must be handed into the school office at the start of the day.



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- Parents or carers must complete a permission form from the school office before the phone is brought to school.
- The phone will be kept safely in the school office and can be collected at the end of the day
- The phone must not be turned on until the pupil has left the school site.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. www.sfat.uk/policies

9.1 Harmful Sexualised Behaviour (HSB)

It is effective safeguarding practice for the designated safeguarding lead (and their Deputies) to have a good understanding of HSB. School staff receive regular training and updates regarding HSB as this forms part of their safeguarding training. This aids in planning preventative education, implementing preventative measures, incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding. Any sexual behaviour that is raised as a concern, we follow a process continuum recommended by the NSPCC. <https://learning.nspcc.org.uk>

School with other professionals and carers may complete a safety plan to support the child and other children identified.

10. Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupils' welfare. Early warning of concerns should be



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communicated to the SENDco and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

10.1 Pastoral and Behaviour Support Worker

The School has a Primary Behaviour Support Worker (PBSW). This role involves enabling pupils experiencing behavioural, emotional and social difficulties to access their learning and the National Curriculum. Liaison is provided between teachers, MDSA's and between school and home. Classroom support in the management of behaviour is also provided.

11. Confiscation, Searches, Screening

Please see the school Child Protection & Safeguarding policy for further information on the schools' approach. [Severnbanks Primary School - Policies](#)

12. Behaviour Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Teachers will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules, pupil charter, implement the Classroom Management Plan – [Appendix 1](#), [Appendix 2](#)
- Implement the Break and Lunchtime Plan – [Appendix 3](#)
- Develop a positive relationship with pupils which may include:
 - ✓ Greeting pupils in the morning/at the start of lessons
 - ✓ Establishing clear routines
 - ✓ Communicating expectations of behaviour
 - ✓ Highlighting and promoting good behaviour



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- ✓ Concluding the day positively and starting the next day afresh
- ✓ Having a plan for dealing with low-level disruption
- ✓ Using positive reinforcement

School will follow a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

12.1 Crisis Management

Within each classroom and key areas in the school there is a red laminated card bearing the classes name and "Assistance Required". If urgent assistance is required a child will be sent with this to the school office.

- Child to be asked where their class is, e.g. gym/classroom/field
- Secretary informs available staff:
 - Head
 - Pastoral Behaviour Support worker
 - Deputy
 - SLT Member

12.2 Physical Intervention

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

- Causing disorder



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- Hurting themselves or others
- Damaging property

Staff have completed training in Team Teach strategies.

The Statutory Framework for the EYFS sets out specific legal requirements in relation to EYFS and provides the following guidance:

'Physical Intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.'

The Use of Force Guidance explains:

'There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.'

he Headteacher authorises class teachers to use reasonable force to restrain pupils if the circumstances of the particular incident warrant it. The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed to achieve the desired result.

Other members of staff are authorised to use reasonable force to restrain pupils as a last resort when they are unable to refer to The Headteacher or a class teacher.

Reasonable force may be used in the following circumstances:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury to the pupil, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.
- To prevent a pupil leaving a room or area if when doing so would risk harm.

If possible all incidents of restraint should be witnessed by another responsible adult.

13. Responding to Misbehaviour from Pupils with SEND

13.1 Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.



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The school's Special Educational Needs and Disabilities Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work closely with parents to create the plan and review it on a regular basis.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place reasonable adaptations to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Severnbanks approach to anticipating and removing triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload



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13.2 Adapting Consequences for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a consequence and, if so, whether any reasonable adjustments need to be made to the consequence.

13.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

13.4 Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

14. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.



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15. Training

Our staff are provided with training on managing behaviour, including proper use of physical intervention, as part of their induction process.

Behaviour management will also form part of continuing professional development.

16. Monitoring Arrangements

This behaviour policy will be reviewed annually by the headteacher and approved by the Local Academy Committee.

16.1 Links with Other Policies

This behaviour policy is linked to the following policies

- Suspensions & Exclusions policy
- Child protection and safeguarding policy
- Equality and Diversity Policy
- Online Safety Policy
- Anti-Bullying (and Hate) Policy
- Remote Learning Policy
- SEND Policy

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office

Appendices overleaf

Appendix 1: Classroom Management Plan EYFS / KS1

The School Rules are:



Be ready



Be respectful



Be safe

The Class Rules are linked to each class charter:

- ✓ We follow instructions
- ✓ We have kind hands, kind feet and kind words
- ✓ We look after things that help us to learn
- ✓ We listen and take turns to talk

Consequences for each rule:	Consequences will be implemented through the following strategies:	
Positive:	Positive:	
Recognition	A smile, thumbs up, 'Good News' Green smiley face card	
Public praise	Use children as exemplars of good behaviour, stickers Great /Good choice I like the way	
Cumulative rewards	Class Rewards Whole School Treat DoJo/Tapestry - Parent & School Communication Golden Tickets & Hot Chocolate with the Headteacher Awards in Celebration Assembly Termly treats for 98% + Positive Dojos	
Negative:	Negative:	
Stage 1 Recognition	EYFS Reminder of choice and instruction. Amber face card reminder of choice and instruction.	KS1 1) The look 2) Non-Verbal prompt (stop hand etc) Amber face 3) Verbal reminder of rule: 'What should you be doing?' 'Are you making the right choice?' 4) Move by proximity to adult 5) Loss of playtime



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<p>Stage 2</p>	<ol style="list-style-type: none"> 1) Red face card – “I can see ... Tell me about how you feel” 2) Time out (supervised by adult) on spot with timer. Adult speaks to child (finished) return to learning job or activity. 3) (KS1) Movement to another class, mutual arrangement between classes. Loss of complete playtime. 4) Use of negative Dojos 5) Use Zones of Regulation/batteries
<p>Stage 3 Sent to member of SLT</p>	<ol style="list-style-type: none"> 1) Referred to a member of SLT -Time out and returned once calm 2) (KS1) Loss of lunchtime outdoor play. 3) Parent/carer contacted
<p>Stage 4 Sent to Head Teacher</p>	<ul style="list-style-type: none"> • Isolation - This is a period of time spent out of the classroom. • Internal Exclusion - This is a period of time spent excluded from the classroom. Work is set for the child – no interaction takes place. • Behaviour Targets on My Plan – class teacher/SENDCo/child/parent • External suspension (refer to Exclusion and suspension policy) • Altus / Managed Move / Offsite Direction • Permanent Exclusion
<p>Severe Clause</p>	<p>Red Card sent to Office for Assistance</p>
<p>Lunchtime</p>	<p>Time Out Unpleasant playtime behaviour needs a clear and immediate sanction – the hall / offices will be used as Time Out areas if children behave inappropriately at playtime, or are at a risk to themselves or others.</p> <ul style="list-style-type: none"> • Warning • Time out holding supervisors’ hand/standing by the MDSA • Sent to the Member of Senior Leadership Team/minus Dojo issued • Behaviour slip completed and to be placed on Cpoms, and reported to teacher /PBSW- loss of playtime

Appendix 2: Classroom Management Plan KS2

The School Rules are:



Be ready



Be respectful



Be safe

The Class Rules are:

- ✓ We follow instructions
- ✓ We always keep our hands, feet and objects to ourselves
- ✓ We only use kind words.
- ✓ We are always kind
- ✓ We look after everyone's property including the school's
- ✓ We will be good listeners

<i>Consequences for each rule:</i>	Consequences will be implemented through the following strategies:
<i>Positive:</i>	Positive:
<i>Recognition</i>	A smile, thumbs up, 'Good News'
<i>Public praise</i>	Use children as exemplars of good behaviour, stickers
<i>Cumulative rewards</i>	Dojo- Parent & School Communication - Badges/ certificate/ reward Class Rewards Golden tickets & hot chocolate with the Headteacher Awards in Celebration Assembly Termly treats for 98% + positive Dojos
<i>Negative:</i>	Negative:
<i>Stage 1 Recognition</i>	<ol style="list-style-type: none"> 1) The look 2) Non-Verbal prompt (stop hand etc) 3) Verbal reminder of rule 'What should you be doing?' 4) Second warning, name recorded 5) Loss of playtime minutes/negative Dojo issued
<i>Stage 2</i>	<ol style="list-style-type: none"> 1) Movement to another class, mutual arrangement between classes. Loss of playtime minutes 2) Return to class and restorative conversation



'WHERE STARS SHINE'

<p><i>Stage 3 Sent to member of SLT</i></p>	<ol style="list-style-type: none"> 1) Referred to a member of SLT 2) Loss of lunchtime outdoor play minutes 3) Parent/carer contacted
<p><i>Stage 4 Sent to Head Teacher</i></p>	<ul style="list-style-type: none"> • Isolation - This is a period of time spent out of the classroom. • Internal Exclusion - This is a period of time spent excluded from the classroom. Work is set for the child – no interaction takes place. • Behaviour Targets on My Plan – class teacher/SENDCo/child/parent • External Suspension (refer to Suspension and Exclusion Policy) • Altus / Managed Move /off site direction • Permanent Exclusion
<p><i>Severe Clause</i></p>	<p>Red Card sent to Office for Assistance</p>
<p><i>Lunchtime</i></p>	<p>Unpleasant playtime behaviour needs a clear and immediate consequence</p> <ol style="list-style-type: none"> 1) Verbal reminder and redirect the child to expected behaviour "What should you be doing?" 2) Formal warning "This is your warning, if it happens again you will sit out for 5 minutes" 3) The hall / offices to be used as a Time Out areas. Restorative conversation 4) Help from senior staff if behaviour continues, children refuse to follow instruction or children are at a risk to themselves or others. 5) If ongoing parent/career to be notified <p>Use of stage 4 if needed</p>



'WHERE STARS SHINE'

Appendix 3: Playtime & Lunchtime

Rules

- ✓ We follow instructions
- ✓ We always keep our hands, feet and objects to ourselves
- ✓ We only use kind words
- ✓ We are always kind
- ✓ We look after everyone's property including the school's
- ✓ We will be good listeners
- ✓ Rewards
- ✓ Praise
- ✓ Stickers
- ✓ Discussions with class teachers for certificates; Dojo Comments to Parents

Consequences

Key Stage 1

- Warning
- Time out holding supervisor's hand / standing by the MDSA
- Sent to Member of the Senior Leadership Team
- Behaviour slip completed and to be placed on CPOMS and reported to teacher / PBSW – loss of playtime

Key Stage 2

- Warning
- Behaviour slip completed and to be placed on CPOMS and reported to PBSW/ Class Teacher
- Sent to Member of the Senior Leadership Team – Loss of playtime.
- Any contact with parents regarding behaviour concerns, written or verbal, is to be recorded by staff.

Severe Clause Discretionary range of consequences to include:

- Contact parent.
- Work in another classroom.
- Loss of some or all of playtime or lunchtime.
- Lunchtime exclusion (for lunchtime misbehaviour)



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- Fixed term suspension (Refer to Suspension and exclusion policy)
- Permanent exclusion (Refer to Suspension and exclusion policy)

Above in no hierarchical order.