

# THE STOKE POGES SCHOOL

## Behaviour Policy and Statement of Behaviour Principles

<b>Date Approved</b>	September 2023
<b>Recommended Review Period</b>	Annual
<b>Date Reviewed</b>	September 2024
<b>Responsibility</b>	Senior Leadership Team
<b>Consultation</b>	This policy was developed in consultation with staff and governors following recommendations from EEF and on the principles of work by Paul Dix

### 1. Principles and Aims

#### Key principles:

- Every individual should be, and should feel, safe at school
- Everyone should understand our simple rules and shared expectations
- Children are praised and recognised for positive behaviours
- Bullying and violence will not be tolerated
- Children will be expected to show respect and to care for others
- Adults will model the highest standards of behaviour

The governing board accepts these principles and seeks to create an environment in the school that encourages and reinforces good behaviour through positive reinforcement and praise.

#### Aims:

This policy aims to;

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

To enable children to learn effectively and make the best use of their time in school, consistent approaches to behaviour need to be established and maintained by staff. Our policy represents how the school develops a positive, caring environment in which each child is valued, develops their self-esteem, self-respect and respect for others including for each other's cultural identities.

Our vision and values of behaviour are underpinned by the promotion of the importance of good relationships so that we can work together with the common purpose of helping everyone to learn.

We seek to develop in the children a sense of responsibility and increasing independence in school life through building confidence and self-esteem. The Stoke Poges School is a harmonious community, whose values are built on mutual trust and respect for all. The Behaviour Policy is therefore designed to support the way in which all members of the school can work together. It aims to promote an environment where everyone feels happy, safe and secure. Our behaviour policy is one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations) for our whole school community including both staff and pupils. The aim being to build and maintain supportive relationships.

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. We firmly believe that praise and recognition of good behaviour, effort and achievement promotes a school ethos that supports this. The Stoke Poges School aims to

provide high quality learning experiences, in a stimulating, safe and happy environment, through which our children can maximise their abilities and talents and thrive in society.

The school promotes positive attitudes to work and provides opportunities for children to establish sound work and life habits in order to become emotionally literate, responsible, healthy members of the community.

The management of behaviour includes every aspect of our school and community life and can never be seen in isolation.

#### The Stoke Poges School Behaviour Policy Aims:

- Promote high standards of behaviour and self-discipline where children take responsibility for their actions
- Promote self-regulation
- Create and maintain a positive, safe and secure learning environment where children can make the most of the opportunities available to them to grow academically, socially and emotionally
- Ensure mutual respect between all members of the school community, for belongings and the school environment
- Value the contribution each individual makes to the life of the school
- Promote positive behaviour and conduct in and out of school and encourage children to behave accordingly to the expectations set out in this policy in both instances
- Use programmes of PSHE (Personal, Social, Health Education) and Citizenship to provide rich opportunities which are part of all areas of school life and learning
- Develop children's social skills and communication skills
- Foster independence, a sense of personal responsibility and self-discipline in a caring and safe environment
- Encourage children to develop mediation and negotiation skills to help resolve differences and ask for adult intervention if necessary
- Work in partnership with all members of the community
- Ensure that a balance is reached whereby positive behaviour is recognised, rewarded and praised and where sanctions are used consistently and applied fairly, making apparent the distinction between minor and serious offences and setting achievable targets for development
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps
- Regularly use CPom snapshots to enable a strategic response to individual, group and cohort development, and therefore plan next steps
- Recognise that individuals with additional needs or other specific challenges will need appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all
- Children understand the behaviour that is expected throughout the school day, through the constant awareness and consistent application of school rules

School will use the following success criteria:

- Clear expectations established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour
- A positive school atmosphere is created and maintained which is caring and supportive, and in which children are able to succeed
- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices
- Children are provided with good role models and build positive relationships across the school
- Children and parents understand the hierarchy of consequences, which are a natural outcome of inappropriate behaviour
- These are applied consistently within the school in a calm and considerate manner

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. [Definitions](#)

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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 like interfering with clothes
  - 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 items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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)

#### 4. Approach

At The Stoke Poges School, our approach to managing behaviour is based upon four key principles:

Relentless Routines	Visible Consistency, Visible Kindness	Relationships Matter	Over and Above Recognition
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**“The standard you walk past is the standard you accept.”**

These principles are put into action, and supported by training for staff, in different ways as the table below illustrates:

PRINCIPLE	SUMMARY/RATIONALE	APPLICATION STRATEGIES
<b>Relentless Routines</b>	Consistency and coherence at whole-school level are paramount. Relentless routines will help children understand expectations from one class to the next and enable them to live up to these.	<p><b>PIP and RIP:</b></p> <ul style="list-style-type: none"> <li>• Praise In Public</li> <li>• Reprimand In Private</li> </ul> <p><b>Scripted Conversations:</b></p> <ul style="list-style-type: none"> <li>• All staff consistently using shared language and/or scripted conversations to resolve difficult situations</li> </ul> <p><b>Fantastic walking on the left of stairs and corridors</b></p> <p><b>Legendary lines</b></p>
<b>Visible Consistency, Visible Kindness</b>	Adults should be the role models to children. We do this by showing kindness consistently and for promoting positivity.	<p><b>Restorative Approaches:</b></p> <ul style="list-style-type: none"> <li>• We do not shout (there is a clear difference between raising your voice and shouting) as this is a loss of control. People make mistakes but we have to help them repair and rebuild in a restorative way.</li> </ul> <p><b>First attention for Best Conduct:</b></p> <ul style="list-style-type: none"> <li>• 95% of children will always make the right choice. They must not be forgotten and our attention should always be primarily focused on best conduct.</li> </ul>
<b>Relationships Matter</b>	Nobody really wants to hurt or upset people they care about. This is why it is important to build relationships which are based on mutual respect.	<p><b>Daily Meet and Greet:</b></p> <ul style="list-style-type: none"> <li>• Each morning an adult will welcome children in to the classroom. This starts the day in a positive way.</li> </ul> <p><b>Teacher to greet at the door of each lesson.</b></p>

<b>Over and Above Recognition</b>	It is important our attention is focused on 'catching them' going over and above our high expectations for behaviour; to recognise positive choices.	<b>Recognition boards in EVERY class.</b>  <b>Home Contact:</b> <ul style="list-style-type: none"> <li>Strategies to let the parents/carers know positive news, including photocopying work, phone calls, emails.</li> </ul>
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In order to embed our approaches to restorative practice, it is important that we recognise:

- All **behaviour is communication** so every effort must be made to understand it; children should be given the opportunity to take responsibility for explaining their behaviour and supported to learn new ways to express themselves. In addition, emphasis should be placed in using de-escalation techniques in order to ensure support is scaffolded for children so that they learn to manage and improve their own behaviour.
- All **consequence must be viewed as a conversation** by ensuring appropriate responses are given to different behaviours. The repair stage is the most important.
- All **responses to behaviour should be consistent** so that children understand expectations are shared across the school.

## 5. Rules and Behaviours

There are three very simple rules which apply at The Stoke Poges School. These are designed with the philosophy of:

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

Our Rules		
Be <b>READY</b>	Be <b>RESPECTFUL</b>	Be <b>SAFE</b>

All aspects of our behaviour expectations are encompassed by these three statements. These can also be used as question prompts to scaffold children’s understanding of positive behaviour choices, e.g.:

- Are you ready to learn?
- Are you being respectful?
- Are you being safe?

At The Stoke Poges School, the children will be regularly reminded that they are responsible for their behaviour. Whilst we understand that some behaviours are reciprocating another behaviour, we teach the following:

**E + R = O**  
**(EVENTS + your RESPONSE = OUTCOME)**

Our approach to behaviour management at The Stoke Poges School goes beyond a simple enforcement of rules. Every interaction between adults and children is underpinned by four core values. As part of this work, staff will work to make behaviours linked to these values explicit by highlighting the positive action for reasons similar to those outlined in the table below:

Five Core Values and Behaviours			
<b>RESPONSIBILITY</b>	<b>RESPECT</b>	<b>RESILIENCE</b>	<b>POSITIVITY</b>
I can follow rules and instructions without reminders	I show good manners all of the time	I have a positive attitude in all that I do	I say well done to show I am proud of others

I work hard in lessons and strive to achieve targets	I am kind and look after others around me	I set myself goals which help me get better at learning	I am confident and talk about things I am good at
I am able to keep my word and show I can be trusted	I listen to others and respect any differences	I am focussed and determined in all that I do	I can express what is important to me in my community

## 6. Application of Policy

The Senior Leadership Team will have joint responsibility for ensuring that staff are well trained and supported in delivering the expectations of this policy. The rewards and consequences shall provide tools to support staff in the delivery of our expectations so that the conduct of children is in line with our vision, values and rules.

It is the intention that this policy is applied in all necessary circumstances in order to regulate the conduct of children both within and away from school premises.

## 7. Working in partnership – roles and responsibilities

### 7.1 Collective responsibility

At The Stoke Poges School, we recognise that it is a collective responsibility between parents, staff, governing board, children and other agencies involved with the school to support learners to take control over their behaviour and be responsible for the consequences of it. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

### 7.2 The Governing Board

It is the responsibility of the governors to review and approve the written statement of behaviour principles (see appendix). They will monitor and review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. It is also the responsibility of the governors to monitor serious incidents leading to exclusion and convene discipline and appeals panels as necessary.

### 7.3 Role of the Headteacher / Deputy Headteacher

The Headteacher:

- is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles.
- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently, and to report to governors, when requested, on the effectiveness of the policy.
- support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of misbehavior including bullying and racism and has the responsibility of dealing with such issues in a suitable manner. This may involve police if deemed appropriate.

### 7.4 The Role of Phase Leaders

Phase Leaders are responsible for implementing this policy on a day to day basis in accordance with agreed procedures.

Where necessary, they should provide support and advice to colleagues and work with them to deal with behaviour. In addition, they should inform the Headteacher or Deputy Headteacher of any serious issues or concerns about individual children or staff who may need further support or training.

### **7.5 The Role of Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. They should be a role model for the children and treat each child fairly with respect and understanding, and enforce the behaviour policy consistently and fairly.

The class teacher is responsible for informing parents of repeated low level negative behaviour such as calling out or disrupting the class and working with the parents to address these concerns. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such concerns on CPoms and follows the ladder of consequences to deal with them.

### **7.6 The Role of the SENDCo**

The SENDCo has the responsibility to provide support and advice to colleagues for children with emotional and behavioural needs and to ensure support plans and behaviour management support plans are drafted and reviewed and appropriate targets set. In consultation with the Headteacher, he should refer more serious cases to the Early Intervention Service, CAMHS, Educational Psychologist or other support service for advice or assessment. He has the responsibility to inform the Headteacher or Deputy of any serious issues or concerns about a child.

### **7.7 The Role of all other staff**

All staff have the responsibility to read and understand this policy and to provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should follow procedures of informing class teachers of any inappropriate behaviour during break/lunchtimes or during interventions.

### **7.8 The Role of Parents and Carers**

Parents and carers are encouraged to work with the school to make their child's life happy and secure to ensure that all children will be able to benefit from the opportunities available to them.

Parent should communicate any concerns in the first instance to their child's class teacher via the office email or telephone to arrange a meeting for further discussion. Where this does not lead to a satisfactory resolution they should contact the DHT or HT.

### **7.8 Expectations of children**

We expect our children to:

- Try their best to demonstrate the core values and linked behaviours
- Follow the 3 core rules at all times
- Work to the best of their abilities and allow other children to do the same
- Look after equipment and the environment as well as keeping the school tidy
- Take responsibility for their own learning and actions

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions where appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked for feedback on their experiences of the behaviour culture to support the evaluation, improvement and implementation of this policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 8. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and dissatisfaction which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and adapted to meet the needs of children of different abilities and need. Marking, feedback and record keeping can be used as a supportive activity, to provide feedback to the children on their progress and achievements. It is also an important signal to the children that their work is valued and that progress is meaningful. In line with our SEND policy, children with SEND have the curriculum adapted to meet their needs as well and support positive behaviour.

## 9. Classroom Management

Classroom management and teaching methods have a significant influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to encourage children to remain on task. Materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a warm and welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## 10. Strategies and systems

### **10.1 Recognition and Rewards for Effort**

We recognise and reward learners who go '**over and above** our standards. Our staff understand that at The Stoke Poges School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive note home, a phone call, email or a face to face chat with a parent/carer. Children who demonstrate the three core rules and 'over and above' effort will be acknowledged by all adults in school with:

- Rainbow tickets for 'over and above' effort
- Marbles for the class jar when demonstrating one of the school values
- 'Star of the Week' certificates which are given out in assembly

Teachers may also wish to use a variety of other individualised rewards with their class. These may include:

- A smile
- Written praise e.g. positive comment on work, report
- Verbal praise e.g. to the child, another adult in school
- Peer group praise e.g. a clap, name read out in assembly
- Certificates
- Sent to the Headteacher for praise or sticker



- Placing value on achievements e.g. work shown to another class, name in Bulletin
- Special responsibilities e.g. monitor
- Stickers
- Child, group or class, singled out as a role model

A recognition board will be displayed in ALL CLASSES and used consistently across the school. The 'Stoke Poges 5 Core Values and Behaviours' should be used to encourage learning behaviours we want to foster.

## 10.2 Managing Behaviour

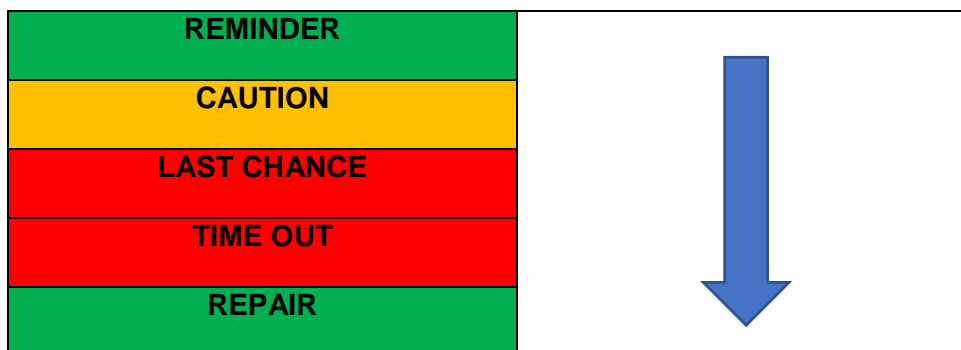
Engagement with learning is always our primary aim at The Stoke Poges School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary.

- Praise the behaviour you want to see
- Do not pander to attention seekers
- All learners must be given 'take up time' in between steps
- It is not possible to leap or accelerate steps for repeated low-level disruption

### Practical steps in managing and modifying poor behaviour

- Learners are held responsible for their behaviour
- Teaching staff will deal with behaviour without delegating
- Staff will use the steps in behaviour for dealing with poor conduct
- It is the aim that learners should be kept at steps 1 and 2 for as long as possible

At The Stoke Poges School, we recognise that any system of rewards and sanctions cannot be applied universally and there will need to be some bespoke elements to meet the needs of children in our care. However, for 95% of the 'low-level' disruption or poor behaviour choices that staff have to deal with, the following simple process shall be followed:



Wherever possible, this approach of sanctions should be followed sequentially, i.e. rather than jumping straight to time out, and conducted in line with PIP and RIP. This means we do not display or write names on a board when carrying out sanctions with children. Remember, our first attention should be for best effort and conduct.

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

## The Step System

Stage	Application	Language (script)
<b>STAGE 1 Reminder</b>	<p><b>Stage 1 – The Stoke Poges Way!</b></p> <ul style="list-style-type: none"> <li>We expect everyone to be on “stage 1”.</li> <li>There are no set number of reminders.</li> <li>Link back to the 3 school rules or the routine which isn’t being followed</li> <li>Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour.</li> <li>Delivered as privately as possible (don’t make the poor behaviour a focus).</li> <li>Distraction can work well for refusal behaviours at this point.</li> </ul> <p><b>Redirection/ Reminder</b> – A positive encouragement to follow our school rules.</p>	<p>I noticed that you chose to...(noticed behaviour)</p> <p>This is a reminder that you need to be (ready, safe, respectful)</p> <p>You now have the chance to make a better choice.</p> <p>Script: <b>Name, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule). Please concentrate and get your work done. Thank you for listening.</b></p>
<b>STAGE 2 Caution (first warning)</b>	<p><b>Stage 2 – Caution</b></p> <ul style="list-style-type: none"> <li>Given as privately as possible.</li> <li>Again, draw attention to another child following the rule first and thank them (but don’t make comparisons).</li> <li>Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive)</li> <li>Remind child of the rule or routine which is not being followed</li> <li>Explain the sanction which will be imposed if the routine, rule or instruction isn’t now followed</li> <li>Walk away so as not to get into a back and forth negotiation.</li> </ul>	<p><u>10 second intervention</u>:</p> <p>I noticed you chose to.... This is the second time I have spoken to you. If you continue to make the wrong choice you will have a final warning.</p> <p>Do you remember when...(reinforce when they had followed the rules)</p> <p>Walk away.</p>
<b>STAGE 3 Last Chance (final warning)</b>	<p><b>Stage 3 – Last chance.</b></p> <ul style="list-style-type: none"> <li>Use the 30 second scripted intervention.</li> <li>Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the session (even if the behaviours improve after this)</li> <li>Finish by reminding them of when they did succeed in following the rule – try to be specific.</li> <li>Walk away so as not to get into a back and forth negotiation.</li> </ul>	<p><u>30 second scripted intervention</u></p> <p>Script: <b>Name, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). If it continues then you have chosen to go to another class. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening. We will talk about this at the end of the session.</b></p>
<b>STAGE 4 Time Away and discussion</b>	<p><b>Stage 4 – Time Away.</b></p> <p>If the behaviour continues the adult may decide that time away from the distraction is necessary. This may be within their own classroom, in another classroom or in a room supervised by an adult. During “time out” the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to stage 1. Time-out is always adult supervised. If a child is deregulated it might be a walk with another adult to give some ‘time out’. If it is</p>	<p>I noticed you chose to... (noticed behaviour)</p> <p>You need to: go to sit in another classroom for 10 minutes</p> <p>Playground: you need to stand by other staff member/sit on the bench</p> <p>I will come and speak to you at the end of the session.</p>

	<p>playtime or PE then x minutes on a bench to allow thinking time.</p> <p>At this point, the child will receive a loss of privilege soon after i.e. <b>five minutes of playtime</b>. This will be led by the person who has issued the stage 4 warning.</p> <p>A restorative conversation will be had with any child reaching stage 4. Children will be expected to have a reflective dialogue during/after their loss of privilege time.</p>	<p>Script (as used by adults): <b>Name, you are now choosing to be on Stage 4 because you are not following our rule of (name rule here). You need to take some time out to help you focus and ensure you get back to stage 1. You now need to go to...for...minutes. We will discuss this at the end of the session.</b></p>
<b>Repair</b>	<p><u>Most important part of the process:</u> Can either be an informal chat at breaktime walking in the playground (walk and talk); or a more formal restorative meeting.</p>	<p><b>Restorative Conversation</b> 5 questions (KS2)/3 questions * (KS1) is usually enough from the following:</p> <p>What happened? * What were you thinking at the time? What have you thought since? How did this make people feel? * Who has been directly affected? How have they been affected? What should we do to put things right? * How can we do things differently in the future?</p>
<b>Imposition</b>	<p><b>Imposition given if needed</b></p> <p>An imposition is additional work that must be completed that evening, countersigned by the parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.</p>	<ol style="list-style-type: none"> <li>1. As you missed your learning time earlier, I need you to catch up.</li> <li>2. Please complete this at home so you haven't missed anything.</li> </ol>
<b>Follow-up</b>	<p>If a child has 2 incidents in a week requiring step 4, the class teacher must inform parents.</p> <p>If a child has 3 or more incidents in a week requiring time away, a face-to-face meeting between the teacher and parents/carers will be arranged. The Phase Leader may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 timeouts in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and phase leader. The parent will be invited where deemed appropriate.</p>	
<b>STAGE 5 SLT</b>	<p>In cases of severe misbehavior (fighting, vandalism, swearing, bullying, inappropriate challenge, threat of violence towards another child or adult, intimidation, violence or disrupting the class from functioning) the child would not receive a warning but would jump to Stage 5. In these cases, SLT should be called for.</p> <p>Where a member of SLT is called:</p> <ul style="list-style-type: none"> <li>• Ask SLT member to come to the class (avoid the 'walk of shame' to the HT's office)</li> <li>• Speak to the child with the SLT member present to show that you still have authority</li> <li>• Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.</li> </ul>	

It is important that teachers and children begin each day with the highest of expectations. Consequences accumulated on one week will not roll over to the next week and children will begin with a fresh start.

## **Persistent Disruptive Behaviour**

Persistent disruptive behaviour will be logged on CPoms and any patterns will become apparent over time. Parents will be involved in discussions regarding the behaviour; school and home will work together to develop more positive behaviour.

If behaviour persists over time a child may be placed on report card. Where a report card is used, this will be managed by class teachers and children will be set targets for their behaviour in lessons and the playground and this will be shared with parents. At the end of the week the report card will be reviewed by Phase Leaders to decide if a further week is necessary. The report card is adapted to suit the key stage.

## **Serious sanctions**

### Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised in triage, by a member of the year group team or SLT and will be removed for a maximum of the remainder of the lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with ELSA
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## 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.

### **11. Early Intervention**

Early and effective intervention has an important part to play in developing appropriate behaviour. School is committed to modifying a pupil's inappropriate behaviour as soon as it starts to cause concern, regardless of the age of the child. Parents will be fully informed and involved at all stages of the intervention, thus enabling home and school to work together to bring about behavioural change.

### **12. 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 social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **13. Bullying**

#### **Bullying will not be tolerated at The Stoke Poges School**

There is not legal definition of bullying, but it is usually 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:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy found on the website.

## **14. Child-on-child Abuse**

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse and to deal with it in a timely way when it does happen. (Please see Child Protection and Safeguarding Policy)

## **15. Other Responsibilities**

### **15.1 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **15.2 Confiscation, searches, screening**

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

#### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

#### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept and placed on CPoms.

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

#### Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (see list above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

#### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

#### Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

#### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.



The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### Who will be present

For any strip search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **15.3 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **15.4 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **15.5 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **15.6 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **15.7 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **16. Responding to misbehaviour from pupils with SEND**

### **16.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 support to prevent these from occurring.

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

Approaches to anticipating and removing triggers of misbehaviour include:

- 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 requirement for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g. the Lighthouse Room) where pupils can regulate their emotions during a moment of sensory overload

### **16.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

### **16.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs and disability co-ordinator (SENDCO) 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 to create the plan and review it on a regular basis.

#### **16.4 Pupils with an education, health and care (EHC) plan**

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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

#### **17. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

The school will follow Buckinghamshire's exclusion procedures and policy.

#### **18. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The Behaviour Policy and expectations
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

#### **19. Recording and Reporting**

Persistent or serious misbehavior or any contact with parents regarding behaviour should be recorded on CPoms.

When reporting on CPoms, it is imperative that only the facts are stated about what happened, including who was involved, when and where it happened and what action has been taken. It should be kept as simple unbiased. Try to find out information from other adults to help paint a clear picture of the situation. Keeping up to date with CPom reports is pertinent, particularly if a child is continually making poor behaviour choices.

#### **20. Monitoring arrangements**

This policy will be reviewed by the Headteacher and governing board annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the governing board annually.

#### **20. Links with other policies**

This policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy

<b>Headteacher</b>		<b>Date</b>	
<b>Chair of the Governing Board</b>		<b>Date</b>	

## **APPENDIX 1 - Written Statement of Behaviour Principles**

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are further detailed in the Behaviour Policy. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

The Stoke Poges School is an inclusive school and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our children. Our school values, rules and ethos underpin our relationships, curriculum and policies.

### **We will endeavor to ensure that:**

- The Behaviour Policy is understood by children and staff
- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All members of the school community are expected to behave responsibly and treat each other with respect
- All children, staff and visitors feel valued and are free from any form of discrimination
- Rewards and sanctions are used consistently and proportionately by staff, in line with the Behaviour Policy and paying regard to the individual situation, considering SEND and the needs of vulnerable children and recognising that some pupils may need additional support to meet behaviour expectations, which they should receive
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life
- Positive behaviour should be acknowledged to encourage good behaviour in the classroom and elsewhere in school
- The Exclusion Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-terms exclusions.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 2 - Restorative Practice at The Stoke Poges School

### Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

All children, in order to succeed at The Stoke Poges School must follow the school rules and accept the sanctions in order to fulfil true reconciliation.

- Confession (acknowledge what you did)
- Contrition (recognition that you hurt someone else)
- Firm purpose of amendment (willingness to change your behaviour)
- Penance (you do something to make amends)
- Reconciliation (usually saying sorry and shaking hands) bringing about peace and back to how it was before the incident.

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
- May be kudos or 'street cred' attached to the punishment
- 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 the school community, making rule-breaking more attractive
- If problem behaviour persists, the 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 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been directly 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 2

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?

## Appendix 3

### **Behaviour and SEND – a graduated response for children who have SEND and/or may require additional support.**

For a small minority of children, the whole school behaviour system may not be working to improve their behaviours. In most cases, a graduated response will apply, although each situation will be dealt with on a case by case basis as some incidents may require a more escalated response.

#### ***How do we identify pupils who may need additional support with improving their behaviours?***

This may come from a variety of sources:

- Reports on CPoms
- Observations
- Teacher or teaching assistant feedback
- Parental feedback
- Knowing if a child has SEMH or other special educational needs that can mean their needs lead to more challenging behaviours
- A safeguarding concern

For children who are not SEND, yet whose behaviours are a concern, the following additional measures may be put in place in the first instance (please note this is not an exhaustive list):

#### Stage 1

- Daily behaviour tracker for rewarding agreed target desired behaviour and daily reward system to be earned
- Use of script for supporting behaviour
- Home/school communication set up
- Targets set for desired behaviours
- Check-ins with nominated adult.
- Restorative conversations
- Look at potential causal factors and address these

These are not short term measures (usually 2-3 weeks) and are then reviewed with parents. If behaviours improve, then the child reverts to being managed via the whole school behaviour system.

#### ***What if behaviours do not improve or are more challenging or the child has SEMH or other special educational needs?***

#### Stage 2

If behaviours do not improve we will start a more bespoke Behaviour Support Plan for the child or if they have SEMH or other SEN then we will also start this process alongside their Support Plan and use the graduated response relevant to their primary SEND need, following assess, plan, do and review cycle as well as updating risk assessments and sharing with whole school team.

We will write the Behaviour Support Plan with the team working with the child and involve the child, if able, and the parent. We will also complete a risk assessment.

We will also start to work with other agencies according to the child such as CAMHS, EP, OT, School Nurse, LA SEND team (if SEN) and Bucks PRU.

From referring to appropriate agencies, we will also look at reasonable adjustments that could be made in our setting with the resources available to us. This could include (although not an exhaustive list):

- 1:1 adult support
- Now and next charts



- Nurture room
- Movement breaks
- Behaviour tracking grids to spot trends and patterns
- Move to a bespoke curriculum
- Access to pastoral support programmes in school
- Use of diagnostic tools (such as Strengths Development Questionnaire)

These are regularly reviewed and shared with parents.

If behaviours still do not improve or escalate, then we will talk to the other agencies to ensure professionals working with the child can support school and parents. We would also approach the PRU for support and also advice from Bucks LA Exclusions and Re-integration Team, as well as the SEND support team, if the child has EHCP, or virtual school if child is Looked After.

### Stage 3

It is always our intention to avoid having to apply exclusions to a child, especially if they have SEND/EHCP or are Looked After; however, there may be occasions when despite the reasonable adjustments, use of de-escalation strategies, the BSP and risk assessments in place, an incident arises that causes physical or emotional harm to other adults or children, that significantly damages property and/or puts the safety of themselves or others at risk, then the Headteacher reserves the right to exclude the child from school, either on a fixed term suspension basis or for serious incidents or repeated disruptive behaviours as a permanent exclusion.

Whilst the interests of the needs of the child are paramount, the school also has to balance this with protecting the health and safety of its staff in accordance with the Health and Safety Act 1974.

In the event of repeated fixed term suspensions, the school will escalate to a multi-agency meeting, liaise with parents and seek further advice from the local authority Exclusions and SEND teams and also look to see what other options are available in a suitable timely manner (e.g. managed move / full time PRU / special school application if parents agree).

Permanent exclusions are a last resort and will only occur when the Headteacher believes that a serious breach or repeated breaches of the behaviour policy have occurred and if the safety, education and welfare of others in the school is at risk should the child remain in school.

### RECOGNITION BOARDS

A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour; it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.

Simply write at the top of the board the behaviour on which you want to focus. Try 'One Voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show working'. When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/session/day (depending on context) the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn't cancel out the other. It is perfectly natural to behave badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop and let a group of children and their teacher cross the road. The teacher smiles at me and I smile too. I have behaved well and receive the positive consequence. Does the policeman run down the road after me, having seen my good behaviour, offering to tear up the ticket? No, of course not. We live with the fact that they are two separate incidents that have distinct outcomes. Yet in many classrooms the wires have become crossed and behaviour becomes too complicated to manage well. Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.

#### **Nine ways to sharpen your use of a recognition board**

1. Target your recognition board at learning attitudes, not just functional behaviours. Make sure that the behaviour you choose raises the expectation for all children and is not simply something they can already do well.
2. Names or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct. A different response should be given.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up 4 names of other children who have been consistently demonstrating the desired behaviour. Use it for reflection at the end of the lesson.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
6. Recognition boards need to be refreshed hourly, daily or weekly depending on the age of the children and context in which you are working.
7. Pupils who are recognised for effort, not for achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
8. When everyone has their name on the board a collective 'whoop' is appropriate; large rewards are not necessary. This is critical to the success of the recognition board. If you hang a large reward as a prize at the end of the lesson, then there is pressure for others to 'support' those who don't have their names on the board. You don't want children to be thinking 'She made us miss our

prize', or worse 'We'll get him for that at breaktime'. To keep the atmosphere positively supportive the mini celebration at the end of the lesson is enough. You will find that more children choose to support those who are wobbling when the jeopardy is minimised.

9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

## Appendix 7 – Expectations at Playtime and Lunchtime

High standards of behaviour and courteousness are expected at all times, including before school and after school. All members of staff reinforce the rules and refer back to them when dealing with any situations that arise.

### Procedures for lunchtime

- Lunchtime staff (MDAs) arrive at school by 11.45am
- Reception, Year 1 and Year 2 'hot meals' enter the dining hall at 12 noon (11.45 for Reception). When requested, they can begin to walk quietly back to their classroom from 12.15 if they have finished their lunch.
- Year 3 and 4 hot meals will enter the hall from 12.15; Year 5 and 6 will enter the hall from 12.45.
- All children should sit quickly and quietly at an allocated table. When requested, the children stand in line quietly by the serving ladies, in a sensible fashion awaiting their turn for their lunch.
- In the dining hall children may talk quietly, demonstrating the expected table manners.
- Children eating packed lunch will eat in the classroom at the designated times. Films etc should not be on when they are eating their lunch. Staff should ensure that table manners are appropriate at all times.

### Playground – Calming down/thinking zones:

Early Years – individual thinking chair

KS1 – by the STEAM cabin

KS2 – Under the canopy

This should not be for more than 5 minutes. For a serious occurrence, SLT should be called to the playground.

At the end of lunchtime LSAs and MDAs will report back to the class teacher (when they collect the children from the playground) about any incidents that have taken place. Staff will record on CPoms serious and repeated incidents in discussion with the class teacher.

### Procedures for playtimes and lunchtime

Staff	Children
<ul style="list-style-type: none"> <li>• If away on trips/courses arrange a duty exchange</li> <li>• Staff should position themselves around the areas and remain vigilant – monitor to ensure a safe environment for all children</li> <li>• Stop any unsafe play including 'play fighting' immediately</li> <li>• Deal with minor incidents at the outdoor classroom</li> <li>• In case of more serious injuries send two children to the office / reception to request support from a first aider</li> <li>• Send out any child found in the building unsupervised</li> <li>• Grant permission for children to stay in only in exceptional circumstances e.g. to complete a</li> </ul>	<ul style="list-style-type: none"> <li>• Take coats if needed</li> <li>• Follow instructions and rules at all times</li> <li>• Follow rotas and rules for playground equipment and play areas</li> <li>• Play ball games only in allocated areas</li> <li>• Play in allocated area</li> <li>• Play safely on the climbing equipment</li> <li>• Ask permission to enter the building</li> <li>• All children are expected to go out to play unless an alternative arrangement has been made e.g. injury/illness</li> <li>• Walk quietly to their class and line up</li> </ul>

<p>specific task and supervise fully any children to whom such permission has been given</p> <ul style="list-style-type: none"><li>• At the end of play ring the bell for all children to stand still. This is followed by the whistle for all children to line up and a second whistle to gain silence.</li><li>• All teaching staff should pick their classes up from the playground</li></ul> <p>In the event of wet play</p> <ul style="list-style-type: none"><li>• Phase leader to decide the status of the playtime and send a message to all classes before playtime begins</li><li>• Staff are responsible for supervising their own year group</li></ul>	
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