

THE STOKE POGES SCHOOL

Behaviour Policy

Date Approved	November 2021
Recommended Review Period	Annual
Date Reviewed	November 2022
Responsibility	Senior Leadership Team
Consultation	This policy was developed in consultation with staff and governors following recommendations from Education Endowment Foundation Research 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:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To be respectful to all and to challenge inequality
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

2. 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
Relentless Routines	Consistency and coherence at whole-school level are paramount. Relentless routines will help children understand	PIP and RIP: <ul style="list-style-type: none">• Praise In Public• Reprimand In Private

	expectations from one class to the next and enable them to live up to these.	<p>Scripted Conversations:</p> <ul style="list-style-type: none"> All staff consistently using shared language and/or scripted conversations to resolve difficult situations <p>Fantastic walking on the left of stairs and corridors</p> <p>Legendary lines</p>
Visible Consistency, Visible Kindness	Adults should be the role models to children. We do this by showing kindness consistently and for promoting positivity.	<p>Restorative Approaches:</p> <ul style="list-style-type: none"> 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. <p>First attention for Best Conduct:</p> <ul style="list-style-type: none"> 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.
Relationships Matter	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>Daily Meet and Greet:</p> <ul style="list-style-type: none"> Each morning an adult will welcome children in to the classroom. This starts the day in a positive way.
Over and Above Recognition	It is important our attention is focused on 'catching them' going over and above our high expectations for behaviour; to recognise positive choices.	<p>Recognition boards in EVERY class.</p> <p>Home Contact:</p> <ul style="list-style-type: none"> Strategies to let the parents/carers know positive news, including photocopying work, phone calls, emails.

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.

3. 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 READY	Be RESPECTFUL	Be SAFE

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			
RESPONSIBILITY	RESPECT	RESILIENCE	POSITIVITY
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

4. 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.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

5. 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.

6. 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.

7. Strategies and systems

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.

Managing Behaviour

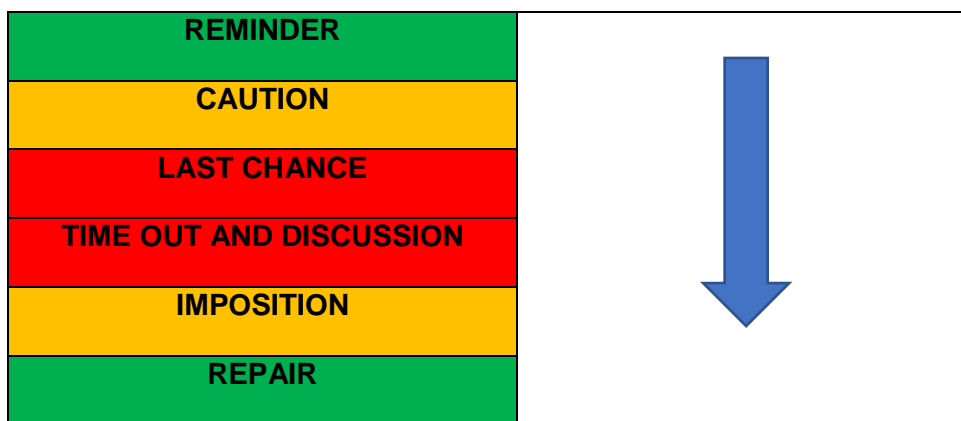
Engagement with learning is always our primary aim at The Stoke Poges School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone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

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

- Time out (within class or in a partner class)
- Reports
- Internal/external exclusions (only if authorised by the HT)
- Meetings with parents/carers

8. 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.

9. Equal Opportunities

The School's Code of conduct, alongside its curriculum, promotes equal and fair treatment of all irrespective of gender, ethnicity, culture, belief or ability. Behavioural expectations are the same for all children, as are the rewards and consequences used to promote positive behaviour. It is recognized that some children may require additional support, especially if they have SEND needs that impact on their behaviours. Please refer to our separate section on Behaviour and SEND at the end of the policy.

10. Serious or Persistent Challenging Behaviour

Exclusions

We follow national statutory guidelines on exclusions provided by the Department for Education and if a child is at risk of exclusion we consult with the Local Authority Exclusions and Reintegration Team.

As the national guidance states, a decision to exclude a child is based only on disciplinary grounds and we would always seek advice from Bucks Exclusions and Reintegration team.

Each incident will be reviewed on a case by case basis; and depending on the incident and the behaviours, then an internal exclusion may be considered in the first instance (this is where the child is not taught in the class for a short period of time to reflect). Should this not be deemed appropriate, then a fixed term external suspension of up to 5 days and no more than 45 days per academic year would be given and parents informed of the reasons for this and the length of the fixed term. If the child has SEND they would also be made aware of the reasonable adjustments in place. A permanent exclusion is very much a last resort due to a serious breach (one off) or persistent breaches of the school behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child themselves, or other children or adults in the school.

Internal exclusions

The duration of this will be dependent on the original behaviour and also how they behave during the internal exclusion. Parents will be informed of an internal exclusion and the child will be provided work and be supervised in this time. Internal exclusions take place in school yet away from the child's usual class. They may have this time in a quiet room and be supervised or they may have this time in another classroom or different year group. Internal exclusions will be used in the first instance to deal with negative behaviours, unless it is felt that the behaviour demonstrated is more serious and warrants a fixed term suspension or permanent exclusion.

An internal exclusion is seen as a short temporary sanction to nip any negative behaviours in the bud and provide reflection time for an individual and a restorative conversation.

If there is a repeated need for internal exclusions, then a Behaviour Improvement Plan would be put into place as part of a graduated response as well as other factors also being considered.

The decision for an internal exclusion is made by the Headteacher or a member of the leadership team.

Fixed term suspensions

Examples of reasons for a fixed term suspension may include the following, yet it is not an exhaustive list.

- Persistent disruptive behaviour
- Behaviour that seriously compromises health and safety
- Behaviour that seriously compromises good order and discipline
- Behaviour that seriously compromises other pupils' learning
- Serious or repeated cases of bullying
- Repeated abuse of policies on mobile devices, use of the internet

The length of the fixed term suspension will depend on factors such as the nature of the incident, the levels of behaviours shown and/or if time is needed to implement strategies or hold a multi-agency meeting to allow a successful reintegration of that child back into school.

The school will provide work for the child for the period of their exclusion.

For any child whose fixed term suspension exceeds more than 5 days in a term, then the Headteacher will also inform the school Governing Board.

The school will then work with parents and other agencies to support a successful reintegration into school following a fixed term exclusion, with a Behaviour Improvement Plan, a risk assessment and pastoral support. Referrals to other agencies will also be considered, according to the needs of the child and their context.

Only the Headteacher is able to authorize a fixed term suspension.

Permanent exclusions

As a school, we recognize the DfE's guidance and we fully accept that a permanent exclusion is a last resort. We also accept that it is a serious decision. We have to accept that due to levels of resourcing and

in being a mainstream school, there may be an occasion when despite all efforts and reasonable adjustments that the decision to permanently exclude is the last resort.

We would only make the decision to permanently exclude if the Headteacher believed that there had been a serious breach (one off) or persistent breaches of the school's behaviour policy and also if the child remaining at the school would seriously harm the education or welfare of said child or that of other children or adults.

Examples of this may include (yet it is not an exhaustive list)

- Multiple fixed term suspensions for which no improvement in persistent disruptive behaviours (including bullying and racism) has been seen despite reasonable adjustments and interventions / support and / or behaviour continues to escalate or continue
- Actual or threatened assaults on pupils or staff, where serious harm includes a physical injury or seriously affects mental well being of staff or pupils
- Serious and significant damage to property that results in items needing to be repaired and replaced
- Carrying an offensive weapon or having an illegal item in school
- Criminal activity

In the unlikely event that a child does abscond from school, our policy is not to run after the child as this could increase the risk of harm to themselves. We will contact the police and parents immediately to support the safe return of the child.

Further information regarding exclusions can be found in the Exclusions Policy.

Pastoral Support Plans (PSPs)

If it is felt that a child is at risk of exclusion due to inappropriate behaviour or persistent poor behaviour being displayed, the school will put a PSP into place in order to support the child and try to prevent the behaviour recurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies may also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

10. 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:

Type of bullying	Definition
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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> • 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

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

11. 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 for more information.

12. Other responsibilities

Powers to search and confiscate

Unapproved items brought into school by children (e.g. sweets and electrical items) may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of weapons or other illegal items, the police will be informed and the item released only to them until further guidance is given.

The Headteacher can authorise a search without consent for items (including stolen property) – such a search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as reasonably possible.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Use of reasonable force

The school follows the Department for Education's advice on the Use of Reasonable Force and will be used should we be concerned for a child's safety or that of other staff or pupils. We have some staff

members who have restraint training if this is required, yet any member of staff could restrain a child in an emergency safety situation. Should restraint be needed, this will be recorded and parents informed.

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.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

13. Working in partnership

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.

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
- Take responsibility for their actions
- Look after equipment and the environment as well as keeping the school tidy
- Take responsibility for their own learning and actions

Expectations of adults

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

At The Stoke Poges School, we expect adults to:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the three core rules 'Ready, respectful, safe' in their classrooms
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons as the classroom door
 - Establish clear routines
 - Be a visible presence around the school to encourage appropriate conduct
 - Model positive behaviours and build relationships
 - Use a visible recognition mechanism throughout every lesson
 - Be calm and give "take up time" when going through the steps – prevent before sanction
 - Follow up every time, retain ownership and engage in reflective dialogue with learners
 - Never ignore or walk past learners who are making poor behaviour choices

No adult is expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

The Leadership Team will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the school and especially at transition times
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours

- Regularly review provision for learners who fall beyond the range of written policies
- Review how staff implement this policy to ensure rewards and sanctions are applied consistently

The Senior Leadership Team and SENDCo will also:

- Implement and monitor the effectiveness of this policy throughout the school and, where appropriate, report to governors
- Support the staff in the implementation of procedures outlined in this policy and offer guidance where necessary
- Keep records of any significant negative behaviour incidents and report to LA or Governors as necessary
- Liaise with external agencies as necessary in order to support individuals with specific needs

The governing board will:

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

Parents will:

- Support their child’s learning and co-operate with the school, as set out in the Home-School Agreement
- Promote positive behaviours at home as well as at school
- Read any documentation that is sent home
- Meet with members of the school staff as necessary to discuss any concerns
- Contact the school if they have any concerns or questions about the contents of this policy

14. 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.

15. Links with other policies

This policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy

Headteacher		Date	
Chair of the Governing Board		Date	

3 SIMPLE RULES

At The Stoke Poges School, we follow 3 simple rules: RRS

R	Be ready to learn	Are you ready?
R	Be respectful to all	Are you being respectful?
S	Be safe	Are you being safe?

Appendix 2: The Step System

Stage	Application	Language (script)
STAGE 1 Reminder	<p>Stage 1 – The Stoke Poges Way!</p> <ul style="list-style-type: none"> We expect everyone to be on “stage 1”. There are no set number of reminders. While on stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values. We are all human and therefore everyone might need a reminder from time to time. Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour. Delivered as privately as possible (don’t make the poor behaviour a focus). Distraction can work well for refusal behaviours at this point. <p>Redirection/ Reminder – A positive encouragement to follow our school rules.</p>	<p>‘I’m very impressed by how well (another child) is doing wit X. Thank you so much.’</p> <p>‘[NAME], are you okay...?’</p> <p>‘I can see you are struggling with x, how can I help?’</p> <p>‘Do you remember that one of our rules is x? Thank you for now doing Y.’</p> <p>Script: 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).</p>
STAGE 2 Caution	<p>Stage 2 – Caution</p> <ul style="list-style-type: none"> Only 1 caution given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don’t make comparisons) Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive) Remind child of the rule or routine which is not being followed Explain the sanction which will be imposed if the routine, rule or instruction isn’t now followed Walk away so as not to get into a back and forth negotiation. 	<p><u>10 second intervention</u>:</p> <ol style="list-style-type: none"> [NAME] you know x is one of our rules. Doing Y is breaking our rule because... I expect you to... If you make this [positive] choice then [explain positive outcome], if you continue with Y then [explain consequence]. I know you will make the right choice. <p>Walk away.</p>
STAGE 3 Last Chance	<p>Stage 3 – Last chance. Warning Card issued.</p> <ul style="list-style-type: none"> A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. A stage 3 warning card will be issued – This is supported by a visual reminder to help the learner get back to stage 1 quickly. “Your behaviour.... your choice.” Learners will be reminded of their previous good conduct to prove that they can make good choices. 	<p><u>30 second scripted intervention</u></p> <ol style="list-style-type: none"> ‘[NAME], I noticed that you are...[specify unwanted behaviour].’ ‘It was the rule about being [Ready/respectful/safe] that you broke.’ ‘If it continues then you have chosen to [explain sanction e.g. go to another class, sit on the bench for x minutes].’

	<ul style="list-style-type: none"> • This should be 5 minutes with the card to get themselves back on to stage 1. Once this happens the card goes back away and they are back on stage 1. • Only 1 last chance given. • Use the 30 second scripted intervention. • 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) • Finish by reminding them of when they did succeed in following the rule – try to be specific. • Walk away so as not to get into a back and forth negotiation. 	<ol style="list-style-type: none"> 4. 'Do you remember last week when you [highlight examples of the child succeeding in following the rule]?' 5. 'That is who I need to now, [NAME].' 6. 'I know you can succeed!' 7. 'We will talk about this at the end of the session.' <p>Script: Name, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to be on Stage 3. 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.</p>
<p>STAGE 4 Time Away and discussion</p>	<p>Stage 4 – Time Away. Contact with parents by the class teacher</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 playtime or PE then x minutes on a bench to allow thinking time.</p> <p>The class teacher will communicate with parents via a note or conversation. This will inform parents of the rule or rules which have not been followed. At this point, the child will receive a loss of privilege soon after e.g. <u>five minutes of playtime</u>. 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 and a reflection sheet completed. Children will be expected to have a reflective dialogue during/after their loss of privilege time.</p>	<p>Script (as used by adults): 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.</p> <p>Script continued (as used by adults): when the child returns to learning in the classroom. Name, you have chosen to be on Stage 4 and I communicate with your parents via.... You are (describe loss of privilege e.g. currently missing out on your play). 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.</p>

Imposition	<p>Imposition given if needed</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"> 1. As you missed your learning time earlier, I need you to catch up. 2. Please complete this at home so you haven't missed anything.
Repair	<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>Restorative Conversation 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>

When a child returns to the next session or from the time-out, they return to the 'reminder' stage. Don't jump back to the 'Time Out' should the behaviour continue.

For dangerous or severe behaviour (which you don't feel can be handled at the class teacher level):

STAGE 5 Calling for SLT	<ul style="list-style-type: none"> • Dangerous and persistent behaviour may need the support of SLT: <ul style="list-style-type: none"> ○ Fighting ○ 2nd Time Out in the same session etc ○ Throwing furniture / breaking equipment ○ Persistent disruptive behaviour ○ Disruption which prevents the class from learning • Most children demonstrating these behaviours will have an individual behaviour plan so please follow this in the first instance. 	<p>Where a member of SLT is called:</p> <ul style="list-style-type: none"> • Ask SLT member to come to the class (avoid the 'walk of shame' to the HT office) • Speak to the child with the SLT member present to show that you still have authority • Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.
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Appendix 3 - 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 school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 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 4 – Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power. The Stoke Poges School follows the guidance from the DFE.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extremem cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations whereas reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.

Schools do not require parental consent to use force on a student.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Appendix 5

Behaviour and SEND – a graduated response for children who have SEN 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 School Support Plan (SSP) 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 SEN 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 has 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

Meeting with Parents Proforma

Before the meeting staff need to consider:

What do you want to get out of the meeting? What do you want to achieve?	
What is happening with the child now? What factors are relevant?	
What have you tried so far?	
What options are there that could be tried?	
What is your preferred plan? Why do you think this plan will be more successful?	
How will you engage the child?	

Minutes of the meeting held on.....

Present	
Points raised: Parents / Child	
Points raised school:	
Next steps	
Action Plan School will Child will Parents will	

Appendix 8: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

They have broken the school rule _____ by

It is important that your child understands the need to follow our school rules of '**Ready Respectful, Safe**' and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our rules of **'Ready, Respectful, Safe'**.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite your meeting with the class teacher, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____