



Pathfinder Trust Schools

Behaviour Policy

January 2022

Context:

Our mission across the Rothwell Schools, is for our learners to have integrity, respect and to be safe. We aim to provide a welcoming, caring and safe environment, where children can develop self-respect, a sense of individual worth and are able to co-operate with and show consideration to others. We want our learners to be independent and motivated by their natural curiosity. Therefore, we have key rules which underpin not only our philosophies, but also our principles and our day to day practise.

Be Ready.

Be Respectful. Be

Safe.

Our Expectations

We understand that our principles require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

At our schools, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school. We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community

feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

All adults in the school share these 5 pillars of practice;

1. Consistent, calm adult behaviour.
2. Listen with respect and provide systems which promote positive behaviour.
3. Develop positive relationships, which promote self-esteem, self-discipline
4. Establish clear expectations of all members of the school community
5. Restorative follow up.

We praise in public, we reprimand in private.

Children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Class discussion time is used to build connections and relationships within the class. During this time, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class rules for learning, and behaviour. The agreed rules are on display in the classrooms.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

As well as this, we anchor good behaviour through a range of reinforcements such as;

- sincere, precise and timely, verbal and written praise
- giving children stickers
- stamps
- Friday certificates for celebration assembly
- positive recognition through class and school achievement awards,
- positive notes home, by the class teacher and/or Head teacher
- positive texts home – sent by year leaders and leadership team
- positive phone calls home.
- Names on positive recognition board for going over and above.

Our first attention is for best conduct.

Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder

- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings, peer-mentoring

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to deescalate skilfully.

Our behaviour steps Step

One: First warning.

- A clear verbal warning directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.
- Use of a yellow warning card can be used individually to visually reinforce with a child that a warning has been given (this must not be done in such a way that shows other children in the class that this warning has been given)

Step Two: Second warning.

- A clear verbal caution directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.
- Caution of next step will be time out.
- Use of a red card to visually reinforce with the child that the second warning has been given.

Step Three: The time out.

- The pupil is directed to take a 5 minute egg timer (KS1), a 10 minute egg timer (Lower KS2) or a 15 minute egg timer (Upper KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the pupil will go to another area within the setting.
- The pupil may not need to be escorted to the time out area by a member of staff. However, staff should use their professional judgement.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour.
- This is not the time for the adult and child to discuss the incident
- At the end of the time out the pupil returns to their classroom and continues with their work.
- Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in a parallel class for the remainder of the session.

Each new session during the day presents an opportunity for pupils to have a 'fresh start'.

- If the step above is unsuccessful, or if a pupil refuses to go to time out, then, will escort the pupil, with work, to an agreed location, for the remainder of the session. If the pupil still refuses to go to time out then the member of SLT on duty will be called to support.

As part of our restorative approach to behaviour management, the adult sending the pupil to time out will meet with the pupil as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the pupil to readjust his/her behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. First warning	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. Second warning	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.' Two minute 'time in'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in 5,8,10 minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in 5,8,10 minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?</p>

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter/ leave the hall and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

The playground

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Inclusion Manager, Assistant / Deputy Head teacher and the Head teacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a

Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families. **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

Working with Parents/Care Givers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour. On the occasion the child is not prepared to follow our guidance we will send a behaviour text home asking for the parent to contact school to discuss an incident of negative behaviour.

Working in partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- Behaviour Support
- Young Carers group

- Family Support Workers

Serious Incidences:

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- any incidences of peer on peer abuse
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form -including cyber and online
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language
- carrying an offensive weapon
- using camera to take images of another individual without consent or 'up skirting'
-

Any of the incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place. 2 Internal exclusions may be logged before any external exclusions are used.

Each incident will be treated on individual merit with the final decision being made by the Head teacher and in his/her absence, the Deputy/ Assistant Head teacher.

Any exclusions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention.

The term 'physical contact' is used to describe the use of touch for many different purposes. It is not possible to list every situation where touch is appropriate but 'Use of Reasonable Force in Schools' (2013) gives examples of many situations where physical contact is appropriate and/or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school, when comforting a distressed pupil, when a pupil is being congratulated or praised, to demonstrate how to use a musical instrument, to demonstrate exercises or techniques during PE lessons or sports coaching, to give first aid, to aid with intimate care, to prevent injury, to prevent damage to property, to lead a pupil that is being disruptive out of the classroom or to search for prohibited items.

National guidance is clear on this subject; 'no school should have a no touch policy' (Use of Reasonable Force in Schools, 2013). The purpose of any physical contact, including restraint, is to safeguard and promote the welfare of the person being touched, along with anybody else whose welfare is threatened.

Control and restraint

Section 93 of the 'Education & Inspections Act' (2006) and 'Use of Reasonable Force in Schools' (2013) states that reasonable force can be used to prevent pupils from hurting themselves or others,

from damaging property, from committing an offence or from causing disorder by any member of school staff. It also states that parental consent is not required for this.

Physical restraint is a last resort. To manage behaviour in school we follow the guidelines outlined in our Relationships Policy, which should be read in conjunction with this policy. Around 95% of our behaviour management is through positive behavioural support, 4% consists of risk reduction and only around 1% consists of physical restraint.

'Use of Reasonable Force in Schools' (2013) explains that 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 a student needing to be restrained to prevent violence or injury. 'Reasonable' means using no more force than is needed. 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.

Any member of school staff can use reasonable force. It is a safeguard, not a sanction. However, our Senior Leadership Team and some other staff are trained in the reduction of risk, restraint and restriction through regular 'Team Teach' training. These members of staff should be called upon wherever possible if restraint is necessary. However, in an emergency situation other members of staff may also use reasonable force if required. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

During a physical restraint staff should summon help from another member of staff where possible. They should continue to speak to the child in a calm manner and use simple and clear language. Staff should repeat to the child what they must do for the restraint to be removed and relax the restraint in response to a child's compliance.

After a restraint both the members of staff and the child should be debriefed by a member of the Senior Leadership Team. Physical restraints are recorded in the Bound Book. This record is completed by the staff members involved and is reviewed by a member of the Senior Leadership Team that was not involved in the incident. This record is held by the school for 75 years. Parents and/or carers will be informed verbally if a physical restraint is used on their child.

If the behaviour is part of a pattern of behaviour the SENCO will work with the class teacher and parents to write a Positive Handling Plan and/or Behaviour Plan for the child. The following information will be recorded: strategies to be used prior to intervention, triggers and ways of avoiding 'triggers' if these are known, involvement of parents to ensure that they are clear about the specific action the school might need to take, briefing of staff to ensure they know exactly what action they should be taking and identification of additional support that can be summoned if appropriate.

In addition to the general power to use reasonable force described above, staff can also use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. School staff cannot use force to search for items banned under the school rules.

When should Behaviour Incidences be logged?

The child's class teacher (or HLTA if covering) should log the following incidents if they arise for a child in their class - During a lunch time all staff should log an incident causing concern but also inform the class teacher too.

Level 1 behaviour - these do not need to be put on school pod, but may escalate. Use the intervention script to give a warning

- Not following adult instruction when asked
- Distracting others from learning
- Poor listening shown
- Unsafe behaviour (eg Swinging on a chair)
- Bad manners towards an adult or other pupils (including through body language)
- Rough play
- Messing around in toilet area
- Not playing in the safe play areas

- Spoiling the games of others

Level 2 concern behaviour might include- 2 minute 'time in' at end of the lesson. Log on school Pod

- Clear defiance of an adult despite a warning
- Back chat or insulting body language towards an adult
- Continued episodes of poor listening
- Deliberately disrupting the lesson
- Continued rough play despite a warning
- Rough play resulting in another child being hurt
- One off incident of name calling
- Damaging school property

Level 3 concern behaviour might include- These must be recorded on School pod- referral to year Leader (during lesson time) Text home to parents Time out with Year leader

- Repeated clear defiance of an adult instruction
- Deliberately arguing with an adult
- Walking away from a conversation with an adult (remember the conversation should not be intimidating, use side to side stance rather than insisting on eye to eye contact)
- Intentional hitting, kicking, slapping, biting and spitting
- Grabbing other children by their clothes to cause harm
- Grabbing other children by the throat
- Persistent verbal abuse (Swearing and name calling) ▪ Deliberately damaging school property.

Incidents of a serious nature (Level 4)

When a child demonstrates threatening and violent behaviour – School pod log must be completed as soon as possible after the event. If you believe this behaviour is a continuing pattern or trend linked to a particular child, please alert the anti-bullying coordinator.

Follow the same approach of time out, if the learning of other classes also is affected refer to SLT for support for a period of Internal isolation. This will be 1/2 day then a whole day.

Behaviours to refer to the SLT

- Racist/ Homophobic name calling (we have a statutory duty to report such incidents to the Local Authority)
- Stealing
- Threatening and violent behaviour towards an adult (should also be referred to the Headteacher)

- Bullying - Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged). It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

Curriculum Support

Through PSHE and RE, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

Exclusions

The school's approach to exclusions adheres to the most current Statutory Guidance as defined in 'School Discipline (Pupil Exclusions and Reviews) (England) Regulations', the most up to date version is available from the Executive Head teacher or from the DfE website.

The school always seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Restorative Practice and Behaviour Policy. Fixed Term Exclusions are rare, but in the event of exclusions taking place, the school will monitor the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met. The Statutory Guidance on Exclusions, as named above, should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy. The Statutory Guidance also has a close inter-relationship with the Anti-bullying policy:

Fixed Term Exclusions will be structured as follows:

1 day for a first time exclusion.

At reintegration meeting a guidance sheet will be given detailing the next stages 2

days for a second fixed term exclusion.

After a 2 day exclusion parents & child will need to meet with a panel of governors at the earliest opportunity available. This meeting will be to discuss how to work in partnership to resolve the behaviour issues.

3 days for a third fixed term exclusion

At this point, the Education Inclusion Partnership (EIP) will be involved as Permanent Exclusion will now be considered. Advice from EIP will be followed in partnership with the school and parents

5 days for a fourth Fixed Term Exclusion and Permanent Exclusion could be considered depending on the situation.

permanent Exclusions will be decided upon in conjunction with Governors and will follow procedures outlined by the DfE and Local Authority.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors' Standards & Quality Committee 2) The Head teacher / Assistant Head teacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Appendices

Flow chart of actions Behaviour Blue Print
Child friendly Blue print KS1
Child friendly Blue print EYFS and KS1 Homework slip
Behaviour and Positive handling plan
Steps for Exclusion

FLOW CHART OF ACTIONS

Start all sessions with a reminder of the expectations
 Make sure all adults circulate and check in with each group during the lesson Use positive praise, 'catch children in' not out.

First warning

Talk to the child – deliver script

I noticed you chose to (noticed behaviour)
 This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. Show yellow card. Thank you for listening.
 Eg. concerns "I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening."

Child shows low level behaviour listening

Second spoken to you. You need to speak to me for two minutes after the lesson. 2 Minute 'time in' Show red card.

I noticed you chose to (noticed behaviour) This is the second time I warning have spoken to you. You need to speak to me for two minutes after the lesson. 2 Minute 'time in' Show red card.

Child shows ask you to, behaviour

If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name) Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / glad we had this conversation
 Eg. - 'I have noticed you are not ready to time to do your work. You are breaking the school rule of being ready. You out** have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Time out

I noticed you chose to... (noticed behaviour)

You need to...(Go to quiet area / Go to sit with other class / Go to another table, go to Year Lead class etc)

Playground: You need to ...(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in 5,8,10 minutes Log on continued school

Child shows picnic bench/ stand by the wall etc) behaviour school rule of being respectful. You have now chosen to go and sit in the 'I have noticed you chose to use rude words. You are breaking the

Eg - Pod
 quiet area. I will come and speak to you in 5,8,10 minutes. Thank you for listening.'

*DO NOT describe child's behaviour to other adult in front of the child

What happened? (Neutral, dispassionate language.)

- . What were you feeling at the time?
- . What have you felt since? bound . How did this make people feel? book
- . Who has been affected? What should we do to put things right? How can we do things differently?

Use positive praise to show recognition to those children who have followed the rules.

Award stickers, Write names on the board, Send positive behaviour text

Restore

Is year lead aware?

Send text

Restraint?

Record in

Is there a pattern to the child's behaviour?- Could something different happen next time to avoid a reoccurrence? Consider a positive handling plan

Visible consistencies

- Meet and greet using names wherever possible
- Use appropriate voices
- Use positive body language
- Be polite
- Walk quietly and considerately
- Recognition boards to highlight positive social and learning behaviours

Responsibilities

- Be ready
- Be respectful
- Be safe

Over and above

- Verbal praise
- Positive feedback to home e.g. home/school link book comments, praise notes, postcards, text messages, stickers/stamp

Stepped Sanctions

* incident recorded on schoolpod if needed

- Non-verbal reminder/Drive by
- Positive reinforcements/Reminders
- Verbal reminder discreetly where possible (side by side)
- Last chance – use microscript reinforce previous reminder – **stay behind for 2 minutes**
- *Cool off time used – If incident involves violence then cool off time given immediately, both sets of parents informed and restorative meeting happens. **Payback of work missed during break/lunch/take home**
- Repair the situation – **restorative meeting when possible during break/lunch**
- For persistent behaviour refer to SLT and inform parents. **Restorative meeting with staff and ST if persistent.**
- Behaviour plan in place and referral to SENDCo for persistent disruptive behaviour
- Internal Isolation / Exclusion if needed / Part time timetable used

Microscripts

30 second script

- ‘We have a school responsibility to ...*(link to a responsibility)*
- I’ve noticed that you are ...*(name behaviour)*
- I need you to ... *(state what you are expecting)*
- Do you remember when *(positive behaviour)* that’s what we need to see today.
- Thank you’ *(to end each one and walk away)*

Restorative Questions

- What were you thinking/feeling at the time? (have visual emotion cards to help with this)
- What have you thought since?
- Who has been affected?
- How can we work together to put it right/solve it/help you?
- How can we do it differently in the future?

These should be relaxed conversations in a familiar place. Sit side by side/go for a walk etc.



We need to see you

- Staff will greet you- please use your morning/ afternoon too. • Be ready • Praise
- Using appropriate voices in school
- Using positive body language • Be safe • Mentions in
- Being polite to everyone assembly
- Walking quietly and considerately

Your Responsibilities
right choices words

- Be respectful board
- Phone call home to



If you make the

- to say good
- Your name on the board for all to see.
- celebrate

If you do not make the right choices?

- 2 Reminders from an adult speaking to you quietly
- You will be given a last chance to make the right choice and follow instructions
- You will have – stay behind for 2 minutes at break time, lunch time or after school to talk about your choices.
- You will be moved to another room to allow you to cool down and think about your actions.
- Parents will be phoned by your class teacher, or other school adult to explain what has happened.
- You will be expected to catch up on work you have missed either in school break times or at home.
- Repair the situation – You will be asked to explain what went wrong and to reflect on how it has affected all involved.
- You might be told you are not allowed to come to school if you cannot make the right choices in school, or be taught in a different part of the school.

Things you might hear the adults say

- We have a school responsibility
- What have you thought since? to ...
- Who has been affected?
- I've noticed that you are ...
- How can we work together to put

Restorative Questions

- What were you thinking/feeling at the time?

- I need you to ... it right/solve it/help you?
- Do you remember when that's
 - How can we do it differently in the
what we need to see today. future?
- Thank you for listening.

Our School Rules



- Be ready
- Be respectful
- Be safe

Say Good morning to your teachers

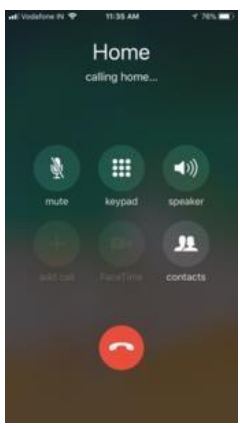
Be polite to everyone

Use the right voice

Walk in school



Our Classroom Voice Levels	
0	Quiet
1	Whisper
2	Small Group
3	Class Discussion
4	Attention Getter
5	Loud and Proud



Follow the rules and you could get:

Phone call home

Your name on the board

Star in assembly



If you don't follow the rules:

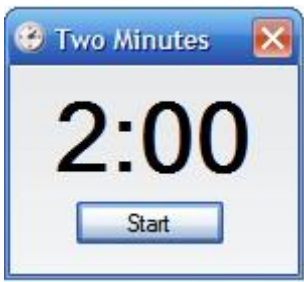
2 Reminders

Miss 2 minutes of play time

Go to another teacher for time out

Phone call home

Stay in to do some work



Teachers will talk to you to try and make it better



Behaviour Homework Slip

Date:

Due back:

Task:

Signed:



Behaviour Homework Slip

Date:

Due back:

Task:

Signed



Behaviour and Positive Handling Plan

Name:		Class:		Start Date:		Plan number:	
Targets	My Strategies (to help myself)	Adult Strategies (to help me)	Review :				
	□	□					
	□	□					
	□	□					
	□	□					
Triggers:				Risk: Low/Medium/ High			
Behaviours (List what might be seen)							

Prevention (Describe any changes to routine, personnel or environment which might reduce the risk)			
Diversion and Distractions (Describe interest words/ objects etc that may divert attention from an escalating crisis)			
De-escalation (Describe any strategies that have worked in the past or should be avoided)			
Try:		Avoid:	
Physical interventions (highlight)			
Caring C	Help hug	Cradle Hug	Standing Wrap
Sitting Wrap	Two person sitting Wrap	Small child hold	
A copy of this plan has been placed in (highlight)			
Child's Blue folder	Child's purple folder if applicable	Informed safeguarding Lead	Informed all staff working with the child

Signed:

Parent

Class teacher

Senior Leadership Team