The Firs Lower School
Behaviour Policy

Quick Links

Version 11 Spring 21
Double click here for Quick Links and select 'Bookmark'

Aims

We are committed to valuing diversity and to equality of opportunity. (See Equality Policy). We aim to create and promote an environment in which children, parents and staff are treated in a caring fashion, fairly and with respect, so everyone feels able to contribute and work together to achieve our best. Specifically, our aims are:

- To ensure there is a school policy supported and followed by the whole school community, (children, parents, governors and all staff) based on our shared values.
- To ensure that children are safe and enjoy their learning in school, in order to allow them to achieve well.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a secure and happy environment.
- To expect the highest standard of behaviour from all pupils at all times.
- To treat problems when they occur in a caring and sympathetic manner in order to achieve an improvement in behaviour.
- To encourage good behaviour by providing acknowledgement and praise, rather than to just provide sanctions following bad behaviour.
- To promote responsible behaviour, encourage self- discipline and encourage in everyone, a respect for themselves, for other people and for property.
- To encourage a 'growth mindset', to encourage a positive attitude to all aspects of learning, including behaviour.
- As a school following Pivotal approaches, to embed the 5 Pillars of Practice:
  1. **Consistent, calm, adult behaviour**
  2. **First attention to best conduct**
  3. **Relentless routines**
  4. **Scripted interventions**
  5. **Restorative follow-up**

2. Pupil code of conduct

The Firs Three Golden Rules: **READY, RESPECT, SAFE** will be embedded, followed and referred to, when having conversations about behaviour.

All other rules fit under the umbrella of these overall rules. This is summarised below.
Ready: for learning, listening and using our growth mindset
Respect everyone, our school environment, our work and ourselves
Keep everyone **safe**

Some examples of the expectations of children's behaviour included in the Ready, Respect, Safe rules are listed below:

- **C**are for everyone*.
- We all have a responsibility to keep everyone safe.
- Everyone in our community should respect each other.
- Show respect to adults by doing as they ask
- Talk respectfully and politely to everyone. Rude, unkind, abusive or racist language, have no place in our community.

- Bullying makes us unsafe and is unacceptable - see Anti-Bullying Policy.
- Physical violence is unsafe and is not acceptable, even in retaliation - use 'kind hands'.
- **A**sk for help if you have a problem*.
- Show respect for the school environment.
- Respect your own and other people's property.
- Always walk in school to keep you and others safe.
- Make sure you are a 'smart learner,' ready for every learning opportunity.
- Use your 'magnet eyes' and 'listening ears' to show you are ready to learn.
- Respond to our Firs behaviour signals ('stop' signal and '1,2,3') so you are always ready to learn.
- **B**est effort always*

This code of conduct has been formulated with the safety and wellbeing of the children in mind and to enable the school to function efficiently as a place of learning.
(***A**,**B**,**C** - taken from The Firs ABC code)

3. School Uniform

It is important that pupils wear their uniform correctly in line with details in the school prospectus and on our Website Pupils should be taught to take pride in their appearance and in all their work. Children will be reminded of the need to be 'Smart Learners'. (There is evidence showing that where uniform is enforced, pupils have higher levels of achievement.)

4. General Procedures

All staff share the responsibility of maintaining good standards of behaviour throughout the school.

Any behavioural issues will be managed in a caring, supportive and fair manner, with some flexibility regarding the individual needs and age of the child, as far as any sanctions are concerned.

- Each class will develop its own set of agreed rules, derived from 'Ready, Respect, Safe'. These rules will be displayed, along with the 'Ready, Respect Safe' phrase any current behaviour targets and a class recognition chart.

- Children can work towards achieving a tick on the class recognition chart to promote positive behaviour. (This may be done electronically e.g. using Dojos etc.) This may or may not link to the class behaviour target.

To support our Golden Rules, the following class management approaches will be used across the school:

- *The phrase 'magnet eyes' is to be used to indicate to children that they need to look at and listen to the adult speaking.*

- *Clapping rhythm and hand in the air: all children repeat the clapping and copy by putting their hand in the air.(Children put pencils down and give 'magnet eyes').*
- *The 'stop' signal (adult hand up without a clap) is to be used in a more intimate setting, to immediately stop the children talking and to capture their attention. Children are to stop and give the adult their 'magnet eyes' (the children do not copy this hand gesture)*
- *1,2,3 (silently holding up the correct number of fingers to indicate 1- stand, 2- walk, 3 sit) Children perform this in silence.*
- *My Turn, Your Turn (mtyt) –Adult's hand pointed to their chest indicates the adult's turn to speak; adult's open palm pointed towards children indicates it is their turn to speak.*
- *Turn to your partner (ttyp) – begin with palms open, facing each other and pivot hands towards the chest, so that finger tips touch.*
- *At any point where children line up for learning time (including Assembly), it is expected that children will be reminded to tuck their shirts in, so that they will look like a 'Smart Learner'. (See Appendix G - Smart Learners - Looking Smart, Behaving Smart, Working Smart'.)*
- *When walking with a line of children, the adult will lead the line and the children will be stopped regularly, to allow the children to catch up and the adult to have the opportunity to deliver any necessary reminders about their behaviour (by praising desired behaviour in the 1st instance).*

In managing behaviour related issues, the stages set out in Appendices A-C should generally be followed. The needs of the individual child should be taken into consideration however and professional judgement should be used in terms of the response made, especially for children with special needs.

5. Incentives

A major aim of the school policy is to encourage all children to practise good behaviour and to take pride in our school, by operating a system of praise.

The Firs' approach is based on '*First Attention To Best Conduct*'; which means that verbal praise is directed to children who are behaving well, in order to encourage other pupils to comply with our expectations.

All adults will have access to praise cards that should be given to children as an acknowledgement of good behaviour, effort and achievements (this could include demonstrating our values)

To particularly celebrate our values being modelled by children, teachers will record this on a 'values post it leaf', which will be attached to our 'Values tree' in our achievement Assembly each week.

 Each week there will be a 'Merit Assembly', where children can be rewarded with a 'Merit certificate and badge' for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour.

The Firs Lower School
Behaviour Policy

Children's achievements in and out of school will be celebrated in a separate 'Achievement Assembly'. In addition, there is a 'Look What I Have Done At Home' section on the school website, to celebrate homework the children have completed.

Any reward given to a child, should not be taken back in relation to any negative behaviour, as these two aspects should be treated separately.

6. Strategies for the management of children's behaviour (See Behaviour Management Website Page)
   a. Give **first attention to best conduct**. (This may not be appropriate for some individuals, who will only respond to a direct addressing of their behaviour.)
   b. Use strategies such as 'Take Up Time' ('TUT'); directed choice; scripted interventions (see appendix E)
   c. Refer to the School's Three Golden Rules: READY, RESPECT, SAFE
   d. Redirect the child to another activity
   e. Discussion in groups or whole class e.g. circle time
   f. Move the child from the group to work on his / her own
   g. The child misses social time or playtime/lunchtime(s) (N.B. children must be supervised and they are usually sent to have time out/or asked to walk with staff on duty) - this will include time to talk about (restorative conversation) / reflect on the decisions made and the impact along with how to move on positively.
   h. Behaviour modification programmes – e.g. where targets can be set and changed as behaviour patterns are altered.
   i. The management of every recorded behaviour incident must include a restorative conversation. (see point g above)
   j. A daily report book which is shared with parents
   k. Speaking to the parent at the end of the day.
   l. Referral to the School Safeguarding Team, to request support from the school pastoral support assistant and or approach the school behaviour leader for advice and support.
   m. Use of 'Exit' System (stages 4-7)

7. Behaviour Leader (BL)
   The SEND-co is the school Behaviour Leader, who oversees behaviour management in school, supported by the EYFS Leader, who is responsible for overseeing behaviour in Pine / Saplings and the Lunchtime Senior Supervisor (LSS), who oversees behaviour at lunchtime.

8. Anti Bullying
(See Anti Bullying Policy)

9. Physical intervention
   Physical intervention is only used as a **last resort**, if a child is putting himself / herself, or anyone else, at risk of harm. All physical interventions will follow our 'Physical Intervention Policy' and will be documented using the school recording form.

Members of staff who have current 'team-teach' training status may use associated restraint techniques to support them in responding to challenging behaviour. This is a positive behaviour approach, promoting de-escalation strategies, whilst providing controlled restraint measures where physical interventions are ***absolutely*** necessary.

10. How Parents can help:
- By recognising that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- By signing the Home-School Agreement and discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement.
- By attending parent consultation evenings.
- By working closely in partnership with staff in school.

Appendix A – Procedures for Classroom Issues

1. **Stage 1 – Class behaviour systems**
   a. The matter is dealt with by the class teacher initially who may apply a variety of agreed school strategies. For example, the child may be asked to think about their actions and their consequences, sit and work quietly at a table on their own, or the child may be required to spend part of his/her playtime completing work that should have been completed during the lesson.
   b. The class teacher may employ behaviour management systems, such as reward charts etc. (N.B. children who misbehave should **not** be sent out of the classroom where they cannot be supervised.)

2. **Stage 2 – Year group level**
   a. The next Stage (for small breaches of the behaviour policy e.g. calling out repeatedly, minor disruptive behaviour etc.) will be to employ agreed year group approaches, such as the parallel teacher talking to the child, asking the child to work for a period of time in the parallel class etc.
   b. This might not be appropriate in certain circumstances, such as if the teacher is not present or perhaps an NQT new in post etc).

3. **Stage 3 – Involvement of Behaviour Leader** (**BL**)
   a. If the behaviour persists or for a more serious problem (e.g. refusing to comply with a teacher's reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see the Behaviour Leader.
   b. The BL will then speak to the child, for a restorative conversation **with the class teacher**, which challenges the pupil to reflect seriously on the need to change their behaviour. The class teacher will contact the parents (preferably by phone call).
   c. **This will be logged** on a 'Significant Development Record' or 'Meeting Record' sheet, along with the consequence decided upon on the school behaviour record sheet and on G2.
   d. If the BL is not available, then it is referred to an alternative member of the SLT. (If the child has particular needs recorded formally in school, a discussion between the class teacher / BL and headteacher will determine an appropriate response / sanction.)

4. **Stage 4 - An Exit – Involvement of Headteacher**
   a. The Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite actions at stage 1-3).
   b. Following the class teacher's discussion with the BL / Headteacher, the child will be asked to see the Headteacher and the BL or another member of the SLT, who will talk briefly to the child about their behaviour.
   c. They will then spend the equivalent of a half or whole school day in a classroom in another appropriate Key Stage or in a supervised area (such as the Owl Room. (playtime/lunchtime break times may also be suspended) (see 'Playtime Issues' section).

d. The child's class teacher will provide some unaided work for the child to do and they will miss normal lessons. The incident will be recorded as an Exit in the 'actions' section of the behaviour record sheet and given to the Headteacher who will also record it on G2 and on the Pastoral Arrangements Record ('Pupil Information and Parent Meeting Drive' / 'Pastoral Concerns & Arrangements Sheets'.)

e. The parents will be informed by the Headteacher and may be invited to a meeting in school to discuss the issue.

5. **Stage 5 – First formal review meeting**
   a. If a child receives further Exits in the same year / there is no improvement in behaviour, then a meeting will be held in school between the head teacher, class teacher, parents and BL.
   b. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

6. **Stage 6 – Second formal review meeting**
   a. If despite support at stage 5, a child has further Exits / there are ongoing issues, then a further meeting with the parents will be called.
   b. The child's Pastoral Support Plan will be reviewed and outside agencies may be contacted for support.

7. **Stage 7 – Exclusion process**
   a. The formal exclusion process may be considered by the headteacher in the event of:
      ● A serious incident for a child who has already had a number of exits / serious incidents in that academic year or;
      ● *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or where;
      ● *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school and more time is needed to plan for the child's safe re-inclusion.

   b. If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines. This would initially involve a 'fixed term' exclusion, but could ultimately result in a 'permanent exclusion.'
   c. Parents / carers will be informed and asked to collect their child from school. This will be followed up by a letter using the agreed template included with this policy in appendix J
   d. This will all be logged as an Exclusion on the Pastoral Arrangements Record ('Pupil Information and Parent Meeting Drive' / 'Pastoral Concerns & Arrangements Sheets'.)
   e. Outside agencies **will** be contacted for support and parents / the Chair of Governors will be kept fully informed.
   f. At this stage, the process will be managed by the Headteacher, (liaising closely with the class teacher, Behaviour Leader / SEND-Co as appropriate.)
   g. Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Support Plan, designed to facilitate the process successfully and will be communicated to parents at a re-inclusion meeting on their return to school.

h. An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

i. * A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with behavioural difficulties, following a wide range of other strategies, which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

* These statements are taken from DfE guidance.

Appendix B - Procedures for Playtime Issues

1. **Stage 1 – Discussion with pupil, managed by staff on duty**
   a. The matter is dealt with by the member of staff on duty initially.
   b. They may apply a variety of strategies. For example, the child may be asked to think about their actions and their consequences, asked to apologise where appropriate etc.

2. **Stage 2 – Withdrawal of social time, managed by staff on duty / class teacher**
   a. For repeated negative behaviour following intervention at stage 1 or a more serious incident (such as being unkind to another pupil).
   b. The child may be asked to stand by / walk with the member of staff on duty, for a period of time, or for the rest of playtime. The class teacher should be informed at the end of playtime by the member of staff on duty.
   c. If the matter is more serious and the teacher on duty thinks it needs to be fully investigated immediately, it will need to be dealt with at stage 3 - (see point b below.)

3. **Stage 3 – Involvement of Behaviour Leader (BL) or SLT**
   a. If the behaviour persists or for a more serious problem (e.g. refusing to comply with the duty staff's reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see the BL.
   b. If a problem occurs at playtime (that cannot be dealt with at Stage 2 as the teacher on duty thinks it needs to be fully investigated immediately, another child should be sent to the office to request help and a member of the office team / SLT will come out to attend to the matter. (The BL will be asked to assist if available).
   c. If the BL is unavailable, they will be spoken to the senior Lunchtime Supervisor, Headteacher or Deputy Headteacher)
   d. The matter will be looked into. If appropriate, a restorative conversation will take place and be recorded on a *Behaviour Record*. The class teacher or member of the SLT will contact the parents (as appropriate).
   e. This will be logged along with the consequence decided upon, by the member of the SLT involved on the School Behaviour Record and in G2.
   f. If the child has particular needs recorded formally in school, a discussion between the class teacher / BL / SEN-Co and head will determine an appropriate response / sanction.

4. **Stage 4 – A Playtime Exit – Involvement of Headteacher**
   a. The playtime Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite the involvement of the BL at stage 3).
   b. Following the class teacher's discussion with the BL / Headteacher, the child will be asked to see the Headteacher, who will talk briefly to the child about their behaviour with the class teacher and/or BL (or another member of the SLT).
   c. They will then spend an agreed number of playtimes 'exited' from the playground.

d. These will be spent in the corridor area or Owl room, supervised by the office staff. The parents will be informed and may be invited to a meeting in school to discuss the issue.

e. This will all be logged as a playtime exit on the Pastoral Arrangements Record ('Pupil Information and Parent Meeting Drive' / 'Pastoral Concerns & Arrangements Sheets'.)

5. **Stage 5 – First formal review meeting**
   a. If a child receives further Exits in the same year / behaviour does not improve, then a meeting will be held in school between the head teacher, class teacher, parents, BL / SEN-Co.
   b. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme). Outside agencies may be contacted for support.

6. **Stage 6 – Second formal review meeting**
   a. If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called.
   b. The child's Pastoral Support Plan will be reviewed and outside agencies may be contacted for support.

7. **Stage 7 – Exclusion process**
   a. The formal exclusion process may be considered by the headteacher in the event of:
      ● A serious incident for a child who has already had a number of exits in that academic year or;
      ● *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or where;
      ● *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school and more time is needed to plan for the child's safe re-inclusion.
   b. If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines.
   c. Parents / carers will be informed and asked to collect their child from school. This will be followed up by a letter using the agreed template included with this policy in appendix J
   d. This will all be logged as an Exclusion on the Pastoral Arrangements Record ('Pupil Information and Parent Meeting Drive' / 'Pastoral Concerns & Arrangements Sheets'.)
   e. This would initially involve a 'fixed term' exclusion, but could ultimately result in a 'permanent exclusion.'
   f. Outside agencies **will** be contacted for support and parents / the Chair of Governors will be kept fully informed.
   g. At this stage, the process will be managed by the Headteacher, (liaising closely with the class teacher, Behaviour Leader / SEN-Co.)
   h. Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Support Plan, designed to facilitate the process successfully and will be communicated to parents at a re-inclusion meeting on the child's return.
   i. An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

j. * A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with behaviour difficulties following a wide range of other strategies, which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

These statements are taken from DfE guidance.

<u>**Appendix C – Procedures for Lunchtime Issues**</u>
(See Lunchtime Behaviour Policy for further guidance on procedures for lunchtime)

1. **Stage 1 – Discussion with pupil, managed by lunchtime supervisor**
   a. The matter is dealt with by the supervisor on duty initially, who may apply a variety of agreed school strategies.
   b. For example, the child may be asked to think about their actions and their consequences. (See Lunchtime Behaviour Policy section E).

2. **Stage 2 – Withdrawal of social time, managed by lunchtime supervisor (LS) / Senior Supervisor (LSS)**
   a. For a more serious incident (such as being unkind to another pupil) the child may be asked to stand by / walk with the LS, for a period of time, for the rest of lunch time.
   b. The LSS should be informed at the end of lunchtime by the lunchtime supervisor. Either the LSS or LS will inform the class teacher about what has occurred.
   c. If the matter is more serious and the LS on duty thinks it needs to be fully investigated immediately, it will need to be dealt with at stage 3 - (see point b below.)

3. **Stage 3 – Managed by Lunchtime Senior Supervisor and/or Behaviour Leader (BL)**
   a. If the behaviour is repeated or more severe, the child will be sent to the Swallow Room, where the matter will be assessed by the LSS and/or the BL (or another member of the SLT)
   b. If a problem occurs at lunchtime (that cannot be dealt with at Stage 2 as the **LS** thinks it needs to be fully investigated immediately, another child should be sent to the office to request help and the LSS/ BL / SLT member will come out to attend to the matter. (The BL will be asked to assist if available).
   c. If there is a behaviour issue, the restorative process set out on the behaviour record sheet will be followed.
   d. The behaviour record sheet will be given to the Headteacher / entered in G2.
   e. If the child has particular needs recorded formally in school, a discussion between SS, class teacher, BL/SENDco and head will determine an appropriate response / sanction.

4. **Stage 4 – A Lunchtime Exit – Involvement of Headteacher**
   a. The lunchtime Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite actions at stage 3).
   b. Following the LSS discussion with the BL / Headteacher, the child will be asked to see the Headteacher, who will talk briefly to the child about their behaviour with the LSS.
   c. They will then spend an agreed number of playtimes 'exited' from the playground.
   d. These will be spent in the corridor area / Owl room, supervised by the office staff. The parents will be informed (and may be invited to a meeting in school to discuss the issue). This will all be recorded on a school behaviour record sheet.

5. **Stage 5 – First formal review meeting**
   a. If a child receives further lunchtime Exits in the same year, or behaviour concerns remain, then a meeting will be held in school between the head teacher, class teacher, parents, LSS, and BL and/or SEND-Co.
   b. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

6. **Stage 6 – Second formal review meeting**
   a. If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called.
   b. The child's Pastoral Support Plan will be reviewed and outside agencies may be contacted for support.

7. **Stage 7 – Exclusion process**
   a. The formal exclusion process may be considered by the headteacher in the event of:
      ● A serious incident for a child who has already had a number of exits in that academic year or;
      ● *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or;
      ● *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school

   b. If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines.
   c. Parents / carers will be informed and asked to collect their child from school. This will be followed up by a letter using the agreed template included with this policy in appendix J
   d. This will all be logged as an Exclusion on the Pastoral Arrangements Record ('Pupil Information and Parent Meeting Drive' / 'Pastoral Concerns & Arrangements Sheets'.)
   e. This would initially involve either a 'lunchtime' or full day(s) 'fixed term exclusion', but could ultimately result in a 'permanent exclusion.'
   f. Outside agencies may be contacted for support and parents / the Chair of Governors will be kept fully informed.
   g. At this stage, the process will be managed by the Headteacher, (liaising closely with the LSS, class teacher, BL / SEND-Co as appropriate.)
   h. Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Support Plan, designed to facilitate the process successfully. A meeting with parents may be called and will be called if a full 'fixed term exclusion' has been arranged. (The re-inclusion meeting will occur on the child's return to school.)
   i. An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.
   j. * A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It will be an

14

acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

* These statements are taken from DfE guidance.

Appendix D - Protocols for responding to incidents

- All actions and discussions will take place as soon as possible after the incident i.e. on the first suitable time after the event on the same day. The only exception will be if the incident happens very late in the day and in those circumstances the child will be asked to speak to the appropriate member of staff first thing the next morning.

- Teachers will only take one 'Exit' child at a time into their class. If two children present themselves on the same day then the second child will talk to the Behaviour Leader, then be sent to the another year group class or the Owl room.

- The Behaviour Leader will use their discretion, there may be times when it is not appropriate for a child to join a class e.g. if a sibling is in that class or the class is involved in a special activity day. In this situation the child will work in the Owl room.

- The period that a child is on an 'Exit' could be a half day or one full day (although the full day might for example from 11.00am one day to 11.00am next day).

- Where it is felt appropriate, a half or whole day 'Exit' may be applied following a playtime or lunchtime incident.

- If a child is absent on their 'Exit' day, then it will take place on their return to school.

- Serious incidents (and E safety Incidents) are reported to the Headteacher and entered in the `Serious incident Log' (Used to record any incidents or matters of a serious nature).

- Any Prejudicial incidents (including racist incidents) will be treated very seriously and will be dealt with thoroughly and appropriately, in line with the Prejudicial Incidents Policy. They will be logged on G2 and a paper copy filed (if appropriate) in the 'Racist Incidents Log.' (Head's room)

- Any incidents of bullying will be treated very seriously and will be recorded on G2. A paper copy will be inserted, along with the appropriate form in the 'Anti Bullying Log'. (Head's room)

- At the end of the year the 'slate is wiped clean' and children are given a fresh start in their new class.

Appendix E – Behaviour Management Guidance

1. Greet every child positively as they enter school or the classroom.
2. If they are in a very negative frame of mind, give them a 'job' to do to distract.
3. No talking in / before start of Assembly (chn & adults!) if a child needs talking to during/ before Assembly, take them aside quietly (rather than disturbing the peace). **Staff set an example by not talking**.
4. Use 'thanks' as an expectation that it will be done rather than please, which could be seen as a request or pleading.
5. Always give 'Take Up Time' (TUT) (don't stand over a child until the request is complied with, but say thank you to assume it will be done, then walk away.)
6. Primary Behaviour is the behaviour that you actually want to tackle. Address this using a brief descriptive cue. Then give TUT, to give the child a chance to correct what they are doing. Then if necessary, give a brief directional cue, i.e. 'put it on the desk or in your tray, thanks.' Give TUT. Don't get into a power struggle. It is their responsibility to make a choice.
7. Whatever you are addressing, avoid making it 'personal'...make it clear that it is **a class / school rule**, rather than just something you are personally asking them to do. '*The school rule is.....*'
8. Avoid direct interventions in front of the class where possible e.g. 'I have told you already, put that pencil down now!' and approach situations calmly quoting the rules e.g. bob down at the side of a pupil and say quietly '*The rules are clear, we need to be **ready** to listen and I can't help noticing that you still have your pencil in your hands, put it down… thanks*' (walk away and give TUT.)
9. Give directed choice e.g. '*you need to put it on my table or in your tray… thanks*' (rather than give me…/put it here...)
10. Tactically ignore the secondary behaviour, i.e. eyes rolling, sulking, huffing, swearing, puffing, slamming etc. Deal with the primary behaviour only (at this stage). Swearing etc. can be addressed 1:1 at a separate time.

30 Second Script
I noticed you are…
It was the rule about…
You have chosen to …
Do you remember last week when you…
That is who I need to see today…
Thank you for listening…

The Restorative Five
What happened?
Which golden rules are involved?
Who has been affected and how?
What can we do to put things right?
What can we do differently in the future?

Directed choice with Assertive structures
- Assumed close – 'Thank you for' …listening straight away
-Take up time - 'I expect'…to see all of the tools left neatly on the table
-Choice (implied rather that explicit) – 'I know you will'…help Johnny to clean up water
-Assertive sentence starters- 'I need to see'… you following the routine
-Closed requests - 'You need to'…. Speak to me at the side of the room
-Unreserved enthusiasm - 'We will'… try again tomorrow

Always: Reaffirm your commitment to building a trusting relationship

Fogging techniques
These are often used by a child to argue their point when a behaviour is addressed. It's often an attempt to cloud, distract or fogs the behaviour being discussed.
The scripted response from the adult helps to quickly focus back on the behaviour, without triggering an argumentative response from the child.

Child	Adult
'It wasn't me'	'I hear what you are saying but…'
'But they were doing the same thing'	'I understand and yet…'
'I was only…'	'Maybe you were…and yet…'
'You are not being fair'	'Yes sometimes I may appear unfair although…'
'It's boring'	'Be that as it may…'
You are a … (name calling)	'I am sorry that you are having a bad day but...'

30 Second Scripted Intervention (drive by- subtly during class session)
Principles
♦ No judgement. Resist accusing children and use the 'I've noticed…'statement
♦ Non-personal – separate the behaviour from the child. (I don't like your behaviour, but I like you)
♦ Use previous positive behaviour to land the sanction softly–'*I remember how brilliantly you did yesterday*'…discourage the child by confronting you by giving a really clear example of when they did the right thing.
♦ Walk away when you've finished speaking (don't hover)
♦ Give the child Take-Up Time (TUT) . If not complied, return after a while to give another scripted intervention.
The purpose is not to control the child but to help them to gradually develop ownership of personal discipline.

Remember:
1. Use a gentle / caring approach, personal, non-threatening, side on, eye level or lower - always remain calm.
2. State the behaviour that was observed and which golden rule/expectation/routine it contravenes.
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the learner; allow them TUT. If there are comments as you walk away, write them down and follow up later.
5. Look around the room, with a view to catching somebody following the rules. Praise that behaviour.
6. Resist endless discussions around behaviour and spend your energy returning learners to their learning.

Also see - The Firs Behaviour Guidance - an addition to Appendix E

Appendix F - Behaviour Codes

These codes are to be used for every recorded behaviour incident and are intended to allow the analysis of behaviour data.

Event:

A - Disrespectful behaviour in relation to an adult (not listening, not complying with instructions, arguing etc.)

B- Not respecting the school environment or the property of others e.g. writing on walls, breaking equipment purposefully, stealing etc.

C- Disputes with friends leading to some limited un-safe physical contact / name calling (e.g. game goes wrong and an argument develops / some pushing, hitting etc.)

D- Dispute leading to more violent, un-safe physical contact / unpleasant name calling (e.g. possibly a mark left, more intent to harm, children left more upset as a result.)

E- Negative events involving prejudicial, racist or bullying incidents

F- Very disrespectful behaviour in relation to an adult (not listening, complete refusal to comply with instructions, arguing, swearing and possibly physical violence directed at the adult etc.)

G- Unsafe behaviour which impacts on others or themselves e.g. throwing objects, turning over chairs, lashing out at others etc.

School Response:

1- Dealt with through a restorative conversation with immediate adult involved

2- Dealt with through a restorative conversation conducted by a member of the SLT (with some participation, where at all possible, by the referring adult)

3- Exit

4- Lunchtime Exclusion

5- Fixed Term Exclusion