

The Firs Lower School
Behaviour Policy



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Aims

The Firs' Way is a person centred approach to developing a learning community that holds relationships at its heart. Following the Firs' Way is embedded in our values and how we interact with each other, building a school that is committed to being caring, safe and inclusive.

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. We are committed to valuing diversity, equity and to equality of opportunity. (See Equality Policy).

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 enable 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 understand behaviour as communication and respond to each individual with support and compassion.
- To treat problems when they occur with an open mind, 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 negative choices.
- To promote responsible behaviour, supporting 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.
- To recognise that adult approaches and language affect outcomes and a consistent, calm and compassionate approach is fundamental to the Firs Way.
- To ensure that all our practices are informed by Attachment and Trauma Awareness and the impact this has on children's well being and relationships.
- To be committed to following relational and restorative principles that build relationships in a respectful way, ensuring that learning and development is at its centre.

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, actions and expectations.

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**

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

Ready

- We will make sure we are a 'smart learner,' ready for every learning opportunity.
- We will Use our 'magnet eyes' and 'listening ears' to show we are ready to learn.
- We will respond to our Firs behaviour signals ('stop' signal e.g. hand raised > clap + hand raised > and visual support cards as well as strategies for transition between tasks '1 (stand silently), 2 (go silently) ,3 (sit silently)' so you are always ready to learn.
- We will always make our best effort
- We will use our Growth Mindset, to learn from our mistakes, persevere and make good choices.
- We will work together to achieve our best.

Respect

- We will be caring and treat others how we would want to be treated.
- We all have a voice and will let everyone have a say, one at a time.
- We will respect our differences
- We will use our manners and talk respectfully to each other
- We will look after property.
- We are honest and can trust each other
- We help each other when things are tricky
- We will follow The Firs' Way expectations

Safe

- We will think about our actions and not harm others, using 'kind hands' at all times.
- If we see someone being unkind or unsafe, we will remind them of our rules, expectations and values.
- We will challenge bullying behaviours - see Anti-Bullying Policy.
- We will ask for help if we have a problem.
- We will choose our words carefully, so that people feel safe and valued.
- We will sit on our chairs carefully in class.
- We will walk carefully around the school and save running for playtime.

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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.

We all are accountable for our actions and expect everyone to follow the school values, rules and expectations.

We believe that positive relationships are fundamental to connections and learning about behaviour.

We promote positive relationships through;

- Taking time to get to know each other as a whole school community; staff, parents, families, pupils and governors. We connect before communicating content.
- Class circles and opportunities for building connection
- Understanding emotional wellbeing and using the class well being scales
- Having a shared agreement of how we treat each other
- Providing opportunities to join group activities where we can try our best and share our skills
- Working together to share knowledge and develop learning
- Whole school events and assemblies
- 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.

In recognition of following The Firs' Way we will:

- contribute positively to our community
- be praised
- be recognised for our efforts
- be a good role model for others
- receive Dojo points
- receive a school merit
- get a sticker (including a Headteacher Award sticker)
- have good news shared with our family with a 'Praise cards'

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- be nominated for a Firs Way Leaf for the Firs Way Tree
- be nominated for awards and certificates of achievement

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)

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To particularly celebrate our values being modelled by members of the school community, nominations can be made in recognition of following The Firs' Way. People who are nominated are recognised in an assembly each week, and their Firs Way leaf will be attached to our 'Firs Way tree' in the school reception area. Certificates are sent home so that parents are informed.

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.

In class Dojo points are available as a recognition of learning, effort, positive contributions to class time and homework. Parents have access to a Dojo app, where they can see how their child is doing and following the class expectations.

Any reward given to a child, will 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. Refer to the School's Three Golden Rules: READY, RESPECT, SAFE
- c. Use strategies such as 'Take Up Time' ('TUT'); directed choice; visual support resources to offer planned alternatives (Now/Next, forced alternative activities)
- d. Redirect the child to another activity
- e. Co-regulation time - supporting regulation in a calm space and using strategies such as breathing, sensory circuits and reset time.
- f. Discussion in groups or whole class e.g. circle time
- g. Move the child from the group to work on his / her own
- h. 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 what happened (restorative conversation) / reflect on the decisions made and the impact along with how to move on positively.
- i. Behaviour modification strategy – e.g. where targets can be set and changed as behaviour patterns are altered.
- j. The management of every recorded behaviour incident must include a restorative conversation. (see point g above)
- k. Speaking to the parent at the end of the day.
- l. A daily report book which is shared with parents - Home school communication book
Celebration book
- m. 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.
- n. Use of 'Exit' System (stages 4-7)
- o. Recording all concerning behaviours on CPOMS in an ABC format (Antecedent > Behaviour > Consequence) recording factual information only. The Safeguarding Team will be alerted to incidences, will monitor these records and action any concerns.

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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 CPOMS.

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.

11. Approval and Review

This Policy was approved by Governors in Summer 24 and is due for review Summer 26.

Appendix A – Procedures for Classroom Issues

1. Stage 1 – Class behaviour systems/strategies

- a. The matter is dealt with by the class teacher initially who may apply a variety of agreed school strategies.
 - seek to understand
 - planned ignoring and praising positive actions and those children meeting the class expectations.
 - use language that is non-judgmental and protects the relationship between the adult and child
 - tone and volume is calm and considered
 - body language is non-threatening - on the child's level, recognising that facial responses can escalate issues
 - the problem is the problem not the person - link actions to the expectations and The Firs' Way
 - link the effects of behaviours to the impact on learning, safety and feelings
 - respectful of the individual - not public shaming
 - timing and location is important and considered
 - approach recognises individual needs and neurodiversity
 - making a quiet and safe space in the room for co-regulation and calming strategies
 - high challenge is combined with high support, so that expectations are reinforced alongside co-regulation to enable children to be regulated and safe. e.g. 'In our class we keep each other safe by using kind hands, when you hit x that is not safe. We can work together to help you recognise when you feel cross and make a positive choice.'
 - children are guided to make positive and safe choices, building self awareness and responsibility
- b. The class teacher may employ behaviour management systems, such as reward charts, Dojo points, stickers etc.
- c. Children 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 ECT, 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,

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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 with the child and the class teacher, in a restorative conversation, which explores the situation, understands the effect of behaviours and discusses future learning so that the pupil reflects on how their behaviour can change for the better. The class teacher will contact the parents (preferably by phone call).
- c. **This will be logged** on CPOMS along with any consequence decided upon.
- 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 or 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 on CPOMS and on the Pastoral Concerns sheet. 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 Risk Assessment Management Plan (RAMP). (An individualised management plan with identified triggers and personalised strategies for support).
- c. At this stage, outside agencies may be contacted for support if deemed appropriate e.g. Jigsaw Behaviour Support Team, SENDAT

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 RAMP will be reviewed and outside agencies will be contacted for support if this is not already in place.

7. Stage 7 – Suspension process

- a. The formal suspension process may be considered by the headteacher in the event of:

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- 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 suspension process is applied, it will follow current DfE guidelines. This would initially involve a 'fixed term' suspension, 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 a Suspension CPOMS.
- 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 suspension may include a range of strategies as part of the child's RAMP, 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 suspended as per Stage 7 above immediately.
- i. * A decision to suspend 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 current 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.
 - Restorative conversation approaches provide a structure for listening and exploring the issue
'What happened?'
'How did that make you feel?'
'How did that affect the other child?'
'What needs to happen to make things right?'

Staff on duty will:

- seek to understand
 - use language that is non-judgmental and protects the relationship between the adult and child
 - tone and volume is calm and considered
 - body language is non-threatening - on the child's level, recognising that facial responses can escalate issues
 - the problem is the problem not the person - link actions to the expectations and The Firs' Way
 - link the effects of behaviours to the impact on learning, safety and feelings
 - respectful of the individual - not public shaming
 - timing and location is important and considered
 - approach recognises individual needs and neurodiversity
 - high challenge is combined with high support, so that expectations are reinforced alongside co-regulation to enable children to be regulated and safe. e.g. 'In our school we keep each other safe by using kind hands, when you hit x that is not safe. We can work together to help you recognise when you feel cross and make a positive choice.'
 - children are guided to make positive and safe choices, building self awareness and responsibility
-
- Staff will seek to enable the child to understand expectations for playtime and support the child in their further play so that they are safe and respectful
 - Staff on duty will inform class teachers of any incidences so that communication for supporting the child is clear.

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.

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- 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, the member of staff on duty with the walkie-talkie will call through 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 CPOMS. 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 CPOMS
 - 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 unsafe 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 with 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 CPOMS.
- 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 RAMP. (An individualised management plan with identified triggers and personalised strategies for support). Outside agencies may be contacted for support.

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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 RAMP will be reviewed and outside agencies may be contacted for support.

7. Stage 7 – Suspension process

- a. The formal suspension 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 suspension 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 suspension on CPOMS. This would initially involve a 'fixed term' suspension, but could ultimately result in a 'permanent exclusion.'
- 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 / SEN-Co.)
- g. Re-integration following suspension may include a range of strategies as part of the child's RAMP, designed to facilitate the process successfully and will be communicated to parents at a re-inclusion meeting on the child's return.
- 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 suspend 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 currently available strategies for dealing with the child and will normally be used as a last resort.

** These statements are taken from DfE guidance.*

Appendix C – Procedures for Lunchtime Issues

(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 member of supervision staff on duty initially.
- b. They may apply a variety of strategies.
 - Restorative conversation approaches provide a structure for listening and exploring the issue
 - 'What happened?'*
 - 'How did that make you feel?'*
 - 'How did that affect the other child?'*
 - 'What needs to happen to make things right?'*

Staff on duty will:

- seek to understand
 - use language that is non-judgmental and protects the relationship between the adult and child
 - tone and volume is calm and considered
 - body language is non-threatening - on the child's level, recognising that facial responses can escalate issues
 - the problem is the problem not the person - link actions to the expectations and The Firs' Way
 - link the effects of behaviours to the impact on learning, safety and feelings
 - respectful of the individual - not public shaming
 - timing and location is important and considered
 - approach recognises individual needs and neurodiversity
 - high challenge is combined with high support, so that expectations are reinforced alongside co-regulation to enable children to be regulated and safe. e.g. 'In our school we keep each other safe by using kind hands, when you hit x that is not safe. We can work together to help you recognise when you feel cross and make a positive choice.'
 - children are guided to make positive and safe choices, building self awareness and responsibility
-
- Staff will seek to enable the child to understand expectations for lunchtime and playtime and support the child in their further play so that they are safe and respectful
 - Staff on duty will inform the Lunchtime Senior Supervisor of any incidences so that communication for supporting the child is clear and can be passed on to the class teacher and parents if necessary.

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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, the walkie talkie should be used to contact 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 conversation will take place and be recorded on CPOMS. The class teacher or member of the SLT will contact the parents (as appropriate).
 - d. This will be logged along with the consequence decided upon, by the member of the SLT involved on CPOMS
 - 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 CPOMS by the LSS.

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/SEND-Co.
 - b. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

6. **Stage 6 – Second formal review meeting**

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- 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 – Suspension process

- a. The formal suspension 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 (any decision to suspend will be taken carefully, investigating the nature of the individual situation and considering all contextual factors) 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 suspension 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 a Suspension on CPOMS.
- e. This would initially involve either a 'lunchtime' or full day(s) 'fixed term suspension', 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 suspension 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 will be called (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 suspended as per Stage 7 above immediately.
- j. * A decision to suspend/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 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.*

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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/SLT, then be sent to another year group class or the Owl or Swallow room.
- The Behaviour Leader/SLT 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 or Swallow 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 be 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 CPOMS and 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 CPOMS 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 CPOMS. 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 conversation between an adult and child is needed 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 that you seem...

I'm hear to listen.....

I care about you and want to help ...

Do you remember last week when you...

That is who I need to see today...

Thank you for listening...

The Restorative Five

What happened?

Who has been affected and how?

Which of our school rules/expectations have not been followed?

What can you do to put things right?

What can you do differently in the future?

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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 than 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

‘It wasn't me’
‘But they were doing the same thing’
‘I was only...’
‘You are not being fair’
‘It's boring’
You are a ... (name calling)

Adult

‘I hear what you are saying but...’
‘I understand and yet...’
‘Maybe you were...and yet...’
‘Yes sometimes it may appear unfair.....’
‘Be that as it may...’
‘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.

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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](#) - Appendix K

Appendix F - Recording behaviour incidences CPOMS

Incidences that occur that involve harm to others, repeated disruptive behaviour or safeguarding concerns will be recorded on CPOMS. All staff have access to CPOMS and it is essential that incidences are recorded as soon as possible, so that follow up action can occur on the same day where possible.

Recording on CPOMS

All records will follow an ABC format

A - Antecedent

B - Behaviours witnessed

C - Consequences

A - Antecedent - What happened that triggered the behaviour?

Include:

What activity/task was the child engaged in?

What type of task was it? [structured/unstructured]

Any further details as to identified triggers.

B - Behaviours witnessed - Who was involved? What happened in chronological order? Describe the behaviour as accurately and specifically as possible.

Include:

Location of incident

Duration in minutes

Who, what?

C - Consequences - What were the follow up actions or result of the behaviour? How did the adult intervene, respond or act?

All records must be factual with no emotive language or personal opinion on the incident, the child or judgemental remarks concerning another adult.

Any parent can request access to the incident records and records will also be used for referrals to behaviour services.

Alerting SLT to incidences

Alerting members of the SLT and Safeguarding Team through CPOMS enables effective information sharing. If an immediate/on the day response is required please ensure that 'assign to' and 'alert staff member' is activated with the relevant members of SLT and the Safeguarding Team alerted. If you have not heard from the alerted/assigned to member of staff by the end of the day please ensure that you have spoken to them.

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e.g. of CPOMS entry

Antecedent-

X was on the playground during morning break
X explained that they were frustrated that they never get a turn with the football.
This was triggered by a previous issue with who would be playing a game and who would be in goal.

Behaviour -

In the paddock area - morning playtime
X hit Y in the chest when they tried to take the football X was holding.
X then kicked the football on the roof.
X explained that this was so that no one could play football.
Y went to medical to have a cold compress on their chest.

Consequence -

X was asked by VG to leave the paddock - They followed this request
VG held a restorative conversation with X first (on their own) then with Y (when they returned from medical)
X and Y agreed to have a restorative conversation together to listen to each other's perspective, however X was reluctant to explain or take any responsibility for their actions. After 5 minutes X began to respond more positively.
X agreed that their behaviour was unsafe and apologised as restoration
Y accepted the apology
X decided that a suitable consequence would be to miss 15 minutes lunchtime play and to not play football until the following day.
VG agreed to support X's lunchtime break in Swallow room.
VG informed class teacher for X and Y