

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. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

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- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

We recognise that all behaviour is a form of communication and we aim to respond to behaviours with empathy, understanding and appropriate support.

Behaviour can be viewed as prosocial and antisocial. Antisocial behaviours can be defined as either 'difficult' or 'dangerous'.

Difficult behaviours are defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Persistent refusal to complete classwork

Disrespectful and negative attitude

Theft

Vandalism

Repeated breaches of the school rules

Dangerous behaviours are defined as:

Any form of bullying

Causing physical harm

Placing themselves and others at risk e.g. climbing fences, climbing furniture, throwing objects etc.

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Sexual violence or harassment, meaning unwanted conduct of a sexual nature, such as:

- inappropriate touching
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited/banned items e.g.

- Knives or weapons
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour and following The Firs Way
- Ensuring that staff deal effectively with difficult and dangerous behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

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- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy and other linked policies to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log on CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see Monitoring arrangements)

4.3 Behaviour Leader (BL), EYFS Leader/ Deputy Head and Lunchtime Senior Supervisor (LSS)

- The SEND-co is the school Behaviour Leader, who oversees strategic behaviour management in school
- The EYFS Leader / Deputy Head is responsible for overseeing behaviour in Pine / Saplings
- The Lunchtime Senior Supervisor (LSS) oversees behaviour at lunchtime.
- Overall leadership responsibility on a daily basis is as follows
 - Monday - Wednesday - SEND-co / Headteacher
 - Thursday - Friday - Deputy Head / Headteacher

4.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the school behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs
- Supporting pupils to meet the school's expectations
- Inducting new pupils, especially those joining the school mid-year, into the expectations of The Firs Way

4.5 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

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- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work to support children to develop prosocial behaviours (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4.6 Pupils

Pupils will regularly be made aware of the following:

- The Firs Way - How we create a positive culture in our school by showing that we are **ready, respect(ful) and safe**
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences of any anti-social behaviours
- The pastoral support that is available to them to help them follow The Firs Way
- The importance of giving us feedback on their experience of the behaviour culture, to support the evaluation, improvement and implementation of the behaviour policy.

5. Our approach to relationships and The Behaviour Curriculum

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 wellbeing 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

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- 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 using 'Praise cards'
- be nominated for for The Firs Way recognition list in assembly each week
- be nominated for awards and certificates of achievement e.g. a School Merit

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**

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 - See Appendix G.
- We will use our 'magnet eyes' and 'listening ears' to show we are ready to learn. (With the awareness that some neurodiverse children may be unable to make 'eye contact' but still can be listening)
- We will respond to our Firs behaviour signals:
 - 'The Stop Signal' e.g. hand raised, or clap + hand raised and for children who need it - visual support card
 - For transition between tasks we use the 1,2,3 i.e. '1 (stand silently), 2 (go silently), 3 (sit silently)'
- We will always make our best effort

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- 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

The Behaviour curriculum is embedded in Therapeutic Thinking Practices and taught explicitly through The [Zones of Regulation](#) and through following our school values promoted through The Firs Way.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

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.

6. Anti Bullying

(See Anti Bullying Policy)

7. 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

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Intervention Policy' and will be documented using CPOMS, selecting the 'physical Intervention category'.

Members of staff who have current 'Team-Teach' training status may use associated redirection and 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.

8. How Parents can help:

- By engaging with and supporting the values of The Firs Way with relational and restorative practices and by using the tools of The Zones of Regulation.
- 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.

9. Approval and Review

This Policy was approved by Governors in Summer 25 and is due for review Summer 27.

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
 - Use learning derived from the Zones of Regulation - pause, check in, reflect
 - 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/change of face - Difficult behaviours

- a. The next stage (for difficult behaviour e.g. calling out repeatedly, minor disruptive behaviour, refusal to follow instructions 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).

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3. Stage 3 – Involvement of SLT - Dangerous behaviour

- a. If the behaviour persists or for a more serious problem (e.g. throwing objects, hurting other children or staff etc.) a member of the SLT will become involved (use of red card).
- b. The member of the SLT will then speak with the child (with the involvement of the class teacher at some stage if not immediately possible), 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.
- c. The class teacher will contact the parents (preferably by phone call or face to face).
- d. **This will be logged** on CPOMS along with any consequence decided upon.

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 anti-social, difficult or dangerous behaviour (despite actions at stage 1-3).
- b. Following the class teacher's discussion with the Headteacher (SLT), the child will be asked to see a 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). This decision should be based on the needs and emotional regulation of the child at that time. (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. 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 Headteacher (or a member of the SLT)
- 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.

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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 / 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, SLT / 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 learning derived from the Zones of Regulation - pause, check in, reflect
 - 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 actions that are difficult or dangerous towards another pupil).

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- 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 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, repeated difficult or dangerous behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see a member of SLT.
 - 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.
 - c. 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).
 - 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 the class teacher / SEND-Co and head will determine an appropriate response / consequence.
- 4. Stage 4 – A Playtime Exit – Involvement of Headteacher**
- a. The playtime Exit is reserved for a more serious incident (dangerous behaviour) e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating aggressive behaviour (despite the involvement of the SLT at stage 3).
 - b. Following the class teacher's discussion with the member of SLT, 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 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, 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, 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 learning derived from the Zones of Regulation - pause, check in, reflect
 - 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 angry 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 incidents, 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 actions that are difficult or dangerous towards 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 SLT**
 - 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 a 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 / SLT member will come out to attend to the matter.
 - 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, 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 dangerous behaviour (despite actions at stage 3).
 - b. Following the LSS discussion with the 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 Swallow / 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 SEND-Co.
 - b. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

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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 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, 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.
- When receiving a child who has been exited, approaches should be informed by an awareness of the child's feelings and that this is an opportunity for a change of face and place so the child can pause, check in and reflect.
- 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 SLT, then be sent to another year group class or the Owl 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 fog 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...but...’
‘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 Protocols](#) - Appendix K