FLANDERWELL PRIMARY SCHOOL

Behaviour Policy 2023-2024

Statement of Principles

Pupils:
We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:
We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:
We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Vision and Ethos
At Flanderwell Primary, we aim to…
… provide an environment where '**every child'** grows, thrives and is prepared for life in the modern world and feels safe, happy and confident.
…ensure that '**every minute'** of our time is used well to ensure our pupils have the best possible chances of success during their time with us.
…provide an engaging and relevant curriculum which sets down the foundations for '**every hope'** and aspiration a child may have.

At Flanderwell, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of **respect, kindness and compassion, inclusion and aspiration.** Safeguarding pupil and staff welfare is of the utmost importance to us.

Aims of our Behaviour Policy
- Promote and support pupils to demonstrate a high standard of behaviour
- Promote self-awareness, self-control and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Set out the procedures (culture) to put our vision, aims and ethos into practice
- Create a mutually-respectful environment that encourages and reinforces positive behaviour in line with our values: respect, kindness and compassion, inclusion and aspiration
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Ensure that the School's expectations and strategies are widely known and understood
- Promote self-esteem, self-discipline and positive relationships
- Develop an enhanced sense of belonging to Flanderwell Primary School

Our aims, we believe, are achieved when:
- A school atmosphere is created which is consistent safe and caring. Flanderwell Primary School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.
- All members of the school community are viewed with unconditional positive regard
- Staff use the procedures set out in this policy
- Staff have high expectations and maintain boundaries at all times
- The choice to behave responsibly is placed on the pupil, and pupils learn how to make responsible behaviour choices
- Pupils are provided with excellent role models
- Pupils and parents understand that all behaviour choices have consequences, which are applied consistently and fairly within the school in a calm and considerate manner.
- All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.

- All children communicate their views, thoughts and feelings effectively both verbally and non-verbally.
- All children take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- All children love and recognise the goodness in everyone and make a positive contribution to the ethos of the school

Legislation and statutory requirements

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

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education 2023

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Sexual Violence and Sexual Harassment between children in schools and colleges

DFE Exclusion Guidance

The policy fully takes into account the special educational needs and disability (SEND) code of practice. In addition, this policy is in line with:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Developing a culture of to enable and empower children to make positive behaviour choices

We follow a trauma informed four stage model based on protect, relate, regulate and reflect. This is a research based, proactive approach to supporting the school community to develop a positive and respectful school culture which impacts on pupils' positive attitudes to themselves, to others and to their learning. Central to the implementation of this model is recognition: recognition of the children's attitude and emotions, recognition of positive behaviour choices and recognition of negative behaviour choices.

We believe any behaviour is a form of communication and recognise that our responses can shape future actions. Therefore, underpinning our approach to supporting children is the development of positive, meaningful, respectful relationships.

We consistently implement the protect, relate, regulate and reflect model across school to ensure everybody is empowered to make positive behaviour choices and meet our values and behaviour expectations.

We have three basic expectations for all our school community which supplement everything we do in school.

- Be Ready–
- Be Respectful –
- Be Safe –

The expectations of children are broken down for staff to work on with children in the Policy into Practice Document Appendix 1

Be Ready	Be Respectful	Be Safe
✓	✓	✓
✓	✓	✓

Culture: Protect, Relate, Regulate and Reflect

We believe the most effective way for children to make positive behaviour choices is by ensuring we put procedures in place to enhance their state of emotional well-being. To do this, we believe children need to feel safe and protected in school and they need to gain a sense of belonging through understanding how they relate to others and others relate to them. Children also need developed strategies to regulate their emotions and they need to be able to recognise and reflect on the impact of their behaviour choices and the resulting consequences.

To embed this approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required. To see a detailed breakdown of the strategies used across the whole school, small group and individual approaches see Appendix 3

To help children feel safe and protected Flanderwell staff will:

- Ensure all children have clarity over the boundaries and behaviour expectations
- Ensure all children have clarity over the logical consequences related to different behaviour choices
- Ensure consistent routines are applied each day
- Ensure all pupils experience shame free classrooms

To gain a sense of belonging, Flanderwell staff will:

- Ensure positive relationships are built with all children and all children are viewed with unconditional positive regard
- Put strategies in place to meet the needs of all children during each part of the day
- Identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours

To support children to develop strategies to regulate their emotions, Flanderwell staff will:

- We on pupils' self-regulation capabilities to plan personalised strategies to develop aspects of self-regulation that are under developed.
- Support children to develop a toolkit for regulating their emotions

To support the children to reflect on the impact of their behaviour choices, Flanderwell staff will:

- Consistently deploy the logical consequences relating to the child's behaviour choice
- Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences

To see a detailed breakdown of the approaches taken and the shared language used, see Appendix 2

Underpinning this approach to supporting the children is:

The Power of 'I see you'

We will seek to improve the systems in place in our schools to develop staff knowledge and skills to understand the needs of each child. This will include ensuring all staff understand each child well, asking key questions to help them adapt provision and meet need.

Key questions we will ask about a child:

- What are the barriers to learning that this child is experiencing and in which subjects?
- What support do they need to access the curriculum?
- What are their strengths, interests and aspirations?
- How can the school's provision be improved to support this child to learn?

Consistency of response to both positive and negative behaviour choices: logical consequences

Positive behaviour choices

Staff realise the importance of a consistent whole school approach to behaviour and try at all times to be positive in their management of children. They also place great value on every child's individuality and, as such, tailor the whole school approach appropriately for each child's needs. It is not possible to detail all of the ways that school personalises behaviour management as each individual case may involve different strategies. However, examples of positive rewards include:

- Positive words and praise
- Dojo points that are collated individually, as well as for a team. These are celebrated weekly during assembly.
- Star of the day
- Special Mentions Assembly- celebrated weekly/ every other week
- Certificates
- Post-cards home/Dojo messages to parents/Comments on Class and School Story
- Class rewards
- Stickers
- Attendance awards and prizes
- Rewards and achievements received out of school are celebrated in class/assembly
- Visit to the headteacher and/or pastoral leader

Logical consequences for negative behaviour choices

If children are unable to show appropriate behaviour in and around school, a list of consequences are put in place. The consequences will be dependent on the child's age and the severity of the incident. The consequences are set out in the stages below.

Stage 1 – a quiet word to ask a pupil to stop/address a behaviour.
Stage 2- a verbal warning given to the child (as discreetly as possible).
Stage 3– two minutes taken off break (chance to earn back due to positive behaviour).
Stage 4– Up to 15 minutes of break taken away dependent on level of behaviour. (children will have a possible chance to earn back, dependent on the severity of the incident). Parents are informed of missed full break and the reasons for this (via phone call, dojo message or conversation).
Stage 5- On rare occasions, there may be times when a child's behaviour choices remain consistently poor. This can have an effect on teachers' ability to teach and other pupils' ability to learn. If the disruption meets this threshold, children will be required to work away from the rest of the class. This will usually be in the Headteacher's office or in the office of another member of the Inclusion Team, in his absence. Children will spend breaks and lunch-times there. Parents will always be informed if this procedure is applied and asked to attend school to discuss their child's behaviours.
Stage 6- A behaviour log will be set up for the child to monitor behaviour when a child returns to class. This will be filled in every lesson for a week by teachers and sent home to parents.
Stage 7 - Sanctions beyond stage 6 could include an internal exclusion, suspension or permanent exclusion as a last resort. The decision to exclude a child is very serious and would be done in line with DfE guidance and our school policy.

If children have a significant need, an individual behaviour plan may need to be put in place. The inclusion team are aware of the children across school who require additional plans. Behaviour and wellbeing targets are currently listed on Individual Educational Plans.

Foundation Stage:
In the Early Years statements, this supports the attainment of the Early Learning Goals around self-regulation. Strategies in the Foundation Stage underpin this and include:
- Prompts to make the right choices

- A minute or two to reflect upon and think about how to make the right choices next time.
- A quiet chat with a known adult about what the right choices would look like.
- A sharing of behaviours with parents.

The school has trained staff in Team Teach and their techniques. The philosophy of this is to de-escalate issues when they occur. When this is not possible, restraint techniques may be used to try to prevent injury, pain and distress using the minimum amount of force, for the shortest amount of time. Team Teach techniques aim to reduce risk however some techniques may cause mild discomfort. This is not a failure of the technique but an occasional side effect of keeping people safe.

Logical Consequences
The use of consequences should be characterised by certain features:-
- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group punishment should be avoided as it breeds resentment
- Consequences which are humiliating or degrading should never be used
- Consequences should be applied quickly and pupils left in no doubt as to why a consequence has been administered and how they can improve behaviour
- The consequence should not be out of proportion to the offence. If in doubt, please check with the Headteacher / Deputy Headteacher/ Pastoral lead.

When discussing behaviour incidents with children (restorative approach) it is important that all adults talk to them with a quiet, calm and non-confrontational voice using the strategies set out in the reflect part of our behaviour support model using the shared language for restorative discussions set out in appendix 2

Behaviour Definitions

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
• Failure to follow instructions first time • Distracting others from their learning • Poor learning behaviours • Not listening • Work avoidance • Not staying on task • Using unkind words	• Repeated breaches of the school rules • Inappropriate use of language (Including swearing) • Targeted Swearing towards a child or adult • Any form of Bullying (See additional information) • Child on Child abuse • Physical assault/Physical aggression • Verbal abuse/verbal aggression • Threatening behaviour (including spitting /scratching/nipping) • Fighting • Sexual misconduct -sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent • Racist,sexist,homophobic or discriminatory behaviour • Theft • Vandalism-damage to property -school property/peer property/buildings/neighbouring property • Inappropriate or dangerous items being brought onto the school premises • Inappropriate or dangerous items used to inflict harm • Smoking • Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

Bullying
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See anti-bullying Policy)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Zero-tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school will always assume that sexual harassment and sexual violence are taking place and will be vigilant at all times. It is not confined to any particular groups. Senior staff have appropriate training in this area and will always assess risk factors in keeping children safe.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school will ALWAYS take concerns/incidents of this nature seriously and the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will always act to protect our pupils. The school uses KCSIE and the Government report on Sexual Violence and Harassment in Schools to support its work in this area.

 Internal exclusion, Suspension and Permanent Exclusion

When might exclusion be used?
'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

Internal exclusion
All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the behaviour when deciding upon the length of an exclusion.

When a behaviour has an effect on a teachers' ability to teach and other pupils' ability to learn, children may be required to work away from the rest of the class. This will usually be in the Headteacher's office or in the office of another member of the Inclusion Team, in his absence. Children will spend breaks and lunch-times

there. Parents will always be informed if this procedure is applied and asked to attend school to discuss their child's behaviours.

An internal exclusion will either last for one session or one day.

Suspension (Previously called Fixed Term Exclusion)

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the behaviour when deciding upon the length of a suspension.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff.
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Repeated fighting.
- Discrimination linked to the protected characteristics, particularly if repeated
- Theft.
- Persistent defiance or disruption in the classroom.
- Other serious breaches of school rules.
- Sexual violence, language or harassment

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:
in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

Similarly if a pupil is vulnerable to exclusion, support must be put in place.
This may include the following:

- Daily discussion with a member of the senior leadership team or trusted adult
- An individual behaviour plan that outlines specific behaviours, actions, rewards and sanctions
- Support at lunchtime and playtime
- Classroom based support e.g. small group or 1-1 support from a teaching assistant
- Home – school behaviour chart/records
- External advice sought and ideas implanted
- SENCo to liaise with parents regarding support/interventions/'My Plan' if appropriate
- MASH referral

Monitoring and Evaluation

Monitoring is carried out in formal and informal ways by staff:

- Record of exclusions: Senior Leadership Team
- Referral to outside agencies
- Interim Reviews
- Annual Reports
- Behaviour Plans
- Interviews/phone calls/letters to parents
- Registration/lates
- Medical information
- Direct observation of pupil behaviour in/out of lessons
- Records of incidents on CPOMs and Arbor

Rewards and all consequences more serious than informal verbal warnings will be recorded and monitored to provide the academy with regular information on how effectively the behaviour policy is working. The

academy will also monitor to ensure that rewards and consequences are distributed fairly and so the data will be analysed by key characteristics and groupings: gender, ethnicity, SEND and Age.

Appendix 1: Behaviour Policy into Practice Document

BEHAVIOUR POLICY INTO PRACTICE GUIDANCE

At the heart of our Behaviour Policy are the following principles:

- 🍇 **Pupils**: *We all have a right to work, play and learn in a friendly, safe and helpful school.*
- 🍇 **Staff**: *We all have a right to teach (and work) in a friendly, safe and satisfying school, which is supported by the local community.*
- 🍇 **Parents:** *We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.*

We have 3 simple rules: BE READY, BE RESPECTFUL, BE SAFE!

IMPLEMENTATION OF POLICY

Work with children to explore and understand the expectations and how they link to the three rules:			
Be Ready ✓ ✓		**Be Respectful** ✓	**Be Safe** ✓

Step 1 *Positive Behaviour Shown*	**When Behaviour is good you can:** ✓ **We promote what we praise***!: Give lots of praise: this can be public, verbal and non-verbal and should be specific* *'Well done, you are walking really calmly in the corridor today', 'I like the way you …' and 'Well done you are really working hard with your writing and being courageous in keeping going.'* ✓		
Step 2 *Negative Behaviour Shown* *(Levels 1 and 2)* *(see appendix 4)*	*Remind (Stage 1)*	• Give a verbal or non-verbal reminder of the expectation. This should be discrete and non intrusive (This should, in most cases, quickly lead to a child refocusing on learning).	
	Warn (Stage 2)	• If behaviour does not change immediately following the reminder, explain to them, quietly and discretely, that if they choose to continue to show the inappropriate behaviour (identify) they will stay in 2 minutes of their playtime to pay back learning time lost and reflect on behaviour choices. (If behaviour improves leave for 5-10 minutes and then acknowledge the good choice made) • Staff supervising breaktimes can also use a warn that children be given time out and that they will need to stand with an adult for five minutes.	
	Consequences (stage 3-4)	• 1: If behaviour continues following the warn calmly and discretely take 2 minutes of break time (record on arbor) • (If behaviour improves leave for 5-10 minutes and acknowledge the good choice made) • 2: If behavior continues, the child will stay in for a full break time to reflect on their behaviour • All children should be clear on the reason for the consequence.	
Step 3: Refer on for behaviours at Level 3,4 and 5 (see appendix 4) *(Stages 5-7)*	If a more serious incident occurs (See overview for level 3+ behaviours) or strategies used does not improve the situation the PL, AHT, DHT, HT are called for and the child is removed from the session (or break time) so that no more learning time is lost. The SLT member will make a decision on follow up, collaboratively with teacher where appropriate: - The child will be given 5 minutes before discussing and recognising their behaviour (aim of the discussion is to support the emotional regulation of the child and re-establish them back in their classroom) - Complete their learning out of the classroom - Remain in at break/lunch supervised centrally - If the behaviour occurs during break time, the child will remain inside during their next break. Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase)		

Serious incidents	More serious incidents are referred immediately to the PL, DHT or HT. These include the following: *Persistent disruption*, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See overview sheet)

Behaviours at level 1 and 2 are recorded on Arbor and Level 3+ recorded on CPOMs (usually collaboratively with a senior leader.) See appendix 4

KEEP THE EXPECTATIONS HIGH: WE PROMOTE WHAT WE PRAISE

We expect all children to:
- Be pleasant, well behaved, disciplined and polite
- Show respect for all adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Meet our school expectations and listen to teachers' advice
- Be aware of the consequences to be used if expectations are not met
- Be appreciative of their environment and care for it

As expect all adults:
- To treat every member of the school community with unconditional positive regard
- To create a positive climate with realistic expectations
- To emphasise the importance of being valued and appreciated as an individual within the group
- To promote, through example, our school values
- To provide a caring and effective learning environment
- To encourage relationships based on kindness, respect and understanding of the needs of others
- To ensure fair treatment for all, regardless of age, gender, race, ability and disability
- To show appreciation of the efforts and contribution of all
- To enhance the sense of belonging to Flanderwell in everyone

Appendix 2: Actions to implement protect, relate, regulate, reflect and our shared language

To help children feel safe and protected Flanderwell staff will:
- Meet a great the children into the classroom each day
- Use the children's names
- Clear routines are established for each day and presented through visual timetables
- Provide shame free classrooms where any negative behaviour choice is dealt with quietly and discretely
- Provide consistent end of the day routines providing a positive end to the day through a shared recital of the school poem
- Provide an inclusive classroom environment where teaching strategies used and resources deployed ensure all pupils feel safe to 'have a go' and achieve success.
- All classrooms have a dedicated 'safe space' which children can access

To gain a sense of belonging, Flanderwell staff will identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours. These strategies may include:
- Implement PACE: playfulness, acceptance, curiosity and empathy
- Playfulness – Using a playful, light, warm spontaneous way of interacting with a child/young person to form a safe connection
- Acceptance – Accepting and acknowledging the feelings underneath the child's behaviour. Children need to trust that you aren't going to judge 'I will accept the feelings but I may need to stop your actions.' 'It's ok to feel cross but it's not ok to hurt me.'
- Curiosity – Voiced active interest in how the child is experiencing an emotionally charged event past or present
  'Will you help me understand…?'
  'Will you show me what that felt like for you?'
  'Can you draw it for me? Write it down? Shown in colours?'
- Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child.
- Use of language to exemplify how we relate to each other through showing empathy (WINE)
  - I wonder ………
  - I imagine ………….
  - I have noticed …………
- Remind children bout expectations and warn about possible consequences if negative behaviour choices continue
- The use of humour and distraction
- Planned opportunities to access alternative activities
- Use sensory or movement breaks
- Consider a change of adult

To support children to develop strategies to regulate their emotions, Flanderwell staff will:
- Support children to develop a toolkit for regulating their emotions
- Provide calm responses
- Use safe spaces

To support the children to reflect on the impact of their behaviour choices, Flanderwell staff will:
- Consistently deploy the logical consequences relating to the child's behaviour choice
- Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences. When reflecting on a negative behaviour choice with a child, all staff will use the following questions:
  - Can you tell me what happened?
  - Can you tell me what were you thinking/feeling at the time?
  - Can you tell me who has been affected by this?
  - Can you tell me In which way?
  - Can you tell me what can be done make things right?

Appendix 3: A tiered approach to supporting with behaviour

To embed our approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required.

Our whole school approach includes:
- The whole school culture of protect, relate, regulate and reflect model
- The consistent expectation that all members of the school community reflect our values of being respectful, courageous and safe
- The consistent use of recognition of positive behaviour choices
- The consistent use of the remind, warn and consequence as a recognition of negative behaviour choices
- The delivery of whole school collective worship to focus on embedding the protect, relate, regulate and reflect model and the school values/expectations
- Daily reflection
- The whole school delivery of the Jigsaw curriculum
- Use of safe spaces in all classrooms
- Use of reflection spaces in all classrooms

Where children are identified as needing additional support for their behaviour, we employ small group support to facilitate the protect, relate, regulate and reflect model. To develop the children's emotional understanding and social communication we deliver a number of small group interventions following consultation with the SENCO.

These include:
- Meet and greet sessions at the start of the day and reflection time at the end of the day.
- Lunch club
- Lego therapy
- ELSA sessions

The school acknowledges that a small minority of children may for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these children the normal neither rewards or consequences may be sufficient to support them or protect other children from their actions. In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed, in order to establish the next steps and form a partnership of support. Where this is the case, children are provided with bespoke individual support following consultation with the SENCO.

This support may include:
- Collaborative solutions plans
- Behaviour reports
- Individual pastoral lead sessions
- Positive handling plans
- Referrals to outside agencies
- Assessment systems such as Boxall profiles and SDQs are carried out
- Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of behaviour Logs or books, use of Class Dojo and informal discussions with parents.

Appendix 4: Overview of behaviours and systems for recording

BEHAVIOUR ON ARBOR and CPOMs: GUIDE TO CATEGORIES AND LEVELS

Table 1:There are 5 categories of Behaviour when recording on Arbor

Level 1	Lower level behaviours beyond a remind and warn within a lesson or social/unstructured time. Child is usually compliant once 2 minute playtime loss is given or shows remorse and adapts their behaviour quickly. Usually managed by class based staff.
Level 2	Level 2 behaviours tend to be disruptive to learning or begin to cause upset and harm. They are usually not of a repetitive nature. The child usually accepts the consequence (usually loss of a whole break time), and once given they modify their behaviour quickly. Usually managed by class based staff and on occasion with support of learning mentor or team leader
Level 3	Behaviours become increasingly disruptive, upsetting or cause harm (physical and emotional). They are often repeated in nature and a child is failing to modify their behaviours. These incidents always involve senior staff, either at the time or following the incident, when notified on Arbor or by the member of staff.
Level 4	These incidents are very serious: often involving significant physical or emotional harm, either due to their severity or the repeated nature of the actions. Children often show a level of anger or have failed to modify behaviours towards others- bullying and discrimination always fall within
Level 5	these levels. These incidents always involve SLT members at the time.

- **The vast majority of behaviours shown and recording of behaviours will be within Levels 1 and 2 and dealt with by class based staff.**
- There is always a context to behaviours. The likely actions and sanctions, outlined in Table 3, act as a guide. Discretion is used, dependent upon context, level of provocation, actions following an incident, level of harm etc.
- All behaviours will also be explored for SEND difficulties and appropriate work undertaken, alongside decisions on consequences.
- Any behaviour causing significant harm to children or adults will escalate to a Level 4-5 behaviour and dealt with according.
- When behaviours are at Levels 4-5 Risk Assessments/safety plans are used, if required to mitigate risks to individuals. Any incident within a category linked to sexualised behaviour is referred immediately to the Head teacher or deputy head teacher.
- Behaviours at levels 4 and 5 leave children at risk of exclusion.
- When Internal Exclusions are given the SLT member making this decision logs it on Arbor.
- Behaviours at Levels 3, 4 and 5 are likely to require a CPOMs report. It is agreed with SLT, who is the best person to record the incident.
- If recording an incident on CPOMs the following headings are used:
  - *Location in school:*
  - *Adults dealing with the incident:*
  - *Adults involved with the incident:*
  - *Children involved:*
  - *What took place: (eg: Non-Compliance – use Behaviour Type below)*
  - *Description of the incident:*
  - *Consequences and follow up actions:*

Table 2: Overview Chart of Behaviours to log on Arbor and CPOMs

Behaviour Type	Level 1: Playtime Loss	Level 2: Playtime Loss	Level 3: Referral for SLT	Level 4: Referral for SLT involvement	Level 5:
Non-Compliance	Non-Disruptive Non-Compliance	Disruptive Non-Compliance	Persistent Non-Compliance	Refusal/defiance	Prolonged Refusal/defiance
Disruption	'Low level' disruption	'Low level' disruption	Persistent 'Low level' disruption	Unresolved persistent 'Low level' disruption	
Unkindness	Unkindness to other children	Repeated unkindness to others			
Bullying/Perceived Bullying			Bullying	Ongoing Bullying	Prolonged Bullying behaviour
Swearing, threatening language and/or verbal abuse			Swearing/threats/ Inappropriate language to child	Swearing/threats/ Inappropriate language to adult or within school building or repeated	Repeated Swearing/threats/ Inappropriate language
Online Behaviours			Online Incident	Cyber Bullying	
Damage to property	Low level damage to property	Low level damage to property		Damage to more valuable resources accompanied by aggression/anger	Higher level deliberate damage to high value equipment
Violence and aggression	'Low Level' Violence and aggression	Repeated 'Low Level' Violence and aggression	Violence and Aggression: Fighting	Violence and Aggression to a child	Serious Violence and aggression to child Violence and Aggression to adult
Discrimination				Racist/sexualised comments or actions targeted to a child judged to be because of discrimination	Repeated racist/sexualised comments or actions targeted to a child judged to be because of discrimination
Who Informed?	Teacher discretion	*Automatic:* Karen Sheriff Adam Cornes	*Automatic:* Karen Sheriff Adam Cornes	*Automatic:* Karen Sheriff Adam Cornes	*Automatic:* Karen Sheriff Adam Cornes

			Consider: Tina Otter	*Holly Wain* ***Consider:*** Tina Otter	*Holly Wain* ***Consider:*** Tina Otter
Parent/carer informed	Teacher discretion	YES: Teacher and possibly KS if appropriate	YES: Meeting where possible with SLT member present	YES: Meeting where possible, led by DHT or HT	YES: Meeting led by DHT or HT

Table 3: Detailed overview to support recording and decision making

	Incident Type	Description of Behaviour	Level of severity	Who Informed	Parent always informed	Possible/likely sanction/action
NON-COMPLIANCE	Non-Disruptive Non-Compliance	Child does not follow instructions given by the teacher following a warning. They persist in Non-Compliant behaviour. ***They do not disturb others.***	Level 1 Negative		Teacher discretion	2 minute playtime loss
	Disruptive Non-Compliance	Child does not follow instructions given by the teacher following a warning. They persist in Non Compliant behaviour during the lesson. ***Their behaviour begins to disrupt others.***	Level 2 Negative	Karen Sheriff Adam Cornes	YES: Teacher	15 minute playtime loss
	Persistent Non-Compliance	The child persists in non-compliant behaviour. Their behaviour is increasingly disruptive to the learning for others.	Level 3 Negative	Karen Sheriff Adam Cornes	YES: Meeting where possible with SLT member present	Take up time given: if no improvement SLT member called for and child removed from class to allow learning to continue. Child may be returned after discussion if SLT member feels child is ready. If this is repeated behaviour an IBP is likely.
	Refusal/defiance	Child shows non-compliance and openly refuses to respond to the teacher/SLT member - escalating their behaviours and/or verbally refusing to comply. It is disruptive but may not be prolonged.	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible, led by SLT member	SLT member remains with child until they leave the classroom and discusses the behaviour prior to giving a consequence- break time and lunchtime loss likely- internal exclusion considered.
	Prolonged Refusal/defiance	Child shows non-compliance and openly refuses to respond to the teacher/adult- escalating their behaviours and/or verbally refusing to comply. ***It is disruptive AND PROLONGED in nature, although not abusive or harmful.***	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting led by SLT member	Internal exclusion Time dependent: parent called and suspension considered. If not the first occasion

DISRUPTION	'Low level' disruption	'Low level' disruption takes place following a warn: talking in class, shouting out, getting out of seating for no reason, annoying/disturbing others etc	Level 1 Negative		Teacher discretion	2 minute playtime loss
	'Low level' disruption	'Low level' disruption takes place despite adult intervention/loss of breaktime: talking in class, shouting out, getting out of seating for no reason, annoying/disturbing others etc.	Level 2 Negative	Karen Sheriff Adam Cornes	YES: Teacher	15 minute playtime loss
	Persistent 'Low level' disruption	The behaviours at Level 2 are repeated (over time/different lessons) 'Low level' disruption takes place despite adult intervention.	Level 3 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting with Teacher and Karen Sheriff or year group leader	Take up time given: if no improvement SLT member called for and child removed from class to allow learning to continue. Child may be returned after discussion if SLT member feels child is ready. If this is repeated behaviour an IBP is likely.
	Unresolved persistent 'low level' disruption	Disruptive behaviours as at level 2 shown but child is part of a plan: child has a plan	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	Parent involved from Level 3: meeting with teacher and HT	Behaviour plan, internal exclusions, possibly leading to FTE. Weekly meetings with parent until improvement seen.
ONLINE BEHAVIOURS	Online Incident	The use of the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another pupil. No other incident of this nature has taken place previously	Level 3 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible with SLT member present	Resolution discussions where appropriate Individualised work with learning Mentor.
	Cyber Bullying	Repeated (More than once) use of the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another pupil *Dependent on seriousness and if the behaviour does not stop this may be categorised as Level 5 Negative*	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible, led by SLT member	Individualised work with learning Mentor. Internal exclusion Isolation during breaks IBP and targets Suspension (Dependent on seriousness)
UNKINDNESS	Unkindness to other children	Unkindness to others beyond a warning or at a level which upsets (Staff judgement on seriousness) *This may include name calling, refusing to let someone play, taking a belonging etc* However, this category must be checked against others- bullying,	Level 1 Negative	Karen Sheriff	Teacher Discretion	Playtime loss and discussion about impact of behaviour

		Discrimination, violence/aggression, verbal abuse.	Level 2 Negative			
	Repeated unkindness to others	Child fails to modify behaviour over time and is repeatedly unkind to others, causing them to be upset. If continuing towards one child or small group consider Bullying category. As above consider against other categories.	Level 2 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Teacher and possibly KS if appropriate	Break time loss Monitoring of behaviours Discussions with child/parent Learning mentor support considered.
BULLYING	Bullying	A behaviour which is repeated and targeted: can include, physical, verbal, relational aggression (emotional) and sexual bullying. Whilst repeated this is the first incident linked to the child and it appears to be short term.	Level 3 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible with SLT member present	Resolution discussions where appropriate Individualised work with learning Mentor. Internal exclusion
	Ongoing Bullying	A behaviour which is repeated and targeted: can include, physical, verbal, relational aggression (emotional) and sexual bullying. The issue has either: *- been dealt with previously and has continued or - only been uncovered but involves high level behaviours likely to cause harm* ** Dependent upon level of harm (Physical and emotional harm) this behaviour can be categorised as Level 5*	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible led by SLT member	Individualised work with learning Mentor. Internal exclusion Isolation during breaks IBP and target Suspension (Dependent on seriousness) Safety Plan completed to protect victims: how can risk be mitigated.
	Prolonged Bullying behaviour	As above but child fails to stop	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting with HT	Suspension Safety Plan reviewed: can the risk be mitigated - PX all considered
SWEARING, ABUSE OR THREATENING / **VERBAL OR THREATENING**	Swearing/ threatening behaviours/ Inappropriate language to child	Use of inappropriate or threatening language towards other children: takes place at unstructured times or in class and not repeated in nature. This might include swearing and name calling. Other categories may be more appropriate dependent upon words used.	Level 3 Negative	Karen Sheriff Adam Cornes	YES: Meeting where possible with SLT member present	Loss of break times Discussions with parents Conflict resolution if appropriate Ongoing monitoring and learning mentor support if required.
	Swearing/ threatening/ Inappropriate language to adult or within	1. Inappropriate or threatening language to an adult 2. Inappropriate or threatening language used within structured times and areas	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible led by SLT member	As above IBP Internal exclusion Suspension

	school building or repeated	inside school - eg classroom, lunch hall etc If of a serious nature, sexualised or discriminatory a Level 5 category is considered.				
	Repeated Swearing/ threats/ Inappropriate language	Repeated swearing, threats or use of inappropriate language towards children and/or adults- if targeted consider bullying category	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible led SLT member	As above IBP Internal exclusion Suspension
DAMAGE TO PROPERTY, INCLUDING GRAFITTI	Low level damage to property	Deliberate damage to everyday classroom resources (Pencils, rulers, exercise books or playground equipment) Low level graffiti- writing on resources	Level 1 or Level 2 Negative Teacher judgement on seriousness	Karen Sheriff Adam Cornes	Yes: Teacher and possibly KS	Loss of breaktimes Use of partner class
	Damage to more valuable resources accompanied by aggression/anger	This may include deliberately breaking or damaging resources such as books, subject resources etc Graffiti might be abusive in nature or cause permanent damage (use of pen etc)	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible led by SLT member	IBP Loss of breaks Internal exclusion Suspension
	Higher level deliberate damage to high value equipment	Deliberate damage to high value objects such as Ipads, lap tops, LCD screens, windows etc in and around school.	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting led by HT	Internal exclusion Suspension Consideration of PX in exceptional cases or repeated damage.
VIOLENCE AND	'Low Level' Violence and aggression	This may include one off actions which do not cause harm: eg pushing another child, hitting out with limited force.	Level 1 Negative	Karen Sheriff	Teacher Discretion	Loss of breaktime (2 minutes)
	Repeated 'Low Level'	As for Level 1 limited harm is caused but the action is repeated. (If repeated towards an individual consider Bullying category).	Level 2 Negative	Karen Sheriff Adam Cornes	Yes: Teacher and possibly KS	Loss of breaktime (15 minutes)

	Violence and aggression					
	Violence and Aggression: Fighting	Child is involved in a fight- both children viewed as perpetrators. If the fighting is likely to cause/have led to physical harm it becomes Level 4	Level 3 Negative	Karen Sheriff Adam Cornes	YES: Meeting where possible with SLT member present	Loss of breaktimes Suspension IBP
	Violence and Aggression to a child	Actions causing harm/likely to cause harm: such as slapping, biting, punching, kicking.	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting where possible led by SLT member	Loss of breaktimes Internal exclusion IBP Suspension
	Serious Violence and aggression to child	Actions causing significant harm: such as slapping, biting, punching, kicking. Sexualised violence	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting led by SLT member	Loss of breaktimes Internal exclusion IBP Suspension
	Violence and Aggression to adult	Physical actions towards an adult: such as slapping, biting, punching, kicking. Sexualised violence	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting led by SLT member	Safety Plan and positive handling plan Consideration of PX in exceptional cases or repeated damage.
DISCRIMINATION OR SEXUAL HARASSMENT	Racist/ sexualised comments or actions targeted to a child judged to be because of discrimination	Comments made or actions towards a child or adult because of a protected characteristic/background or of a sexualised nature. This may include (but not exclusively) ethnicity, religion, gender, size, disability, sexuality etc	Level 4 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting led by SLT member	Loss of breaktimes Internal exclusion IBP Suspension Safety plan
	Repeated racist/ sexualised comments or actions targeted to a child judged to be because of discrimination	Comments made or actions towards a child or adult because of a protected characteristic/background or of a sexualised nature, *but repeated in nature (more than once):* racist comments or actions targeted to a child because of race. This may also fall into Bullying category.	Level 5 Negative	Karen Sheriff Adam Cornes Holly Wain	YES: Meeting led by SLT member	Internal exclusion IBP Suspension/PX Safety Plan

	OTHER	Stealing	Dependent on incident	