St White's Primary School

Positive Behaviour Policy

Date of Review: October 2020

Date of Next Review: October 2021

Signed, Headteacher:

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1. Overarching Statements

Our Three School Rules are

Ready   Respectful   Safe

These rules are used and referred to consistently by all adults and children in school.

Our school values state that we:

- Communicate clearly;
- Are enthusiastic having a 'can do' attitude;
- Take responsibility both personally and collectively;
- Are reflective.

At St White's Primary School we use **Restorative Practice** because we believe that it generates clear communicators who can take responsibility both personally, collectively and are reflective. This involves unpicking inappropriate behaviour with any stakeholder who has been involved, including children and adults, to discover the causes and to collaboratively seek out consequences that, where possible, are agreed by all those who have been involved. This enables everyone to have a voice and everyone's voice to be heard. We have found that this engenders a climate where mistakes are used as learning opportunities and supports an enthusiastic 'can do' attitude to putting things right as the exploration, discussion and reparation restores and improves relationships. Anyone who is not yet able to discuss the situation will be removed from that situation until they are ready for the discussion.

2. Rationale – St White's School's Positive Behaviour Policy

This policy is written to reflect the DfE Behaviour and Discipline in Schools Advice for Headteachers and School Staff January 2016 https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools and complies with section 89 of the Education and Inspections Act 2006. http://www.legislation.gov.uk/ukpga/2006/40/section/89 . It also takes into consideration the reflections by Tom Bennett in Creating a Culture: How School Leaders Can Optimize Behaviour - An Independent Review of Behaviour in Schools March 2017 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf and the Equality Act http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf.

Tom Bennett writes that:
> "The way students behave in school is strongly correlated with their eventual outcomes.
> When behaviour in general improves throughout a school the impact is:
> - Students achieve more academically and socially
> - Time is reclaimed for better and more learning

- *Staff satisfaction improves, retention is higher; recruitment is less problematic.*

Creating a Culture: How School Leaders Can Optimize Behaviour - An Independent Review of Behaviour in Schools (March 2017)

The Right Honourable Justine Greening MP responded to Tom Bennett's review of behaviour in schools on the 24th March 2017. She wrote that, 'one of the underlying causes of challenging behaviour can be mental health issues.' Her letter makes reference to the review of existing Mental Health and Behaviour in Schools guidance and the current changes in context that have resulted from the implementation of SEND reforms. Following the 'Future in Mind' report:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Pupils_Mental_Health.pdf

Paul Dix writes that when improving behaviour,
"The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent." (When the Adults Change, Everything Changes)

Taking the views expressed in the above documents into consideration, the school is committed to ensuring that this policy is implemented equitably and that all pupils are treated fairly. In doing so, the policy will contribute significantly to the school's vision that:

'We believe in making our children outstanding learners with a sense of what is right, who can excel in any environment.
We develop their confidence, curiosity and understanding of their World, to make them not just secondary ready but ready for life in modern Britain.
We do this through a rich curriculum, which includes an ambitious range of curricular and extra-curricular opportunities, which engage, enrich and excite them as learners.'

This policy is intended to ensure consistency across the school. The systems in place to promote positive behaviour are:

- Promoting and expecting an agreed standard of behaviour and self-control.
- Promoting respect to each other and ourselves.
- Monitoring and evaluating the behaviour system annually.
- Rewarding positive behaviour.
- Negotiating through discussion with all involved appropriate sanctions on negative behaviour.
- Being consistent in our approach to all pupils.
- Clear and concise school rules.

The school adopts a culture of growth mindset and mindfulness. This empowers pupils by giving them the language to describe what good learning looks and feels like.

3. The School Rules

There are three school rules, which form the basis of our positive behaviour management:
- Ready
- Respectful
- Safe

Class charters explore what these rules look like in school and are:

- Written by the pupils and reviewed annually in the Autumn term;
- Underpinned by the school's core vision and values;
- Displayed in strategic positions around the school and in every classroom.

Classes have Behaviour Ambassadors who exemplify good learning behaviours and are role models to their peers. All are expected to follow the rules written by the pupils and will be rewarded when there is evidence that they are being followed.

3.1 Around the School and in the Playground
The three school rules apply to all situations in school including playtime, lunchtime and transition times. Additionally the following applies:
- Pupils stop and listen when an adult raises their hand or sounds a whistle;
- Pupils line up and walk into school quietly and sensibly at the end of break and lunchtimes.

3.2 School Practice
The school will enhance self-esteem and foster a caring ethos that enables pupils to make better learning choices. This will be achieved by:

- Adults using the positive behaviour policy consistently;
- Adults setting good examples and being excellent role models;
- Celebrating the commitment to learning, both personal, social and educational, is an integral part of our behaviour management;
- Setting appropriate activities to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic;
- Adults recording behaviours, both positive and those that cause concern, on Outlook 365 Forms. These behaviours will relate to all facets of school life including: certificates given and any other relevant positives; homework (see Homework Policy); any incidents where a child stays in to complete work; stages of behaviour sanctions reached (see below);
- Raising concerns from class mood thermometers or morning circles, which will initially be managed by the teacher first thing in the morning or if there is a change during the day. If necessary, this will then be reported to the FSW who will maintain a record, offering relevant support;

- Giving pupils time to appraise their own behaviour (through restorative practice discussion with all involved in an incident);
- Teaching pupils strategies for independent working including growth mindset;
- Encouraging a greater understanding of, and respect for peers, through the teaching of PSCHE (Personal, Social, Citizenship and Health Education), SMSC Education (Spiritual, Moral, Social and Cultural) and British Values.

The school will use internal expertise and external support agencies to advise and support staff for example the ATS (Advisory Teaching Service) and EEI Team (Education Entitlement and Inclusion), GCC Restorative Practice Team.

4. School Reward Systems

All rewards are based around the overarching school rules so that pupils and adults are able to clearly identify common expectations of behaviour. The school council will work together on how celebrations should be acknowledged in the school to ensure that these systems are effective.

4.1 Reward System

The principles of the reward system are that:
- Rewards are simple but effective;
- Reward systems are separate from sanctions;
- They are based on celebration of positive behaviours and attitudes to school and learning;
- They relate to the three school rules – Ready, Respectful and Safe;
- Rewards cannot be removed once they have been given;
- Rewards are age appropriate and therefore vary across the school.

4.2 The House Point System

4.2.1 Every pupil belongs to a School House which has a house captain and vice-captain chosen from Y6. House Points are awarded for a positive attitude to learning and homework.

4.2.2 House Points are collected weekly and the totals for each House are announced in Celebration Assembly.

4.2.3 At the end of short terms, the house with the most points is announced and awarded a shield. House captain pictures receiving the shield will be posted in the school. They will be responsible for collecting statements from the pupils in their house, about what they are proudest of achieving in the past term. These will be displayed alongside the photograph.

4.2.4 At the end of the year, the house winning the most house points will receive a shield commemorating their learning for the year. A photograph of the winning house will be taken.

4.2.5 Each house will have a Captain. Time will be allocated during the school year for inter-house competitions. At the end of the year, awards will be given to the house winning the most sports competitions.

4.3 Privilege Cards

4.3.1 If a pupil makes a particular achievement, then a privilege card is awarded.

4.3.2 Each class lists what they deem a privilege reward and then a pupil can exchange their card for one of these rewards. A pupil cannot hold more than one privilege card at a time.

4.3.3 If a privilege card is awarded, a postcard will be sent home acknowledging this achievement

4.4 Celebration Assemblies

- Celebration assemblies are held every week. Pupils 'battle' through TTRockstars and Spelling contests. The participants are chosen following commitment shown to TTRockstars and Spelling Shed during their home learning time.
- Certificates to celebrate a pupil's effort and/or achievement are completed by class teachers and sent home.
- Attendance is celebrated by awarding the trophy of the week to the classes with the highest attendance. Certificates for this are also given to classes so that they can keep and display them.
- Pupils are also encouraged to bring in awards for activities that they engage with outside school.
- Other celebrations for events such as the election of School Council members are shared in celebration assemblies
- Pupils' awards are logged on Forms to celebrate success.
- In addition, class teachers may devise simple reward systems of their own that are in line with the school's agreed principles.
- During Covid restrictions, 'star of the week' will be shared from each class and sporting achievement in line with Good Sportsmanship Curriculum.

5   Unacceptable Behaviour

For the vast majority of time, school is a calm and ordered place, where teachers are effective and pupils learn successfully. However, poor behaviour is a barrier to learning and can easily impact upon the progress and wellbeing of pupils and staff.

Bullying behaviours are not acceptable. The Anti-Bullying Alliance defines bullying as, *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'* As a school, our pupils are taught to respect one another and develop positive relationships. The school explores the issues surrounding bullying behaviours through its PSHE programmes of study.

Adults will facilitate discussions regarding any behaviour that falls below the expected standard. These discussions will explore what happened and why it happened. The discussion will include a resolution which may well involve a consequence that repairs the relationship and, where possible, is accepted as fair by all involved.

5.1   When a pupils' behaviour is not acceptable:

- The reason for the behaviour will be ascertained through discussion with all involved where possible, determining the facts;
- This will enable an understanding of any contributory factors either social, emotional or physical that might be relevant and this will include, where possible, a discussion with parents/carers
- When poor behaviour is identified, actions taken will be proportionate and implemented consistently and fairly.

5.2   On the occasion of inappropriate behaviour such as low-level disruption within a class, prior to any sanctions being imposed, the following strategies are used:
- Ensuring that the learning is appropriately pitched and engaging to the needs of all pupils;
- Checking pupil's understanding;
- Circulating around the class;
- Making eye contact;
- Targeting questions;
- Changing activity or pace;
- Moving closer to the source of inappropriate behaviour;
- Establishing whether they know the behaviour is unacceptable;
- Demonstrating the effect that such behaviour has on others through discussion that involves all involved which may include the whole class and all adults;
- Exploring strategies for avoiding same situation;
- Encouraging pupils to think of or offer some other alternatives;
- Moving pupil discretely if necessary;
- Sustaining a calm yet firm tone of voice while using phrases such as, 'I know that you will do this sensibly' rather than negatively responding to behaviours such as, 'Don't do that…'

Sanctions

5.3   The school believes it is important to keep parents informed if pupils are behaving inappropriately to ensure that effective partnerships are maintained. Inappropriate behaviour that is of a serious nature, is discussed with parents or carers. It may be necessary for a meeting to be held to put in place support for the pupil.

5.4   Principles
Sanctions relate to the three school rules and are clear, simple and immediate following restorative discussions as far as possible. This ensures that:
- There is clarity and consistency regarding what constitutes inappropriate behaviour at each level of the behaviour system;
- Sanctions are consistently applied across the school to all pupils equitably;
- Consequences of sanctions reflect the age and characteristics of pupils and so will vary across the school so that they are measured and proportionate;
- Sanctions are separate from the reward systems;
- All adults apply sanctions equitably.

5.5   Five stages of managing behaviour

Prior to the first stage, adults will use a range of behaviour management strategies, including those set out above.   There may be occasions when risk assessments are required should a pupil pose a risk to others or themselves.   In this event, a risk assessment will be completed. **(See appendices 1 and 2)**.

These stages are designed to take into account the range of characteristics that pupils display, some of which are likely to be contributory factors to challenging behaviours. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. It is therefore, a multi-layered system and staff are encouraged to be discerning when they implement strategies so that our approach to challenging behaviour is differentiated to cater to the needs of the pupil.

- **Stage 1** is an opportunity for all those involved to discuss their understanding of what happened and what led up to it. This discussion will be recorded on Forms for all involved.

- **Stage 2** is an exploration of the impact of the behaviour of all involved on each other by any adult in school that was involved in the situation, or by a senior leader if appropriate. This gives everyone affected the opportunity to take responsibility for their actions and offer reparation. This can either be generated by those concerned as befitting the situation, or, if required, can be sourced from the consequences progression (Appendix 3).   The behaviour is recorded on Forms. The opportunity to discuss their behaviour will ensure that all learn from this experience.

- **Stage 3** is reserved for repetitions of previously managed behaviours or very serious behaviours that put others at risk. The school can progress straight to stage 3 in very serious situations where others are being hurt. In this event, a Senior Leader will carry out stage 2 explaining clearly which stage they are at and why they are involved. Consequences leading from a Stage 3 situation may be more serious depending on the findings of the discussion. This behaviour will be recorded on Forms.

   If there is a behaviour incident at lunchtime, it is expected that the MDSA will respond to it restoratively using the above stages and restorative protocols. After lunchtime, MDSAs must give, an explanation to the class teacher

- In the case of any serious incidents when someone has been hurt physically or emotionally, the Head Teacher and/or Family Support Worker is informed. Either or both of these staff members may become involved in the 'circle' to establish what has happened. When appropriate parents are contacted so that information can be shared. In some cases, a formal letter is sent to the

parents/carers so that they are kept fully informed. If the injury caused is considered to be serious enough the Headteacher may consider this to warrant a fixed-term exclusion.

The school recognises that some pupils may present with a range of difficulties, including Special Educational Needs, mental health concerns, and other vulnerabilities, that are contributory factors to negative behaviours. In some instances, pupils may be given a Supportive Behaviour Plan (**see appendix 4**) at this stage. In the event that specific needs are identified, the pupil will be assessed for Special Educational Needs and move onto the My Plan system as part of the Graduated Pathway (see SEN Policy).

- **Stage 4** Three serious incidents in the same term will result in a letter to parents, inviting them to a meeting to support their child. This will involve the headteacher, class teacher and the pupil. At this meeting, all options for how to support the child will be discussed (see appendix 5). If one of more of these injuries has caused physical and emotional harm, and/or a similar incident is repeated, the Headteacher may consider that this is serious enough to warrant a fixed-term exclusion at this stage.

- At this stage a Supportive Behaviour Plan will be agreed to support that pupil with behaviour (see appendix 4). This will be reviewed after an agreed period of time, not less than one month. When the pupil maintains good behaviour for this period of time, a certificate will be awarded, either personally or in celebration assembly depending on the pupil's preference (see behaviour plan).

  If a pupil is on a Behaviour Support Plan, this will outline historic behaviours and agreed consequences. This may not cover all possible consequences as some behaviours may not be listed on the plan. As part of the Behaviour Support Plan, there will be other strategies implemented such as: work with the Family Support Worker; Teens in Crisis; in school mentoring; interventions such as Mood Monsters, Lego Therapy, How to Play Well (See appendix 6), and Anger Management. In addition, the family may request referral to Early Help, CCP etc; and other strategies referenced in the Graduated Pathway (Gloucestershire Guidance Booklet for Practitioners Working with Pupil and Young People (0-25yrs) Second Edition (2016).

  In addition, at this stage, if not before, the class teacher and SENCo will consider whether this pupil has the Special Educational Needs. If this is agreed with all parties including parents, the pupil will be placed on the SEN register. (See SEND policy)

- **Stage 5** Further challenging behaviour may result in another meeting being organised with the parents, pupil, teacher and Headteacher, to discuss the pupil's behaviour.

- At this stage, a Pastoral Support Plan may be initiated. The school will use county guidance on PSPs: https://www.gloucestershire.gov.uk/media/17056/psp-guidance-for-schools-sept-em-psp-4a.pdf The purpose of the PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, sixteen week school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion.
The Head teacher will communicate with the Local Authority for advice in relation to the timing of the PSP.
In certain circumstances, a Managed Move may also be considered. It is defined as, 'a formal agreement between two schools, a child and their parents.' It allows a child at risk of permanent exclusion to transfer to another school. The move requires the agreement of the child's parents, Headteacher of the child's current school, the Headteacher of the proposed school, and the strategic lead from the Education Performance and Inclusion Team (EP and I) on behalf of the LA. Schools can use Managed Moves to help prevent exclusions from school.
For guidance on exclusions, PSPs and Managed Moves, follow this link: https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/

At any stage during the process of managing behaviour, if a pupil's behaviour is dangerous and the school feels that it cannot safely manage that behaviour in school despite 'reasonable adjustments', it reserves the right to exclude either for a short term, or permanently.

6. Exceptional Circumstances

6.1 **Pupils behaviour may warrant an escalation to higher stages.**   For some pupils it may be necessary to action alternative strategies that might include working on restorative solutions out of class with another member of staff, or an exclusion. Alternatively, an instant consequence may be given if the sensitivity or severity of their behaviour meets the following criteria:

- Pupils are disobedient or disrespectful to adults;
- A pupil's behaviour is violent;
- Physical or emotional hurt inflicted on another pupil or member of staff
- Use of proven racist remarks (this is recorded separately by the Headteacher and reported to Shire Hall as necessary);
- Swearing and use of inappropriate words that are deliberately targeted at others; (in KS1 a more didactic approach to swearing will be adopted at first);
- Deliberate inappropriate touching including peer on peer abuse, (this may include repeated inappropriate touching even if the pupil states that it was not deliberate to ensure that others' are safeguarded);
- Graffiti, vandalism or serious defacing of property;
- Bullying;
- Possession of, or participation in the intake of, tobacco, alcohol and drugs;

- Possession of knives or other dangerous weapons in, or travelling to and from school, or the use of threatening behaviour.

6.2 If circumstances require it, staff can use such force as is reasonable to conduct a search for any prohibited items which may include: knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any item that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

6.3 Instant consequences need to be authorised by the Head teacher and this may occur following a serious incident. These incidents will be followed up with a 'circle' that allows all concerned to understand the event and consequence fully. Following an incident, a child may be sent to the Headteacher's office where they   may be asked to wait until this discussion can take place. During this time, they will be asked to complete work from class, a reflective activity to demonstrate their understanding of what has occurred (appendix 7) or a mindfulness activity to support them to calm down.

6.4 Individual behaviour and support plans, Pastoral Support Programmes, the use of external agencies and TAC meetings, are additional tools available to support pupils presenting with complex challenging behaviours. If all the above have no positive effect on the behaviour presented, then a temporary exclusion will be considered with a permanent exclusion being the last resort.

7. Further Support

Teachers, the behaviour lead and the school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The school understands that some pupils may need further support with their behaviour.   It offers a range of different interventions:
- PSHE lessons
- Mental Health Education – the school has achieved the Mental Health Mark
- How to Play Well (lunchtime and playtime intervention)
- Anger Management
- One to one and small group solution based work
- Mood Monsters (Lego play based)
- Lego Group Work (Lego play based work)
- Build to Express
- Drawing and Talking
- Super Heroes
- Zippy's Friends
- Apple's Friends
- Nurturing work in small groups
- One-to-one work with FSW

When acute needs are identified in a pupil, there will be liaison with external agencies, and parents, to plan support programmes for that child. Other agencies may include:
- Advisory Teaching Service
- Teens in Crisis (for 9 years and over)
- CYPS – Pupil and Young People's Services (Child Mental Health)
- School Nurses
- GPs
- Paediatrician
- Educational Psychologist
- Opportunities Centre, Coleford (for pupil up to and including 7 years)
- Forest Pulse (for parents with pupil with disabilities)
- Early Help
- Social Services

8.   Reasonable Force

Reasonable force is 'usually used either to control or restrain' and is defined as 'using no more force than is needed' (Use of Reasonable Force, 2013, DfE p4). The school acknowledges its legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN) and will therefore ensure that its practice is adapted to the needs of the pupils.

If circumstances demand it, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that, as far as possible, maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Reasonable force can be used to:
- Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to a behaviour that disrupts the behaviour of others'.

- Prevent a pupil from attacking another pupil or a member of staff, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

9. Golden Lunchtime Rules – A Whole-School Approach to Positive Lunch and Break Times

Because there is an expectation that all members of the school community are respected, the same behaviour principles, and three school rules, apply at lunchtimes and break times for all members of staff.

9.1   Clear Shared 'Golden' Guide-lines for the Dining Hall.
- The Golden Rules specifically for lunchtimes are displayed across the school in words and pictures, they are talked about in circle time and embedded through assemblies into the culture of the school. MDSAs are invited to Celebration Assembly to celebrate the pupil's achievements throughout the week.

9.2   Golden Rules
- Examples of our Golden Rules:
    o   Thank you for lining up calmly;
    o   Thank you for trying new food;
    o   Thank you for keeping your tables and the space under your table clean;
    o   Thank you for using good table manners;
    o   Thank you for cleaning your plate tidily;
    o   Thank you for finishing your lunch today.

9.3   Go Golden
- All staff use Golden Raffle Tickets to reward pupil who are following the Lunchtime Golden Rules.
- Books of tickets are given to all lunchtime staff including caterers.
- Whichever behaviour in the dining hall needs to be a focus, e.g. food on or under the table, needs to become the behavioural 'target of the week' to be displayed in the gold frame (e.g. 'Thank you for keeping your table clean on top and underneath').
- Tickets are given out every time the good behaviour is spotted with the words, "Good choice, thank you for …"
- Pupil take their raffle ticket back to class where all the teachers have a 'Jar of Good Choices' and, for every raffle ticket, they pop in a marble. Once the jar is full (the aim is to fill the jar once every two weeks) the whole class can have an agreed reward. This reward is decided by the class at the beginning of the term.

9.4   The Golden Table
- On Mondays, a beautiful Golden Table of the Week is created by the MDSAs, complete with a golden tablecloth, napkins, place mats, water in glasses and dried flowers. Pupils are allowed to choose a friend to sit at the golden table and are also promoted to the front of the dinner queue.
- The MDSAs nominate pupils who have made progress, and those who always choose good behaviour, to sit at the Golden Table. Six pupils are chosen every week and recorded in the Golden Record Book. Class teaches are notified and also

keep an up-to-date record.
- Pupil are given their invitation in celebration assembly to that everyone can share in celebrating their achievements.

9.5   Dining Hall Helpers
- Pupils volunteer to be Dining Hall Helpers.
- The pupils who are selected are timetabled on a rota.
- Dining Hall Helpers assist the MDSAs by supporting their fellow pupils and identifying positive behaviours throughout lunch times.
- If pupils keep to their duties throughout a term, their commitment will be celebrated at the end of the term.

10. Further Lunchtime Behaviour Strategies

If a pupil breaks one of the three school rules, the MDSAs and TAs follow these procedures:
- The MDSAs will use circles to establish what happened and encourage all involved to have a say in what must happen next. This may include time-out whereby the pupil stands quietly for some reflection time, before then re-joining lunchtime play.
- In the event that an MDSA judges that an incident is more serious following the circle, they will complete a Behaviour Slip and hand this to the class teacher.
- The Behaviour Slip is given to the class teacher at the end of lunch or break so that they can determine whether any further discussion is needed. The behaviour will be recorded in 'forms' and the slip will be destroyed in accordance with GDPR.
- A pupil who displays more complex challenging behaviour at lunchtime, will be discussed by the class teacher and headteacher or SENCo. A decision will be made as to whether the pupil will benefit from the How to Play Well Intervention Programme.
  This intervention:
    - Runs for 10 school days;
    - Is supervised by a TA who will teach social skills;
    - Is focused on the social skill that the pupil needs to become more proficient at.
    - Facilitates reintegrating the child into lunchtime play. After the 10 days, there will be 1-1 support for three day from a MDSA who will talk through things that happen at lunchtime. This will reinforce positive behaviours and focus on the social skill the pupil was working on;
    - Reintegration will be evaluated with the pupil after every day's input.
    - Reintegration will be recorded on a 'Lunchtime Intervention' Form which after the intervention will be given to the Behaviour Lead.

11 Malicious Allegations
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will use the behaviour policy to

decide how to manage this individual. The needs of the child will dictate the response to the allegation as the child may need support and there may be safeguarding concerns that need to be addressed.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will take into consideration the pastoral needs of staff accused of misconduct.

12 Behaviour Outside the School Premises

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

The school may discipline pupil for misbehaviour:

- When the pupil is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school;
- There could be repercussions for the orderly running of the school;
- When behaviours pose a threat to another pupil or member of the public;
- When behaviours could adversely affect the reputation of the school;
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

In all cases of misbehaviour, the teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

13 The Governing Body

School will provide the governing body with data regarding behaviour at regular intervals.

The governing body will review this Positive Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

14   Is it working?

School will be able to say that this policy is working because:

- Pupils feel safe at school.
- Pupils can confidently explain and respect the behaviour policy.
- Pupils have a say on how the behaviour and anti-bullying policies evolve.
- The number of incidents of bad behaviour reduced.
- The number of severe bad behaviour reduced.
- All members of staff feel they are able to use the behaviour policy.

Agreed Procedure

This Policy should be read in conjunction with the school vision, and all other school policies including:

- Public Sector Equality Duty – Publication of Equality Information 2018-19 and

the Public Sector Equality Duty – Publication of Equality Objectives 2017-2020

- Safeguarding
- SEN
- E Safety and AUP Policy
- The teaching of PSHE, including mental health and SMSC
- Acceptable Use Policy
- Attendance Policy
- Anti-Bullying Policy
- Complaints Policy
- Health and Safety Policy
- Early Help Offer
- RHSE Policy
- Safer Recruitment and Induction Policy
- Staff Code of Conduct
- Whistleblowing Policy
- https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/guidance-for-working-with-children-and-young-people/
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Useful information:
http://www.elsa-support.co.uk/category/free-resources/nurturegroupresources/behaviourmangementresources/

Additional Guidance:

Appendix 1 - Evaluation of Risk in Preparation for Risk Management Plan

<table>
<tr><td colspan="8" align="center">St White's Primary School Harmful Behaviour Risk assessment</td></tr>
<tr><td colspan="2">Key Information</td><td colspan="6"></td></tr>
<tr><td colspan="2">Full name</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td colspan="2">DoB</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td colspan="2">Class</td><td colspan="3"></td><td>Year group</td><td colspan="2"></td></tr>
<tr><td colspan="2">Other agencies involved</td><td colspan="6"></td></tr>
<tr><td colspan="2">Risk Matrix (Lvl*)</td><td colspan="6"></td></tr>
<tr><td colspan="2">Reason for assessment being completed</td><td colspan="6">Write here what happened to cause this risk assessment to be completed including any historic facts that are of interest i.e. is this a one off or an escalation of previously manageable behaviour.</td></tr>
<tr><td colspan="2">ABC</td><td colspan="6">Describe what happened before, during and after the event. Include any information about ABCs completed previously.</td></tr>
</table>

Risk	Who is at risk	Risk rating (LvC**)	Control/ preventative measures	Residual risk rating (L v C**)	Management Plan Owner	Target date	Completing date

<table>
<tr><td>High</td><td>Common, regular or frequent occurrence</td><td>3</td><td style="background:orange">3 medium</td><td style="background:red">6 high</td><td style="background:red">9 high</td></tr>
<tr><td>Medium</td><td>Occasional occurrence</td><td>2</td><td style="background:yellow">2 Low</td><td style="background:orange">4 Medium</td><td style="background:red">6 High</td></tr>
<tr><td>Low</td><td>Rare or improbable occurrence</td><td>1</td><td style="background:yellow">1 Low</td><td style="background:yellow">2 Low</td><td style="background:orange">3 Medium</td></tr>
<tr><td rowspan="3" colspan="3" align="center">*
Risk Matrix
Likelihood versus Impact</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td>Little or no harm to individual. Little or no harm to others. Little scope for reputational damage. No significant or long-term affect on learning.</td><td>Minor harm/injury to self or others (adults or children) (including physical and/or emotional). Minor reputational damage. Some significant or long-term affect on learning.</td><td>Serious harm/injury possible to self or others (including adults or children). Major reputational damage. Significant or long-term affect on learning.</td></tr>
<tr><td>Low</td><td>Medium</td><td>High</td></tr>
</table>

<table>
<tr><td>High</td><td>Common, regular or frequent occurrence</td><td>3</td><td style="background:orange">3 medium</td><td style="background:red">6 high</td><td style="background:red">9 high</td></tr>
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<tr><td rowspan="3" colspan="3" align="center">**
Risk Matrix
Likelihood x Consequence</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td>Minor</td><td>Serious</td><td>Major</td></tr>
<tr><td>Low</td><td>Medium</td><td>High</td></tr>
</table>

Appendix 2 – Pupil Risk Assessment

ST WHITE'S PRIMARY SCHOOL
RISK ASSESSMENT

ACTIVITY:		REVIEW DATE:	

Assessment completed by:					
NAME:		DATE:		SIGNATURE:	

HAZARD	PERSONS EXPOSED AND HOW	CURRENT CONTROLS	FURTHER ACTION NECESSARY	ACTION BY WHOM	ACTION BY WHEN	COMPLETED
		•				
Access to parts of the school		•				
Access to learning		•				
Access to playtimes		•				
Fire		•				
Trips		•				
		•				

Appendix 3 – Consequences to be agreed by all involved (if possible) following restorative circle

If a child is not ready to have a clear discussion about what happened, they will be removed from the situation that caused the problem until they are ready. This may be break time (including lunch), a particular lesson, or transition time. The child will go to the Headteacher's office for this time and will complete restorative activities or mindfulness colouring activities until they are ready to engage with the restorative practice procedures.

Suitable consequence agreed at restorative circle and highly tailored to situation i.e. collecting stones in the playground to keep everyone safe if they have been throwing stones.	Verbal apology	Creating a poster to clarify rules for others	Writing a letter of apology during break/lunch time	Learning in another class for time agreed (10 minutes ½ day to whole day)	Missing play times (and or lunchtimes) (an agreed number)	Missing lunch time (and or play times) (an agreed number)	Alternative strategies that might include working on restorative solutions out of class with another member of staff	Temporary exclusion	Permanent exclusion

Appendix 4 – Supportive Behaviour Plan

My Plan (Behaviour)									
Name of pupil:			**Attendance:**	**%**	**Date of birth:**			**Date of My Plan:**	
Behaviours Being Demonstrated/				**Impact**					
My Behaviours	**My needs:**	**My outcome:** These are my goals (these should be specific, measurable, agreed, realistic and timed with a review date)	**Actions:** What will help me achieve my goals				**Resources used:** What is being used to help me achieve my goals (Who will do what, when and how often)		**Review:** What is working and not working (**choose response from list in Notes below)
Additional advice or support requested? Yes / No		Name:		Agency:		Date:		Response received:	
Names of people present at 'My Planning' meeting:			Signatures of people present at 'My Plan' meeting:						
Parent carer consent given for School to use the 'My Plan' to support the school's internal information.		Yes ☐　　　　No ☐							

Certificate for successful completion of Successful Behaviour Plan

Congratulations!
You have been successful in xxx!

Xxx will identify the behaviour that was the focus of the plan i.e. working safely with others, being kind to others, keeping others safe at break time.

Appendix 5
Behaviour Meeting

Supportive Behaviour Meeting				
Name of child			**DoB**	
Date of meeting				
Attending the meeting:	(Invitations should go to Headteacher, FSW, Class teacher, Phase Lead, Parent/carer, child)			
Welcome and thank you for attending				
List behaviours causing concern including action taken so far	**Behaviour**		**Action taken**	
Ask for child's perspective.				
Ask for parent/carer's perspective.				
Opportunity for parents to share any concerns regarding behaviour at home.				
If appropriate, discuss support for parent/carers	(Early Help, CCP, Greensquare etc)			
Support for child	(TIC+, Trailblazers, CAMHS etc)			
Possible consequences	Share what might happen next including list of consequences (appendix 5)			
Next steps	This must include a Supportive Behaviour Plan (see appendix 3)			

Appendix 6 – How to Play Well

How to Play Well

It is often thought that all children know how to play and socialise successfully but sometimes it takes some children a little longer to learn these skills and can find them a bit tricky at times. Developing social skills and building relationships is really important when children start school and so there are lots of different ways our staff can help them to do this.

One of the things we do is to teach the social skills that will enable your child to start and maintain friendships by ensuring that they know how to play successfully with their peers. If they are chosen for this intervention they will receive:

- A discussion about why the intervention is being implemented and the outcomes that we hope to achieve;
- Taught sessions for two weeks at lunch time and at playtime. These sessions will include:
    - Discrete teaching of skills essential for successful play including social skills;
    - The opportunity to practise different games that they might later want to play with their peers;
    - Opportunities to play both active (running about), and quiet games;
    - Discussions about rules and how to manage disagreements;
    - Guidance about what sort of games are suitable for school and why;
    - Support during any 'wet' playtimes.
- A follow up discussion regarding the progress that they have made and their successes.
- One week's monitored reintegration to playtime and lunchtimes.
- A final conversation celebrating their success and saying that the support is over because we feel that they are ready to rejoin their peers in normal play times and lunchtimes.

If the intervention is successful in the first instance, this will mark the end of the support that is offered and your child will be fully reintegrated back into the cycle of play times. If there is a recurrence of the behaviour that led to the intervention being implemented, the support will begin again.

School Protocols

Lunchtime – designated TA to run the intervention every day – intervention records to be kept.
Playtime – designated KS1 TA to run the intervention for a week on a rota so that everyone takes their turn – intervention records to be kept.
Final week of 'light' monitoring when they are back in the playground by staff from that class who are on duty i.e. if they are in Sparrow, it will be the teacher or TA who monitor. If neither is present, this responsibility can be allocated to Lynn Parsons.
Outcome forms from teachers to indicate who needs the intervention (see below).
Monitoring of intervention – SLT.

Outcome Form					
Class:		Teacher:		Term for:	
Need identified (including how it was identified):	*What caused it i.e. any anti-social behaviour during play or lunchtimes.*				
Pupil/s with need:					
Intervention planned:	How to Play Well Intervention				

Planned outcome (must be linked to the assessment):	**Choose one of these**: • Listen to, respond to and interact with others • Play and learn cooperatively, sharing roles, responsibilities and tasks • State their own views and needs • Work well with a range of others • Participate in shared activities with an adult or another child, taking turns and sharing when appropriate • Recognise when a situation is unfair and suggest how to make it fair • Respond to others' views when these are different from their own • Able to negotiate – being assertive when appropriate – while recognising and respecting the rights of others • Direct others or follow the directions of others • Recognise when there is a conflict and suggest possible solutions • Take an active part in a group, know how to join in and able to take different roles within the group depending on the needs of the group or task • Use their social skills to support learning by listening to and collaborating with others
How will you MEASURE success?	Number of incidents at playtime/lunchtime will be zero
Cost	TA time, monitoring time, communication with parents time.
What you are going to say to parents and when.	Explain intervention and give the fact sheet – see above.
Date when you are going to discuss the intervention with the pupil/s and what will be said.	At the beginning, after the first two weeks and after the final week (if all goes well). I will explain which skill they are working on and review their progress at the next two discussion points.

Weekly number of times intervention completed by TA:	10	Weekly number of times intervention completed by teacher:		Review/ observe once a week
How you will communicate:	In person			

<table>
<tr><td style="background-color:yellow">Timescale (two weeks with TA, one week with monitoring from KS1 staff):</td><td colspan="3" style="background-color:yellow">From: To:</td></tr>
<tr><td>Children who achieved their target for this intervention:</td><td></td><td>Children who did not achieve their target:</td><td></td></tr>
<tr><td>Next steps for these pupils who did not achieve their target:</td><td colspan="3">Repeat intervention with different approach/activities.</td></tr>
</table>

Appendix 7 –
Pupil Reflection Sheet   Date: _____

Name:_____ **Class:**_____

Pead this first
1. You have been give reflection time from the class to think about what has happened.
2. It is your job to understand what happened so that we can ensure that this doesn't happen again

Please complete:

Describe your day starting with when you woke up:

Why do you think you are here?

What happened just before this?

How do you feel now? You could use some of these words:
angry, defensive, defiant, disturbed, exasperated, frustrated, hostile, intolerant, mad, stubborn, apprehensive, worried, confused, bewildered, overwhelmed, reluctant, suspicious, surprised, unsafe, uneasy, unsure, ashamed, cowardly, depressed, despairing, disturbed, hurt, insecure, anxious, fearful, irrational, powerless, provoked, hesitant

How do others feel now? Please list them and explain how you think they feel. You could use some of these words:

angry, defensive, defiant, disturbed, exasperated, frustrated, hostile, intolerant, mad, stubborn, apprehensive, worried, confused, bewildered, overwhelmed, reluctant, suspicious, surprised, unsafe, uneasy, unsure, ashamed, cowardly, depressed, despairing, disturbed, hurt, insecure, anxious, fearful, irrational, powerless, provoked, hesitant

What do you think should happen now and why will this make things better?

Is there anything that you can think of that might help this not happen again?

Would you like someone to help you plan how to improve your behaviour in future? Yes/NO

If "yes", who would you like to help you?

Please take this to be signed by the following people to check they know you are trying to improve your behaviour

Student: _____

Teacher:_____

Headteacher:_____

Parent/Guardian:_____