



St White's Primary School

Positive Behaviour Policy

Date of Review: October 2021

Date of Next Review: October 2022

Signed, Headteacher:

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Summary of Changes:

Date	Page/ Section	Text Added	Text Removed	Reason & approval
Apr 22	New 7	Section 7 added regarding Permanent Exclusion		Instead of having a separate Exclusion policy. Head Teacher

1. Overarching Statements

St White's Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing conduct and the use of restorative interventions that support staff and learners.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To use restorative practice to promote good relationships where all learners are treated fairly and shown respect which generates community cohesion
- To give attention to good behaviour
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, duty and empathy for others
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behaviour norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

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.

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.
- Clear and concise school rules.
- Being consistent in our approach to all pupils.
- Rewarding positive behaviour.
- Negotiating through discussion with all involved appropriate sanctions on negative behaviour.
- Encouraging the ability to take responsibility for actions and ownership of the consequences.
- Monitoring and evaluating the behaviour system annually.

2. The School Rules

Our Three School Rules are

Ready

Respectful

Safe

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

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

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

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. For example, pupils demonstrate what it is to be 'ready, respectful and safe' by:

- Stopping and listening when an adult raises their hand or sounds a whistle;
- Lining up and walking into school quietly and sensibly at the end of break and lunchtimes.

2.2 School Practice

The school will enhance self-esteem and foster a caring ethos that enables pupils to make better learning choices.

All adults will:

- Be excellent role models for pupils, demonstrating kindness, a 'can do' attitude and respect for all.
- Consistently demonstrate high expectations for behaviour for all and at all times, always addressing anything that falls below the school's high

expectations.

- Use restorative practices to build relationships, and to increase pupils' understanding of, and responsibility for their actions.
- Celebrating the commitment to learning, both personal, social and educational, that is an integral part of our behaviour management;
- Record behaviours, both positive and those that cause concern, in behaviour folders.
- Refer to the schools 'Ready, Respectful, Safe' rules throughout the day.

Teaching staff will also:

- Where possible, meet and greet pupils as they enter school (if on time).
- Plan lessons that engage, challenge and meet the needs of all learners.
- Teaching pupils strategies for independent working including growth mindset;
- Encouraging a greater understanding of, and respect for peers, through the teaching of PSCE (Personal, Social, Citizenship and Health Education), SMSC Education (Spiritual, Moral, Social and Cultural) and British Values.
- Use the class mood thermometers or morning circles, to identify any pupil needing support. If further support is needed, the teacher will consult with the DSLs and/or FSW.

3. 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.

3.1 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 or the Sportsmanship curriculum;
- Rewards cannot be removed once they have been given;
- Rewards are age appropriate and therefore vary across the school.

3.2 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 awarded in assemblies
- Pupils can nominate other pupils in their class for going 'above and beyond' the school's expectations. Teachers will, in this case, write an 'above and beyond' certificate for assembly. These may not be regularly awarded as going 'above and beyond' is rare.

- Staff can nominate a pupil for going 'above and beyond'. These certificates are written out and sent home by teachers. These may not be regularly awarded as going 'above and beyond' is rare.
- In addition, class teachers may devise simple reward systems of their own that are in line with the school's agreed principles. Examples of this include Behaviour Blast Offs, Secret Students, Shiniies.
- 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 in behaviour folders to celebrate success.

4 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.

4.1 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, implemented consistently and fairly, and where possible, with the agreement of all parties at least in the first instance.
- In the case of repeated unacceptable behaviour, consequences will become more significant.

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 will be used:

- Ensuring that the learning is appropriately pitched and engaging to the needs of all pupils;
- Checking pupil's understanding;
- Circulating around the class.

The following steps may be used:

- 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...'

If there are repeated incidents of low level disruption or more serious incidents, staff will be reflective about their practice in order to see if change is needed to support pupils more effectively. They will seek support as necessary from senior leaders.

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.

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.

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.

Staff will always respond to all behaviours kindly, calmly and consistently. They can call upon other adults for support, but the adult dealing with the initial behaviour will always follow up with the child.

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.

Where a sanction is required, this will be discussed, where possible, in private between the adult and the child.

Stage 1:

We use the following stepped consequences followed by a restorative ending. This behaviour will be recorded on the behaviour forms if it reaches 'step 4':

Step 1 - Reminder: A reminder of the three rules delivered privately, wherever possible. A child might receive repeated reminders, if reasonable adjustments are necessary.

Step 2 - Caution: This should be a gentle, personal, non-threatening, side on, eye level interaction. State the behaviour that was observed and which rule/expectation/routine it contravenes. Explain the consequences of their action. Refer to previous good behaviour as a model for desired behaviour. Walk away and allow them time to decide what to do next.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Step 3 - Last chance: The child will be spoken to privately and given a final opportunity to engage. The adult will offer a positive choice to do so and refer to previous examples of good behaviour. The child will stay behind after class to complete any incomplete work. If this strategy is unsuccessful, incomplete work will be sent home to be completed for the next day with a parent signature required.

Step 4 - Time out: This might be a short time outside the room (up to 5 minutes) or away from the group which may be longer. It represents time for the child to calm down, breathe and look at the situation from a different perspective.

Step 5 - Repair: This might be a circle at break or lunch time or a more formal meeting. This is a restorative conversation that takes place once the child has calmed down. It is possible that senior leadership may be asked to attend this meeting to support the staff who are involved.

Incidents of aggressive, verbal or physical behaviour, will move directly to step 4 followed by step 5. The adult will decide whether this requires discussion with the headteacher and an appropriate course of action agreed; this can include informing parents of the incident.

Stage 2

If the previous behaviour is repeated, or new behaviours emerge from the same child, the member of staff witnessing and managing these behaviours will take their concerns to a senior leader.

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). The school may consult with outside agencies at this stage including the Advisory Teaching Service, the Inclusion Team, the Education Health Care Team, Trailblazers and Art and Play therapists if involved.

Stage 3 is reserved for repetitions of previously managed behaviours (that have not been successfully addressed at stage 2), 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 become involved, 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 My Concern.

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 suspension or permanent exclusion.

Stage 4 Three serious incidents in the same term will result in a letter to parents, or a phone call, inviting them to a meeting to support their child. This will involve the headteacher, class teacher and may include 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 suspension, or permanent exclusion at this stage.

At this stage a Supportive Behaviour Plan will be agreed to support that pupil with behaviour (see appendix 4), if it is not in place already (see Stage 2). 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.

If a pupil is on a Supportive Behaviour 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 Supportive Behaviour 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)).

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.

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: <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 in certain serious circumstances, a suspension or permanent exclusion. 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
- Another behaviour not listed here that is considered to be sufficiently serious by the headteacher.

6.2 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.

Responding to Bullying

All cases of alleged bullying will be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff will use our restorative practice to first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate as part of a circle.

If the allegation of bullying is upheld, the Headteacher (or senior leader) will use our restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents will be recorded on the school's safeguarding system: My Concern. Parents of both parties will be informed.

If the situation does not improve, the Headteacher (or senior leader) will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved which will include a behaviour plan(s) being put into place.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

For more detail please refer to the Anti-Bullying and Anti-Hate-Crime Policy.

- 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 suspension will be considered with a permanent exclusion being the last resort.

7. Permanent Exclusion

- 7.1 A decision to exclude a pupil permanently should only be taken:
- in response to a serious breach 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 pupil or others in the school.
- 7.2 The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher should give the pupil an opportunity to present their case before taking the decision to exclude.
- 7.3 Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- 7.4 Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

8. 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)
- Trailblazers
- CAMHS – Children and Adolescent Mental Health Services
- 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

9. 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 in situations which may include:

- 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.
- 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.
- Restrain a pupil at risk of harming themselves through physical outbursts.

10. 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.

10.1 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.

10.2 Golden Rules

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

- Thank you for finishing your lunch today.

10.3 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 an empty array which the golden tickets are stuck on. Once the array is full the whole class can have a previously agreed reward. This reward is decided by the class at the beginning of the term.

10.4 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.

11. 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 the behaviour folder 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.

12. Malicious Allegations

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

13. 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.

14. All Staff

All staff are responsible for the behaviour of all pupils in the school. They must model positive behaviours and build relationships. Any incidents of inappropriate behaviour will be challenged calmly by the first adult to notice them as the most powerful tools to support good behaviour are consistency and the determination of every member of staff to stand firm, treat everyone with respect and use this policy.

15. The Headteacher and Senior Leaders

The headteacher is responsible for writing and overseeing this policy. Further, they monitor

the information and offer support to staff and pupils where areas of concern arise. The head teacher and senior leaders may be asked to support staff during restorative circles and they will do this with, rather than for, members of staff who have been affected. Senior leaders will support, guide, model and show a unified consistency to the learners. They will:

- Meet and greet families and pupils at the beginning of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff in returning pupils to learning by sitting in on circles and supporting staff conversations
- Regularly celebrate all stakeholders whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

16.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.

17. 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 reduce.
- The number of severe bad behaviour incidents reduce.
- All members of staff feel they are able to use the behaviour policy and the 'One Page Policy Summary' is in use (Appendix 8).

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/>

Useful information:

<http://www.elsa-support.co.uk/category/free-resources/nurturegroupresources/behaviourmanagementresources/>

Additional Guidance:

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

St White's Primary School Harmful Behaviour Risk assessment							
Key Information							
Full name							
DoB							
Class				Year group			
Other agencies involved							
Risk Matrix (Lvl*)							
Reason for assessment being completed		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.					
ABC		Describe what happened before, during and after the event. Include any information about ABCs completed previously.					
Risk	Who is at risk	Risk rating (LvC**)	Control/ preventative measures	Residual risk rating (L v C**)	Management Plan		
					Owner	Target date	Completing date

High	Common, regular or frequent occurrence	3	3 medium	6 high	9 high
Medium	Occasional occurrence	2	2 Low	4 Medium	6 High
Low	Rare or improbable occurrence	1	1 Low	2 Low	3 Medium
* Risk Matrix Likelihood versus Impact			1	2	3
			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.	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.	Serious harm/injury possible to self or others (including adults or children). Major reputational damage. Significant or long-term affect on learning.
			Low	Medium	High

High	Common, regular or frequent occurrence	3	3 medium	6 high	9 high
Medium	Occasional occurrence	2	2 Low	4 Medium	6 High
Low	Rare or improbable occurrence	1	1 Low	2 Low	3 Medium
** Risk Matrix Likelihood x Consequence			1	2	3
			Minor	Serious	Major
			Low	Medium	High

Appendix 2 – Pupil Risk Assessment



ST WHITE'S PRIMARY SCHOOL RISK ASSESSMENT

ACTIVITY:		REVIEW DATE:	
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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	Suspension	Permanent exclusion
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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 <input type="checkbox"/> No <input type="checkbox"/>					

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 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 lead TA for How to Play Well.

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):		<i>What caused it i.e. any anti-social behaviour during play or lunchtimes.</i>			
Pupil/s with need:					
Intervention planned:		How to Play Well Intervention			

Planned outcome (must be linked to the assessment):	Choose one of these: <ul style="list-style-type: none"> • 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		
Timescale (two weeks with TA, one week with monitoring from KS1 staff):	<div style="background-color: yellow; padding: 5px;"> From: _____ To: _____ </div>		
Children who achieved their target for this intervention:		Children who did not achieve their target:	
Next steps for these pupils who did not achieve their target:	Repeat intervention with different approach/activities.		

**Appendix 7 –
Pupil Reflection Sheet**

Date	Name	Class
<p>Please read this first</p> <p>1. You have been give reflection time from the class to think about what has happened.</p> <p>2. It is your job to understand what happened so that we can ensure that this doesn't happen again</p>		
<p>Why do you think you are here?</p> 		
<p>What happened just before this?</p> 		
<p>How do you feel now? You could use some of these words:</p> <p><i>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</i></p> 		
<p>How do others feel now? Please list them and explain how you think they feel. You could use some of these words:</p> <p><i>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</i></p> 		
<p>What do you think should happen now and why will this make things better?</p> 		

<p>Is there anything that you can think of that might help this not happen again?</p>
<p>Would you like someone to help you plan how to avoid this happening again? Yes/NO If yes, please say who you would like to help you.</p>
<p>Please take this to be signed by the following people to check they know you are trying to improve your behaviour</p> <p>Pupil: _____</p> <p>Teacher:_____</p> <p>Headteacher:_____</p> <p>Parent/Guardian:_____</p>

Appendix 8: One Page Positive Behaviour Policy Summary for staff

Staff will:

- Meet and greet pupils at the door where possible
- Refer regularly to the rules: ready, respectful, safe.
- Model positive relationships and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a variety of techniques to encourage good behaviour including positive reinforcements in class, celebration certificates and awards, praising the behaviour you want to see.
- Always expect every pupil to show respect and demonstrate a very high standard of behaviour at all times and be unrelenting, but kind and respectful, when insisting on this.
- Use senior leaders and the headteacher to celebrate good behaviour and good work to improve motivation.

In the case of unacceptable behaviour, follow the 5 step process:

- **Step 1 - Reminder:** A reminder of the three rules delivered privately, wherever possible. A child might receive repeated reminders, if reasonable adjustments are necessary.
- **Step 2 - Caution:** A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
- **Step 3 - Last chance:** The child will be spoken to privately and given a final opportunity to engage. The adult will offer a positive choice to do so and refer to previous examples of good behaviour. The child will stay behind after class to complete any incomplete work. If this strategy is unsuccessful, incomplete work will be sent home to be completed for the next day with a parent signature required.
- **Step 4 - Time out:** This might be a short time outside the room or away from the group. It represents time for the child to calm down, breathe and look at the situation from a different perspective.
- **Step 5 - Repair:** This might be a circle at break time or a more formal meeting. This is a restorative conversation that takes place once the child has calmed down. It is possible that senior leadership may be asked to attend this meeting to support the staff who are involved.

Incidents of aggressive, verbal or physical behaviour, will move directly to step 4 followed by step 5. The adult will decide whether this requires discussion with the headteacher and an appropriate course of action agreed; this can include informing parents of the incident.

If there are repeated incidents of low level disruption or more serious incidents, staff will be reflective about their practice in order to see if change is needed to support pupils more effectively. If this does not resolve the issue, they will seek support.

If the previous behaviour is repeated, or new behaviours emerge from the same child, the member of staff witnessing and managing these behaviours will take their concerns to a senior leader.

The headteacher and senior leaders are here to support staff and pupils. Please call on them for advice or support at any time. They can help with answering questions, circles, another viewpoint, behaviour management techniques, contacting parents and emotional support.

Appendix 9: One Page Positive Behaviour Policy Summary for children

Your teacher will:

- Meet and greet you at the door where possible
- Refer regularly to the rules: ready, respectful, safe.
- Be respectful of both children and adults so that you can see what that is supposed to look like
- Teach you interesting and exciting things that help you learn.
- Tell you when you are doing the right things and celebrate this in different ways including sharing it with other adults in the school.
- Always expect you to be respectful and behave well.

In the case of unacceptable behaviour, follow the 5 step process:

- **Step 1 - Reminder:** Remind you of the rule that you are not following, quietly if possible and sometimes more than once.
- **Step 2 - Caution:** Tell you clearly what behaviour you are displaying that is unacceptable and what will happen if you continue, but quietly if possible.
- **Step 3 - Last chance:** Be given a last chance to stop the unacceptable behaviour and to engage in your learning. They may say things like, "This isn't the xxx I know," so that you know that they understand that you can be different. They may say, "You worked really hard in English so I know you can do it." If work is not completed in the lesson, you will have to stay behind and complete it at break or lunch, or even take it home and finish it there, bringing it back the next day.
- **Step 4 - Time out:** You may be asked to go and sit outside the room, in another class, with an MDSA or be sent in if outside. This will give you a chance to calm down, breathe and have a think about what would be a good thing to do next. After this, you may want to say, "Sorry," when you go back to your learning.
- **Step 5 - Repair:** Your teacher, or you, may decide that there should be a circle at break or lunch time to talk about what has happened so that everyone understands their feelings, and those of others.

Sometimes children behave in a way that is dangerous to themselves and/or other people. If this happens, you may go straight to step 4 and then step 5. Your teacher may well decide that Mrs Tilling needs to be involved and sometimes we will need to tell your parents too.

Some behaviour is very irritating because it happens a lot and interrupts others' learning. This can be dealt with in a circle. If it continues, your teacher may well come and speak to Mrs Tilling who will come and talk to you about it.

Consequences for poor behaviour will be decided by talking to everyone involved in the incident and finding out what everyone thinks is fair, including the person whose behaviour did not reach the school's high standards.

If you have any questions about our behaviour policy, or think you have something to make behaviour at our school better, please come and talk to Mrs Tilling.

St White's Primary has three rules: ready, respectful and safe.

This is what these rules mean to us.

Ready

Good posture: sitting up straight with folded arms

Quiet and listening

Cheerful with a positive attitude and enthusiastic about your learning

If something is hard, say, "I can't do it **yet**."

Do your homework.

Respectful

When someone's speaking, don't interrupt or put up your hand.

Take it in turns to speak.

Look at the person who is speaking, keep eye contact and give them your full attention

Be kind to others and yourself: use positive words and be positive

Ignore distractions

Include others so no one is left out

Take responsibility for your actions, especially when things go wrong.

Be kind.

Safe

Think before you act: look before you leap

Listen to adults and follow instructions

Be gentle with others

Use equipment correctly

Be where you are supposed to be, and tell an adult if you are going anywhere