



Valuing individuals, aspiring and achieving together in faith

RELATIONSHIPS AND BEHAVIOUR POLICY

December 2024

St Swithun's C of E Primary Academy's Vision

Love bears all things

Believes all things

Hopes all things

Endures all things

(1 Corinthians 13:7)

Our Strategic Aims

Love bears all things

To teach our children to develop empathy and compassion with a love that never gives up on others and seeks Justice in the world

Love believes all things

To teach our children to trust in others and to search for the truth with the courage to be honest

Love hopes all things

To teach our children to know that God has a plan for each of us and to trust and respect one another, knowing that everyone has a uniquely valuable role to fulfil

Love endures all things

To empower our children to face challenges with resilience and to nurture a community build on honest reflection, repentance and forgiveness

Statement of Behaviour Principles

Children flourish best within an orderly, supportive environment where they feel secure and where their individual needs are respected. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters positive relationships and mutual respect between all stake holders. High standards of behaviour will be expected and promoted constantly throughout every aspect of the school's life. All members of staff will set high standards and children will be given clear guidance on what is expected of them, in accordance with the school's Christian ethos and values. The school's expectations and Golden Values will be shared with children in each class and with parents. We will work in partnership with parents to ensure that the school's values become central to the lives of our children. This document defines and describes the policy and practice at St Swithun's to ensure that high standards of behaviour are achieved. All staff accept the responsibilities, shared with governors and parents/carers for the achievement of high standards of behaviour of all who attend our school. We recognise that children are individuals and some may need additional support.

Key Premise of our Approach

- We believe that 'fairness' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- We know that behaviour is a form of communication and the change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties, helps us to understand behaviour as a communication of an emotional need (whether conscious or unconscious) and respond accordingly.
- We operate a non-judgmental attitude towards behaviour based on empathy. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- We regard children with behavioural challenges as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. We support; "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."
- We put relationships first. We promote strong relationships between staff, children and their parents/carers and foster a culture of connection, inclusion, respect and value for all members of the school community. We view behaviour systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- We will be gentle with our strength and strong with our gentleness, remembering that some pupils in our care have a very fragile sense of self.
- We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe their educational environment needs to include high standards of both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These are modelled appropriately, within the context of a safe and caring school environment.
- We recognise that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of a child are within their control. The language of choice (e.g. 'good choice/bad choice') is not always helpful.
- We encourage parental engagement and involvement which is absolutely crucial when addressing and planning support for children's Social, Emotional and Mental Health needs. "The parent-child connection is the most powerful mental health intervention known to mankind"
- We believe that our clear behaviour policy consistently and fairly applied, underpins effective education. We have in place a range of options and rewards to reinforce and praise good behaviour. We also have proportionate and

fair responses to behaviour challenges which may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.” SEND code of Practice 2014

Links to other documents

This document should be read and used in conjunction with other policies including:

- Child Protection and Safeguarding Policy
- Parental Code of Conduct
- Code of conduct for School Staff
- Anti-Bullying Policy
- SEN Policy and SEN Local Offer
- Physical Intervention Policy

Plus, our procedures for:

- Restorative Justice - use of breathing techniques and breathing buddies
- Sports Leaders & Sports Crew / buddies /well-being committee

Also, in the context of the Staff Handbook and Equal Opportunities Statement.

Legal Duty

This school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to provide a safe and ordered environment in which all children can flourish.

The Department for Education guidance for head teachers and school staff of maintained schools, which outlines the statutory duty of schools,

“Head teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions” (DfE, Behaviour and Discipline in schools: Advice for head teachers and School Staff, published July 2013; last updated January 2016).

Introduction

At St Swithun’s Church of England Primary Academy, we aim to produce a safe and secure environment where all can learn without anxiety. We aim to provide a safe, happy Christian environment with a high quality of care to all of our members. To achieve this and working under the premise approach explained above we aim to:

- Nurture the spiritual development of all members of the school community and promote mutual respect and responsibility.
- Promote good relationships and to ensure that all are treated fairly and shown respect, working together in an effective and considerate way. These relationships are built on our core values. Provide effective teaching, encouraging the highest achievement for each child.
- Value the contribution each child makes to the life of the school and take account of individual’s needs. Promote an ethos of excellence for all in a caring Christian environment.
- Create an ethos of good behaviour in school to promote effective learning. This will ensure that children are happy, secure and safe.
- Build a school community which upholds and demonstrates Christian values and has positive links between home and school.

- Foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy; and to encourage children to carry these skills and values with them beyond the school family.
- Help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (democracy, rule of law, liberty, mutual respect and tolerance of those of different faiths and beliefs).
- Provide a stimulating learning environment enabling all children to grow in independence and confidence; and manage their own behaviour.
- Ensure educational continuity through liaison with our pre-schools and secondary schools.
- Encourage our children to take risks, aim high and challenge themselves to see the word 'fail' as their 'first attempt in learning'. We trust our children and they know that with this comes responsibility for themselves and each other.

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Staff at St Swithun's have a responsibility to remain regulated throughout the school day, taking regular quality breaks and pressing the pause button occasionally to re- resource ourselves. We see it as our responsibility to attend to our own regulation and relationship needs, to keep healthy and well in both our bodies and minds. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. Relationships can be challenging but as a school committed to Restorative Practice we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

Aims of this policy

- To provide a shared understanding of 'good behaviour' in school.
- To ensure that the organisation of the school promotes good behaviour.
- To build up positive relationships between children and children, children and adults, adults and adults. Creating an ethos of mutual respect and trust, enabling co-operation in all aspects of school life.
- To promote high self-esteem and high self-confidence in all our children.
- To encourage all staff in consideration of the impact of the learning environment, all areas of the school and activities that take place, on the behaviour of the children, in planning their teaching, classroom organisation, routines and out-of-class learning experiences.
- To create a consistent, positive structure within the school.
- To ensure we operate with an attachment aware framework and differentiate according to pupils' SEMH needs.

Golden Values at St Swithun's

At St Swithun's we all work together to ensure the policy is applied and we create a safe, happy, positive and caring environment in which everyone can learn. These Golden Values come from our strategic aims and are displayed prominently in each classroom and around school. The children are reminded of them regularly.

Love Bears all things

We accept each other for who we are

Love believes all things

We are honest and truthful in our relationships

Love hopes all things

We aspire to achieve great things

Love endures all things

We never give up on ourselves or each other

Promoting Positive Behaviours at St Swithun's

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect all our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life. Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- A whole school behaviour curriculum. **(Appendix 1)**
- Lunchtime expectations. **(Appendix 2)**
- Developing the whole school ethos – all pupils learning to value themselves and others and recognising that they each have an important part to play in school life.
- Whole school, key stage and class worship - where Gospel values, fruits of the spirit and themes are discussed and applied to our everyday lives and to our relationships with one another.
- Through use and reinforcement of our school Golden Values. In September and regularly through the term, every class revisits these and establishes a class understanding of these. Remember, you can't sanction behaviour that does not break a Golden Value.
- PSHE opportunities throughout the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc. Well planned and purposeful PSHE lessons are timetabled in every class each week. These will include opportunities for Circle Time, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment. If there are incidents of anti-social behaviour these are discussed during Circle Time.
- School Buddies – who support and help younger children across school e.g. promoting fair and fun play on the school yard, helping key stage one children with lunch time routines, operating as ambassadors of exemplary behaviour within the school family.
- Outside speakers such as the Vicar and members of the Church community, PCSO and the involvement of the DARE team
- Use of restorative justice and solution circles to resolve conflict. To help pupils understand the effect and the importance of taking responsibility to make things right.
- Use of additional incentives such as stickers, certificates, special mentions assembly, team points, the house system – these rewards pupils' efforts both academically and socially
- The example set by staff in their attitude to and behaviour towards all members of the school community
- Treating praise and sanctions separately. All children should be praised daily 'catch them being good', a guide is 3 positives for every negative.
- All adults in school being careful about what they say and how they say it – use of body language and voice.
- We are respectful and non-judgmental - (Separate the deed from the doer) and we are firm and fair - engage pupils in learning about the effects of their actions making sure the reason for a decision is always understood.

Using Breathing techniques

Breathing Buddies lead sessions immediately after the lunchtime break. Pupils in Years 1- 6 take part in short breathing practices to calm, relax and focus them ready for learning. St Swithun's children have embraced this practice and see it as a part of school life.

Rewards

We have high expectations of all our children in terms of both achievement and behaviour and we actively look for the small improvements, the little things that can be rewarded in order to raise self-esteem and confidence. The rewards which staff can select according to the year group they work in include:

- Certificates in Celebration Assemblies
- Visits to a member of the SLT
- Golden Time
- House team points which lead to whole class/school celebration
- Verbal praise – individual or shared
- Class Dojo messages sent to parents

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children. Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making good or bad choices.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection.

Class Dojo

Class Dojo is an online reward system which allows teachers and teaching assistants to reward children in school. If parents create their own Class Dojo account, they can log in to track how many Dojo points their child has. Dojos are awarded in a consistent way across school and are based around the types of positive behaviours we wish to instil in our children. The number of Dojo points to be awarded is at the teacher's discretion.

Individual Reward points

- Reading at home 3 times - 1 point
- Accessing timetable rockstars or numberbots 3 times at home - 1 point
- Completion on an EYFS home learning activity - 1 point
- Positive attitude to learning - 1 point
- WOWser award - 1 point
- Gospel Values (Thankfulness, trust, perseverance, justice, service, truthfulness, respect, friendship, forgiveness, courage, compassion, generosity) - 1 point
- Character Traits (Self-Awareness, personal responsibility, respect, inclusion, creativity, tolerance, empathy, resilience, motivation, trust, altruism, courage, creativity) - 1 point

Team Points

- Total of the week within classes added by team captains and team at the top get to go 5 minutes early for break on Fridays

Golden Time

This is to take place on Friday afternoon (Years 1-6) at the end of the day, or at alternative time/day if required. It's to be promoted as a time for children to play games, draw, read etc. The session will last for no more than 20 minutes.

Children who have ended a day on amber or red, will use this time to reflect on the week, before joining in with the other children. There will be termly certificates for those children who are 'Evergreen Children'. This will be acknowledged on a 'roll of honour' that will be published on the school website and school Dojo. For those children who maintain the 'Evergreen' status for the whole year, a badge will be presented as well as a special organised reward.

Class Reward

All children at St Swithuns are expected to demonstrate high standards of effort and behaviour, at all times. Those who go over and above the expected standard will be awarded Dojo points for their exceptional behaviour or effort. When classes have collectively earned 500 Dojo points, they will be rewarded with a mystery activity. This could be watching a film, extra iPad/ Chromebook time or a craft activity, for example. Children are invited to make suggestions for the mystery activity, which will be selected at random by the class teacher. All Dojo points will be cleared back to zero after the reward has been given and the class will be eligible for another achievement afternoon as soon as they earn the next 500 points. When necessary, at the teacher's discretion, children whose effort or behaviour has fallen short of the expected standard may need to use some of their achievement afternoon to complete work or pay back wasted time to the teacher (see 'Procedures for dealing with inappropriate behaviour' below).

Dojo Links

Parents will receive logins for class dojo so that they can log in and view their child's achievements from home. This facility will be initiated by teachers through this letter:

<https://static.classdojo.com/docs/TeacherResources/ParentLetter/ParentLetter-English.pdf>

Celebration Assemblies

Each week a child from each class will be awarded the 'Shining Lights' certificate for excellence that week. These will be chosen by the class teacher and their parents/carers will be invited into our Shining Lights Collective Worship on a Friday. This will be presented by the Headteacher or Deputy Headteacher.

"In Him was life, and that life was the Light of men. And the Light shineth in darkness, and the darkness comprehended it not." (John 1:4-5)

In addition we will also present the following certificates in our celebration collective worship:

- Maths award- number bonds and TT Rockstars
- Reading rewards- to highlight the number of reads a child has completed (milestones set)
- Dojo rewards – to celebrate the child with the most dojo points each week.

Other Rewards

There are a variety of other rewards that do not contribute to the whole school system can be used at the discretion of class teachers and school leaders:

- Verbal praise
- Showing work to other teachers or school leader
- Good work assemblies
- Stickers
- Certificates
- Privileges
- Positions of responsibility
- Post card/telephone home to parents
- Work displayed in classroom or in a display board around the school

Team points are awarded individually, in groups or as a class. They are specific so the types of behaviour can be celebrated/discussed. Any member of staff can give team points at any time to any child in school. Once awarded a team point cannot be deducted. Each class teacher will work out a system for adding the collected team points collected in their class. Each week class teachers will acknowledge the winning team in their class. The winning team for the whole school will be shared in assembly at the end of each week and displayed in school – a Y6 class member will update this weekly. This will be shared with parents via our Dojo messaging system.

Positive behaviour is achieved by:

All staff seeing all behaviour as a form of communication, an indicator of emotions and responding in an empathic and understanding manner.

All staff recognising that early intervention is imperative for addressing both active and passive behaviours, to ensure that low-level features/difficulties are addressed early.

A whole school understanding of Attachment Theory and staff operating an attachment aware/emotion- coaching framework:

- Attachment in our everyday practice focuses on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness both verbal and non-verbal communication. Attachment is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.
- Attachment is central to our well-being and affects us all.
- Attachment is everybody's business and that we are all shaped by our early relationships and our behaviour is influenced by our attachment experiences. (See **Appendix 3 and 4**)

As a trauma/ACE informed school all staff look for indicators of SEMH. These indicators include:

- Active/ 'acting out' behaviours e.g. showing mood swings, verbal or physical aggression, those who abscond, who lack empathy or personal boundaries
- More passive behaviours e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak
- Positive discipline through effective relationships is how we enable those children who struggle with self-management to become responsible members of the class and we are always fair but firm.

Behaviour System and Procedures (Good to be Green)

At St Swithun's we use a simple traffic light system which has two main aims. One to promote and celebrate positive behaviours displayed by individuals and secondly, to provide opportunities for reflection where behaviours are deemed inappropriate or unacceptable.

Reflection is key with this system and so it's important that children who move between green, amber and red, understand why this has happened but also understand clearly what they can do to navigate similar challenges in the future. Children will be given opportunity to think and discuss their actions and will be supported to identify next steps.

This system should be seen as a driver to promote positivity. The aim is that all children over time will come to understand how positive behaviour impacts their learning, personal well-being and also, their day-to-day experiences in school and life in general.

Promoting positivity and reflection go hand in hand with the Character Curriculum and the development of 'Self'. Therefore, during discussions and reflection time, the language used will focus on recognising what's happened and why it happened, but more importantly, on moving forward positively with appropriate strategies discussed to help the process.

We recognise that the traffic light approach will not be appropriate for all children and where this is identified, class teachers will develop bespoke approaches to supporting the unique individual needs of these specific children.

At the start of each day, all children are on green and are reminded of this, identifying that each day is a fresh start for everyone.

Procedures for dealing with inappropriate behaviour

Behaviour records will be held on our school behaviour monitoring system (CPOMS) for serious unacceptable behaviours. It is recognised that sometimes, disruptive behaviour can be a manifestation for social, emotional and mental health needs, or of special educational needs or disabilities. See the table below for a concise indication of how the school deals with inappropriate behaviour in all these circumstances.

	Examples of particular behaviours (this is not an exhaustive list)	Procedure for managing behaviour	Support following a sanction	Responding to the needs of SEND pupils										
For the purposes of this policy, the school defines “lowlevel unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:	• Rudeness e.g. answering back, inappropriate voice tone, inappropriate body language, interrupting or talking over the teacher, rude facial gestures, refusal to share • Low level disruption e.g. not settling to learning, talking at inappropriate times, not completing set tasks, deliberately distracting or interfering with others • Unsafe actions e.g. running through school, rough play, playing where adults have asked pupils not to • Lack of care e.g. littering, not tidying up, disrespecting school property • Verbal insults e.g. unkind comments, name calling • Attention-seeking e.g. calling out, silliness • Disobedience e.g. refusal to follow requests/instructions from staff, bringing in banned items, use of mobile phones without permission • Lack of correct equipment e.g. lack of tie/uniform items, lack of PE kit, not bringing reading diary • Defacement e.g. purposely defacing books, graffiti on resources, school property, or property of others • Evasion e.g. hiding from staff, walking away from staff • Benevolent dishonesty e.g. lying to protect themselves or friends, not telling the whole truth • Swearing e.g. blasphemy, verbal and hand gestures	1. Any single example of these behaviours displayed will result in a verbal reprimand and reminder of behaviour expectations. 2. A second example of these behaviours displayed will result in a yellow card and the child moving to Amber 3. A yellow card is given to signal to the pupil that they need to reflect on, and change, their behaviour. This will not necessarily be accompanied by a comment. 4. Within a single session: After a yellow card is given, no further warnings or yellow cards will be given within a session. Any further displays of these behaviours will be classed as ‘serious unacceptable behaviour’ and the child moves to red - see below 5. Over the course of a school day: if a pupil is given 3 yellow cards, this will be classed as ‘serious unacceptable behaviour’ and the child will be moved to red– see below. Session times are categorised as follows: <table><tr><td>Session 1</td><td>First lesson</td></tr><tr><td>Session 2</td><td>Break</td></tr><tr><td>Session 3</td><td>Second lesson</td></tr><tr><td>Session 4</td><td>Lunchtime</td></tr><tr><td>Session 5</td><td>Afternoon lesson</td></tr></table>	Session 1	First lesson	Session 2	Break	Session 3	Second lesson	Session 4	Lunchtime	Session 5	Afternoon lesson	NA	Possible support mechanisms include but are not limited to: • Shortened session times • Increased number of warnings before a yellow card is given • Brain breaks • Time out • Strategically planned tasks to deescalate
Session 1	First lesson													
Session 2	Break													
Session 3	Second lesson													
Session 4	Lunchtime													
Session 5	Afternoon lesson													

	Examples of particular behaviours (this is not an exhaustive list)	Procedure for managing behaviour	Support following a sanction	Responding to the needs of SEND pupils
For the purposes of this policy, the school defines “ serious unacceptable behaviour ” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:	- A third example within a session of ‘low level unacceptable behaviours’ within a single session. Confrontation e.g. threatening body language, slamming of doors, verbal threats Discrimination e.g. to exclude, disadvantage, harass, bully, humiliate or degrade someone because of their protected characteristics (age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). Provoking and spiteful behaviour e.g. deliberately acting in a manner so as to cause annoyance, irritation or upset, slander, dishonesty intended to cause harm to others Harassment/Bullying e.g. persistent, targeted purposeful behaviour intended to hurt an individual emotionally or physically, including via electronic communication within school time Fighting, violence or aggression e.g. kicking, punching, pushing, fighting, biting, spitting Serious Vandalism e.g. purposely and irrevocably damaging school or others’ property Sexual misconduct e.g. sexual name calling, sharing of explicit images, unwanted sexual	- Any single example of these behaviours, or an escalation from low level unacceptable behaviours displayed will result in a consequence at this level. - Where necessary, the pupil will be separated appropriately from the situation e.g. change of seating position, time out in another part of the classroom, alternative classroom. De-escalation techniques to prevent further behaviour issues arising will be used. Positive handling will only be used as a last resort. - The member of staff dealing with the immediate situation will request a written account of the situation from the pupil. This will be reviewed in the first instance by the senior team and will inform the consequence. - The senior team will liaise with the class teacher to decide upon appropriate consequences. These include, but are not limited to: - a verbal reprimand and reminder of the behaviour expectations school-based community service e.g. tidying classrooms, litter picking loss of privilege e.g. the loss of a prized responsibility missed breaktime(s) to complete missed work, write a letter of apology and/or create a reflective presentation about the impact, or potential impact of their behaviour and how they plan to address this in the future including additional work sent home to complete missed work, write a letter of apology and/or create a reflective presentation about the impact, or potential impact of their behaviour and how they plan to address this in the future removal from classroom to allow for continuation of learning e.g. a set period working in another classroom, internal seclusion with a member of SLT fixed term suspension or permanent exclusion: in line with the school’s Exclusions Policy, only the headteacher has the power to exclude a pupil, however decisions will usually be taken in conjunction with the senior team	- A Behaviour report will usually be issued by the senior team for an initial period of 5 days. If a pupil is absent, this time will be carried over until the five days are fulfilled. - It may be appropriate to extend this with an alternative support mechanism if a pupil’s behaviour has not improved. - Following a fixed term suspension, a behaviour support plan will be issued to aid successful reintegration. Possible support mechanisms include but are not limited to: - Time-limited alternative playtime arrangements - Alternative classroom/lunchtime seating arrangements - Internal referral for individual mental health support - Emotion coaching - Brain breaks during sessions - Internal referral for pastoral or behaviour intervention - Referral to outside agencies for consultation/advice e.g. Bassetlaw primary behaviour partnership (BPBP) - Parents will be asked to sign the plan at the end of each school day. This is to ensure effective communication between school and home and enable parents to support the school to maintain good behaviour. - The senior team will review and sign the plan at the end of the 5 days support.	Possible support mechanisms include but are not limited to: - Delay request for a written account enabling time for calming - Use of emotion coaching - Personalised Hierarchy of Support with specific scripts for emotion coaching and/or de-escalation.

	- attention sexist remarks, homophobic remarks, ▪ offensive name calling, laughing at, provoking or victimising others) ▪ School avoidance e.g. truancy, running away from school, deliberate lateness ▪ Theft ▪ Possession of dangerous banned items e.g. guns ▪ Possession of legal or illegal drugs, alcohol or tobacco ▪ Persistent defiance, disobedience or destructive behaviour ▪ Refusing to comply with disciplinary sanctions ▪ Any behaviour that threatens safety or presents a danger ▪ Any behaviour that seriously inhibits the learning of pupils ▪ Any serious behaviour that requires the immediate attention of a staff member	Parents will be notified about the behaviour, consequence, and Behaviour report on the same day: except for suspension, notifying parents will be the responsibility of the class teacher. The next day, the pupil will begin a Behaviour Report– see right. Any behaviour incidents at this level will be recorded on CPOMS. This should be initiated by the member of staff dealing with the incident. Please note: If a pupil is absent for a consequence, this will be carried over until it is spent.		
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Restorative Practices

At St Swithun's we use **RESTORATIVE PRACTICES**

- All language and practice provides the opportunities for everyone to:
- Learn about the effects of their wrong doing or inappropriate behaviour
- Take responsibility for making amends to those they have harmed
- Repair and restore the relationship with those harmed and the school community
- Informal Restorative Practices:
- Affective Language – provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response
- Restorative Conversations – a structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right
- Impromptu Restorative Meeting – as a restorative conversation but involving 2 or more people

Formal Restorative Practices:

- Formal meeting – as an impromptu meeting but a more formal setting where all participants have been prepared before the meetings and have agreed to participate.

As a school we will use a variety of techniques to ensure consistency and structure throughout our classes - see **Appendix 5**

Support, Assessment, Monitoring and Intervention for improving behaviour – a differentiated approach

As outlined in the SEN Code of Practice, our SEN Policy and our SEN Local Offer, we promote a differentiated approach to support children with SEND or SEMH needs following different levels of intervention using the Assess/ Plan, Do, Review cycle. We acknowledge that for some children at sometimes there is a need for a differentiated approach and these children may have personalised rewards and consequences and advice will be sought initially from the SENDCo. Those children who have the need for a differentiated approach will have a named key adult and a formalised team of adults around them at school. We will prioritise spending quality time with our assigned pupils, being physically and emotionally present, attentive, tuned and responsive.

Appropriate target setting and information sharing is extremely important to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as Individual Plans, SEN Reviews and Action Plans, Personal Education Plans Behaviour Charts or Behaviour Plans. These are jointly developed, agreed and reviewed and involve key adults including the class teacher, parents, TAs and the SENDCo. Most importantly, they include involvement from the child to ensure that they (alongside their parents/carers) remain central to this process and can voice what helps/hinders; what likely triggers might be; strengths and difficulties, etc.

Where appropriate and the behaviours are very significant the SENDCo will seek support from outside agencies eg Bassetlaw Primary Behaviour Partnership, Early Years Schools and Families Support Services, Early Help Unit.

SEND/SEMH support and interventions at St Swithun's include:

- ELSA Support
- Circle of Friends
- Mediation
- Therapeutic Provision

- Lego Therapy
- Use of Blob Trees
- A variety of other interventions and bespoke programmes e.g. My Can
- Additional time in our HQ / Sensory room

At St Swithun's we use various assessment and monitoring tools/toolkits, such as:

- The Boxall Profile
- The Strengths and Difficulties Questionnaire (SDQ)
- Various Emotional Literacy and Social Skills assessment tools
- Understanding behaviour - an assessment tool
- Understanding behaviour – pupils' views

These help us identify and work on specific targets to bring about change.

The role of the class teacher

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. When necessary the pupil is disciplined by the class teacher who, knowing the pupil is best able to choose the most suitable action. If a child misbehaves repeatedly, the class teacher records such incidents and deals with them as per the graduated response in this policy. If the behaviours are significant then the class teacher may seek help and advice from the SLT. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

At break-times the member of staff on duty is responsible and will report to the class teacher if necessary.

During lunchtime the mid-day supervisors report to the senior supervisor who may report to the class teacher or SLT.

Why the class teacher should follow up incidents personally:

- The teacher best placed to have an impact on the behaviour of the child is the class teacher.
- Inclusion is about building relationships with every child regardless of their individual needs.
- The class teacher has a responsibility to talk to the child about their behaviour, repair trust and reinforce high expectations for the next lesson.
- If the class teacher passes responsibility to a senior colleague the child begins to imagine they are not able to manage their behaviour.
- The class teacher can use the opportunity to build a relationship with them.
- Many children with chaotic home lives are testing whether the adults around them are going to give up and pass them onto someone else.
- They may discover information about the incident or background to it that will prove useful when managing the child in future.
- Colleagues see that you are committed to managing the behaviour of all children; when you ask for support it is more likely to be provided enthusiastically.

The beginning of the school year is the best time to introduce new routines and Golden Values into the classroom.

Golden Values

On the first day of term discuss the Golden Values with your class, agree what they mean to the class and display these clearly and prominently in the classroom. Although the Golden Values are the same through school the application of them may vary.

Class routines

Class teachers will decide on 3, 4 or 5 steps they want children to follow. Phrase the routines using positive language (avoid using "don't" or "no") and identify explicit behaviours they expect to see. A routine for entering the classroom might include, "Equipment on the desk and eyes on me", rather than, "No talking" or "Don't put bags on the table".

Class teachers will use praise and positive reinforcement backed up with sanctions, ensuring students are constantly reminded of the routines.

The role of the SLT

It is the responsibility of the SLT to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children and staff in the school. The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Where needed the SENDCo will advise the class teacher/TAs around meeting the needs of any identified pupils.

Recording and Reporting

All staff log and report behaviour using an electronic system in school called CPOMS. This is monitored by DSL's and SLT. Teaching staff routinely report on a child's behaviour at Parents' Evenings and the annual written report at the end of the year. However, where a child's behaviour is causing concern class teachers will contact parents informally at an early stage to seek their support. Where this concerning behaviour continues the SENDCo or other SLT members will be involved in further meetings with the child and their parents.

Working with Local Agencies

Some more serious situations may require a referral to Bassetlaw Primary Behaviour Partnership (BPBP) or other outside agencies. This will only take place when the assess plan do review cycle has been followed for at least a term, relevant paperwork is in place, appropriate assessment systems have been completed and all school strategies have been exhausted. BPBP support primary schools across Bassetlaw – for more information see <http://www.bpbp.co.uk>

Bullying

The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

For more information, please refer to our Anti Bullying Policy on the school website

Racial Harassment

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs. Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be. Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed. The incident is recorded using LEA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing body meetings.

Suspensions /exclusions

The Head Teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Head Teacher has the right to suspend children from school. There are two kinds of suspensions/exclusions:

- Fixed Term - This means that a child is suspended for a fixed number of days (up to 45 school days per academic year)
- Permanent - A child is suspended/excluded permanently from St. Swithun's Primary Academy.
- The SLT and governing body must comply with their statutory duties in relation to SEN when administering the suspension/exclusion process. This includes having regard to the SEND Code of Practice.
- 'Informal' or 'unofficial' suspensions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers.
- Any suspension of a pupil, even for short periods of time, must be formally recorded.
- Bassetlaw Primary Behaviour Partnership (BPBP) will be informed and support will be sought if they are not already involved with a pupil receiving an exclusion/suspension.
- Refer to <https://www.gov.uk/government/publications/school-exclusion>

At St Swithun's the suspension process will only be used in extreme and exceptional circumstances.

Policy for Screening and Searching Pupils (taken from DfE 'Behaviour & Discipline in Schools' January 2016)

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- *The **general power to discipline**...enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.*
- *The power to **search without consent** for weapons, knives, alcohol, illegal drugs and stolen items... The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.*

Whilst such items, to date, have never been confiscated, where staff are suspicious that a pupil has any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to a member of SLT who will in turn contact parents to discuss the incident. The SLT member may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, Healthy Family Team, Police etc.).

Refer to <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Policy for the Restraint of Pupils / Use of Reasonable Force

For more information, please refer to our Physical Intervention Policy on the school website

Pupil's Conduct Outside School

Refer to Teachers' Powers (taken from DfE 'Behaviour & Discipline in Schools' January 2016)

"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, including the punishments that will be imposed on pupils, a member of SLT along with the class teacher will investigate this further and discuss with the child and their parents/ carers where necessary."

Child Protection and Safeguarding

Where adults in school have concerns about the well-being of a child, they should discuss the matter immediately with Mr P Charly and Mrs. H Howlett, who are the school's Designated and Deputy Child Protection and Safeguarding leads.

Please refer to the Safeguarding Policy for more information.

NAME	SIGNED	DATE
Chair of Governors /Behaviour governor		March 2024
Head Teacher		March 2024
Assistant Head Teacher /SENDCo		March 2024

Date policy agreed by governing body - March 2024

Policy will usually be reviewed annually

Register of policy review and changes

Date of review	Changes made	Ratified by governors
Dec 2024	- Pg.9 Added clarity regarding graduated response to behaviour incidents and moving between green, amber and red. - Pg.6 Added additional information regarding use and scope of rewards	12 th December 2024

APPENDIX 1 Behaviour Curriculum

AS A SCHOOL WE WILL:

Follow the Golden Values

- Provide a safe, caring and well-ordered environment
- Always use our Gospel Values to guide us
- Value each child as an individual
- Encourage pupils to work to the best of their ability
- Develop children's independence by giving your child increasing responsibility for his/her own learning, behaviour and belongings.
- Make each pupil's education as meaningful and enjoyable as we can
- Prepare your child to become a valued member of society
- Promote kindness, respect and good manners
- Recognise and reward success and achievement
- Provide up to date information about your child's education and school activities
- Meet with you at mutually convenient times to discuss progress, success and concerns
- Work with children through the year to complete the Five Finger rule to show who they would seek support from.

WE EXPECT ALL PUPILS TO:

- **Follow the Golden Values**
- Work as hard as they can and take pride in their work at school and at home
- Be kind, helpful and respectful to others
- Tell a grown-up if they are upset or unhappy – use the Five finger rule
- Try to be a reliable messenger between home and school
- Set a good example to younger pupils by their words and actions
- Arrive on time with the right clothing and equipment for the day at school
- Try their best with their homework and complete it on time
- Respect other people's belongings and school property
- Be responsible for their belongings and for their actions in and around school.

WE ASK THAT PARENTS/CARERS WILL:

- **Discuss and refer to the Golden Values**
- Support St. Swithun's Primary Academy in maintaining high standards in all areas.
- Ensure that your child arrives at school on time, appropriately dressed (in line with the schools' policy), equipped and ready to benefit from a day at school and is collected promptly at the end of the day.
- Inform the school about things that may affect your child's education or well-being.
- Encourage your child to show good behaviour, politeness and respect for others and their property.
- Support and encourage your child with both schoolwork and homework.
- Share books and read regularly with your child, record this in their reading record.
Attend meetings/open evenings to discuss your child's progress.

THE SCHOOL DAY

To clarify expectations and be clear on school routines, the following behaviours need to be known to, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff.

1) Arriving at school

- Arrive at school no earlier than 8.40am, then you are ready to come in at the correct time
- Walk in quietly and sensibly into school in a line; Every child will be greeted by their class teacher.

2) In the cloakroom

- Put your belongings in the agreed places – locker, lunch box trolley, water bottle tray
- Only handle your own property unless you're asked to touch others by the teacher
- If the cloakroom is crowded, wait your turn; Always clear the cloakroom quickly – don't hang around.

3) In the classroom

- Complete the task set by your teacher when you first come in
- Wait your turn to speak; Listen to teachers, other children and adults
- Look after the classroom by keeping it tidy and looking after equipment
- Be kind and helpful, share equipment; Walk around the classroom
- Walk into the classroom quietly and sit down; Leave the classroom quietly;
- Follow instructions carefully; Work quietly and always do your best

4) Assembly (Collective Worship)

- Assembly begins as soon as you walk into the hall. This should be done without talking. Sit respectfully and comfortably Use the time to reflect on what's on the board or on something personal to you. Calm your mind and focus on being present in the moment
- Listen to others and participate in the assembly as encouraged by the leader
Take part in all aspects of worship
- Keep the quiet in your mind as you leave the hall and go back to your classroom

5) In the playground

- On the way out to play, go to the toilet if you need to, and collect your coat while your teacher supervises
Stay within the playground boundaries
- Think about safety when you play, and act in a way that will not hurt others
- Always think about others, how they feel, what they may need
- When the whistle blows, stop. On the second whistle, walk calmly to your line
- Respect playground equipment; Never fight or pretend fight in the playground
- Ask for a toilet pass if you need to use the toilets
- If you have a problem, talk to the member of staff that is on duty

6) At lunchtime

- Remember table manners and do what you are asked by the midday supervisors
- Make sure that you follow the rules at break times
- Do not enter the school building without permission
- Make sure your hands are clean and you have been to the toilet before entering the dining hall. Toilet passes to be used if a child needs to go to the toilet
- Say "please" and "thank you" to all the staff who give you food and help you
- Queue quietly without pushing, think of others
- Try not to spill food on the floor; Eat your dinner sensibly, quickly and talk quietly
- Use your knife fork and spoon properly; Only speak when you are not eating
- Tidy up your tray by taking it back to the serving hatch
- Leave your table and the floor clean and free of food
- Put all rubbish in the bin and take home all uneaten food if you are on sandwiches
Respect the dinnertime staff.

7) In the toilet

- When you have used the toilet – flush it;
- Make sure you put the toilet tissue in the toilet and flush it away; Respect other peoples' privacy
Make sure the taps are turned off after you have used them, be responsible about using the water
When you have finished, look to see if you have left the toilets clean and tidy.

8) Around school

- Walk in a line sensibly, one behind the other
- Look to see if there is someone behind you, if there is hold the door open for them
- Move around the school quietly and sensibly

9) During swimming and outings

- Sit down on the bus or coach and always wear your seat belt
- Walk in pairs or in single file as instructed; Look and think – remember road safety rules
- Be polite and set a good example to everyone; Respect your own and other people's property
- Get changed quickly, quietly and sensibly at the swimming baths. Obey instructions immediately

10) During indoor playtimes

- Use the games and equipment that your teacher has agreed to (no scissors)
- Walk around sensibly and quietly; Respect classroom equipment, including rainy-day things
Tidy-up quickly when asked to; Share and play fairly.
- Wet breaks in own classroom. Always ask if you need to leave the classroom or go to the toilet.

APPENDIX 2 Lunch Times

Lunchtimes are a time for playing and socialising. They also present opportunities for children to fall out and argue. Lunchtime staff have support and training to enable them to follow this policy.

The following are some ways we seek to make lunchtimes a fun and safe part of the day.

- Regular contact with Lunchtime staff, discussing any issues
- Involving the Lunchtime staff in children's games and activities - encouraging them to play games with the children
- Use of play equipment and designated play areas for larger games i.e. football, etc.
- Training and support around challenges
- Sports Leaders and Sports Crew
- Awareness of individual pupils, their needs, behaviour plans, etc...

Relationships and Positive Behaviours

Midday supervisors will recognise and respond to positive behaviours by;

- using verbal praise
- smiling
- giving out stickers
- choosing children weekly for The Lunch Time Awards to be given out in worship • team points can be given for following the Golden Values – link the team point to a named value.

Behaviour challenges at lunchtimes

Children are given a clear warning when behavior is inappropriate. If behaviour continues a consequence of miss play is applied or time out given to reflect.

Times When the Class Teacher Needs to be Informed

If the child continues to behave in a way that suggests they are struggling – missing many minutes. Seek advice from SLT.

- Hurting a child or adult
- Aggressive behaviour towards a child or adult

Refusal to comply with an instruction that then results in either of the above bullet points. Time is allocated at the end of lunchtime for feedback to teachers.

APPENDIX 3 Attachment

All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures'

(Bowlby, 1988)

Secure Base

Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby, 1988).

'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.'

(Schofield and Beek, 2014)

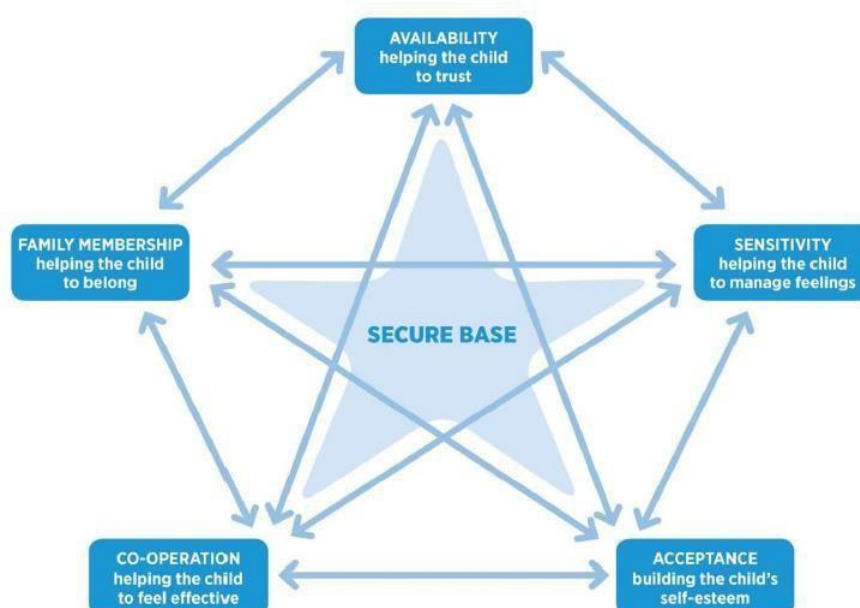
We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

The Secure Base Model

The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and children on a daily basis.

Research (Beek and Schofield 2004 & 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.

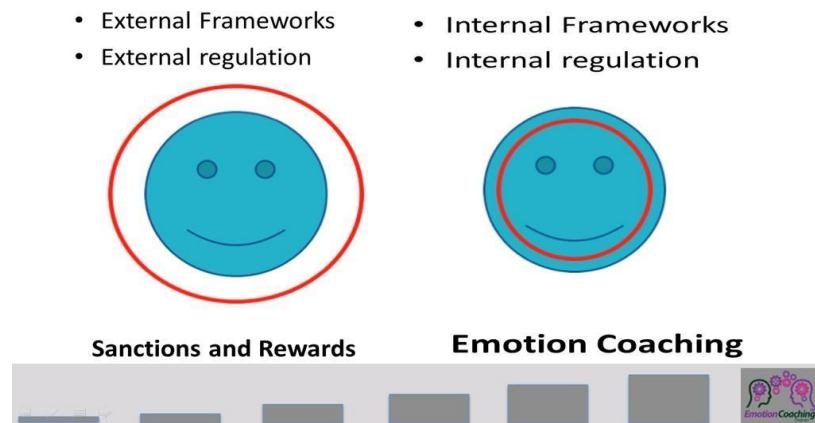
For further information and resources, see: <https://www.uea.ac.uk/providingasecurebase/the-secure-base-model>



Emotion Coaching

Emotion Coaching is inextricably linked to the Attachment Aware framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem solving skills within children and young people (Rose et al 2015). This is focused at the **whole school level**. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

Emotion Coaching is a relational approach which develops internal regulation



The following principles are central to Emotion Coaching:

All emotions are natural and normal, and not always a matter of choice

Behaviour is a communication

Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)

'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)

Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

The following animations give helpful summaries of EC for parents and teachers:

<https://www.youtube.com/watch?v=7KJa32r07xk>

https://www.youtube.com/watch?v=x8bKit_VZ3k

APPENDIX 4 Top Tips for Implementing an Attachment Aware Approach

Recognise behaviour as a form of communication

Consider what might be underpinning a behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Consider the child holistically/in context. Their behaviour might be a very normal response to adverse life experiences.

Promote a positive approach

Spot child behaving well/ doing the right thing. Offer specific and descriptive praise (or for those children, who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as "good boy".

Differentiate expectations

- How long should you expect a CYP who is hypervigilant to sit still during carpet time or assembly?
- What might be realistic expectations (in terms of approach to a task) for a child who is terrified of failure?
- Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach. • Set up the expectations accordingly, so that children aren't set up to fail.

Differentiate response

Some children perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the child which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

- **Relationships first!**
- **'Engage, don't Enrage'**
- **'Connection before Correction'**
- **'The 3 Rs: Regulate, Relate, Reason'**

Remember empathy comes before limit-setting/problem-solving around the behaviour. Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

A whole school approach All members of staff are responsible for supporting the behaviour of children across the school.

Attachment/ building relationships is everybody's business! The Head Teacher and SLT must lead the whole school attachment aware ethos to promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community. One or two 'key adults' working to support a child using attachment aware approaches is not enough. You need the whole school community to be signed up to an attachment aware approach.

Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.

Examples: Personal Education Plans (PEPs) for Children in Care and Previously in Care; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just within school but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/confronting). Child and their parents/carers need to be involved and central to this process. Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?

Small actions can make a big difference!

Even smiling at/greeting a CYP on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A child might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some children and name it, where appropriate

Dan Siegel's '**Name it to tame it**'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the child feels

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the child is feeling inside and what they are projecting out.

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a child when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with!

Always consider whether this is really best for the CYP. Often children who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/excluded.

APPENDIX 5 Key Techniques

Some key techniques used through school to ensure consistency and structure

GETTING THE ATTENTION OF THE WHOLE CLASS

A good technique for getting the attention of the whole class is to use a 'countdown' from 5 or 10 to allow students the time to finish their conversations (or work) and listen to the next instruction. Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence. Embellish your countdown with clear instructions so that students know what is expected and be prepared to modify it for different groups:

- 'Five, you should be finishing the sentence that you are writing
- Three, excellent Fred, a Dojo point for being the first to give me your full attention
- Two, quickly back to your places
- One, all pens and pencils down now
- Half, all looking this way
- Zero, thank you.'

Some students may join in the countdown with you at first, some will not be quiet by the time you get to zero at first but persevere, use praise and rewards to reinforce its importance and it can become an extremely efficient tool for those times when you need everyone's attention. You may already have a technique for getting everyone's attention, e.g. hands up. The countdown technique is more effective as it is time related and does not rely on students seeing you.

GETTING OUT AND ABOUT

The greatest contribution to managing behaviour around the school site is your presence. If you have a break in the playground, your lunch with the children and are ever-present in the corridor outside your classroom children will see consistency in your expectations for behaviour both in and out of class. They will grow used to your interventions in social areas and your presence will slowly have an impact on their behaviour. The relationships you forge will be strengthened, with opportunities for less formal conversation presenting themselves daily.

JOBS FOR EVERYONE

Children's mutual trust is encouraged through sharing and delegating jobs in the classroom. A well organised teacher will have children handing out resources, clearing and cleaning the room, preparing areas for different activities, drawing blinds etc. The children learn how to share responsibility with others and accept responsibility for themselves. The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation, proactively developing relationships with children.

<i>Physical Intervention Recording Form</i>	
Pupil Name/DoB/Class/SEN/physical intervention in place etc.	
Date/time/location of incident:	
Name of staff involved in restraint:	
Name of witness/es:	
Other pupils involved:	
Description of incident: <i>To include, what was happening beforehand, de-escalation strategies used, type of hold applied, level 1/2/3, 1 person/2 person, what happened afterwards. This should be in as detailed as possible. Use more paper if necessary</i>	
Any injury or marks <i>use a body map if necessary</i> Medical attention sought?	
Have there been any further actions?	
What has been put in place to reduce the likelihood of any reoccurrence?	
How were the parents informed? Date and time Signature	
Name of member of staff completing this form and role in the incident Signature	
Senior Leader informed, date and time Signature	

Appendix 7:

Behaviour Report

Name of Pupil: _____

Date commenced: _____ Class _____

Time limited support to be in place for _____ days:

Targets

1) _____

2) _____

Support Evaluation and Monitoring – Rate My Day

Staff to grade and initial each session using the code below:

5 = Fabulous! I have been really engaged and focussed, better than many of my peers. Great progress!

4 = Great! I have been as engaged and focused as my peers so I have been able to make good progress.

3 = OK! I have joined in and made some progress but needed a lot of cajoling and encouragement

2 = I have sat quietly and not disturbed others but not really engaged or made progress

1 = I haven't engaged in my learning and have disrupted my friends' or classmates learning

Date	Session 1	Break	Session 2	Lunch	Session 3	Parent / carer signature

Senior team Signature: _____

Scanned and entered onto CPOMS on (date): _____

Appendix 8: Procedures for dealing with inappropriate behaviour

Amber Pathway

Every child starts the session on green

Within a single session

1. Verbal: First example of poor behaviour

Verbal reprimand

Reminder of behaviour expectations

2. Yellow: Second example of poor behaviour

Yellow card issued (3 per day = red card)

Move child to amber

3. Red: Any further displays of poor behaviour

Red card issued

Child moved to red pathway

log on CPOMs

Red Pathway

Pupil separated from the situation

Change of seating plan

Time out in another class

Time with senior team

Written account taken from the pupil

Senior team review the incident

Senior team liaise with class teacher on consequence

Possible consequences

Verbal reprimand

School based
community service

Loss of privilege e.g
breaktime / goldentime

Internal seclusion SLT /
another class

Suspension

Additional strategies to support returning to and remaining on green

- Additional work sent home to catch up on missed learning
- Write a letter of apology
- Additional lesson to educate on appropriate behaviour
- 5-day behaviour report
- Behaviour support plan following return from suspension
- Individual risk assessment
- Emotion coaching

Things to note

- Only the Headteacher has the power to suspend a pupil
- Parents must be notified about the behaviour on the same day
- May be a referral to outside agencies
- Reasonable adjustments for SEND to be agreed in advance with senior team

