Behaviour Policy

Approved by governors: Autumn 2025

Review date: Autumn 2026

Introduction

At Mapperley Plains Primary School (MPPS), we want to create an environment that is safe, where everyone feels respected and where pupils come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at MPPS. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self -esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to, and use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.

- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instill a positive attitude towards differences.
- Promote an ethos of peer support.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

Behaviour for Learning: The MPPS Way

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules, relentless routines* and *visible consistencies* that all children and staff follow.

Our school has three simple rules: **'Be Ready, Be Respectful and Be Safe',** which are applicable to a wide variety of situations. These rules are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations is beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Our Rules	**Visible Adult Consistencies**	**Above & Beyond Recognition**	**Relentless Routines**
Re Ready Be Respectful Be Safe	Daily meet & greet Calm, consistent & fair First attention to best conduct – catching children 'doing the right thing'	Recognition board (EYFS) Class Dojo Hot chocolate Friday Celebration assembly Praise to parents HT & SLT praise	Eyes on me Cinema seats (facing the front)

Our Behaviour Policy is based on the following:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Restorative follow up.

Roles and Responsibilities:

'The culture is set by the way the adults behave.' Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model.

All Staff will:

- Demonstrate unconditional care and compassion
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Focus on effort not achievement
- Celebrate when children go above and beyond expectations
- Be calm when going through the behaviour pathway
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch children doing the right thing and praise them in front of others. Give positive noticing a high profile
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Meet and greet children at the start of each lesson
- Listen
- Provide a safe environment
- Model our expectations and values
- Be consistent, persistent and insistent in our expectations
- Connect before we correct

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

We encourage all children to follow the 'Mapperley Mission.' This is based on three principles:



Positive noticing within each phase will vary, but generally include:

→ Name on the recognition board in the classroom (EYFS)

→ Dojo points – individual and whole class (KS1 & KS2)

→ A note home / phone call home. Add a note on DOJO x 2 children per week (post it on desk of pupils to focus on)

→ An individual token award e.g. Sticker

→ A visit to another member of staff for positive commendation

→ A public word of praise in front of a group, class, key stage or the school

→ School Certificates and awards, formally presented

→ Hot chocolate Friday – MPPS Mission focused

→ Celebration assemblies – Afternoon tea in summer term

→ House points awarded to house groups through House Challenges and Sports Days

<u>EYFS – F1</u>

- ✓ Recognition board (star) which has a specific focus on it
- ✓ When a child's name is on the Recognition Board at the end of the day, they receive a sticker
- ✓ One child is chosen at 'Star of the Day' from the names on the Recognition Board

<u>EYFS – F2</u>

- ✓ Recognition board (star) which has a specific focus on it linked to the golden or school rules and/or the Mapperley Mission. This is discussed as a class and decided daily so all know what the focus is
- ✓ When all children's names are on the Recognition Board, a marble goes in the jar or a similar reward
- ✓ Ten marbles or similar = class treat
- ✓ Class Dojo points are given out for positive behaviour or good work (linked to golden/school rules, and/ or Mapperley Mission
- ✓ One child is chosen as 'Star of the Day'

<u>KS1</u>

- ✓ Recognition board which has a specific focus on it linked to the school rules and/or the Mapperley Mission. This is discussed as a class, so all know what the focus is. When all children's names are on the Recognition Board, the class receive a treat
- ✓ Rewards and certificates are given at various points when a certain number of Dojo points are given
    - 100 Dojo = Bronze certificate
    - 200 Dojo – Silver certificate
    - 300 Dojo – Gold certificate

<u>KS2</u>

- ✓ Class Dojo points are given for positive behaviour or good work
- ✓ When children receive 20 Dojos, they will receive a small reward eg. Wear slippers, mascot, hot chocolate etc.
- ✓ Rewards and certificates are given at various points when a certain number of Dojo points are given
    - 100 Dojo - certificate
    - 200 Dojo – certificate
    - 300 Dojo – certificate

Managing negative behaviour

We understand that behaviour is a communication and is demonstrating a need that the child has. Our role is to try to understand what that need is and to meet it. We will also put clear boundaries in place to ensure all children and adults feel safe. **Where possible,** consequences will be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. However, we also recognise that when children are dysregulated they need time to calm down and regulate to ensure that the consequence is restorative and that they understand why the behaviour was not ok and how to change it so that it is restorative and educational. Where needed we will co-regulate with children to support them and when children are able to self-regulate we will give them space and tools to do this. All classes have a 'calming bag' to support children with becoming regulated.

Any consequences need to be immediate where possible, short and appropriate for the behaviour and only aimed at the behaviour not the child.

Adults should follow specific steps when dealing with negative behaviour in the classroom. This involves the members of staff using a measured approach. Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

When children find things difficult, the following action is taken:

EYFS

1. Individual reminder of expectations – **'I am giving you a reminder, make the right choice'**
2. Two reminders are given, then the child is given reflection time in class with a different adult in a different area of the classroom. A 5 minute timer is used, then a restorative conversation held
3. Child given time and space to co- regulate or self-regulate if they are dysregulated
4. If the behaviour continues, the child will be sent for time out in Clover class
5. If there are still concerns, the HT / DHT will become involved
6. There will be a fresh start after lunchtime
7. Individuals giving significant cause for concern are dealt with on a case by case basis

KS1 & KS2

1. Individual reminder of expectations – **'I am giving you a reminder, make the right choice'**
2. Name is written on a post-it on teacher's desk not in sight of other pupils
3. Pupil to miss some of the next playtime:
    - KS1 pupil – approx. 5mins
    - LKS2 pupil – approx. 8mins
    - UKS2 pupil – approx. 11mins
4. (This will entail reflection time ending with a restorative conversation. Reflection time will be in Chestnut class supervised by a Senior Leader am & pm playtimes)
5. If behaviour continues during last lesson, afternoon playtime, send to partner teacher for reflection time OR given time in with teacher/ staff member if more appropriate for the child. (Use green reflection time out cards for pupils with the following written on it:
   Ask the pupil to take some time to refocus their learning and think about:
    - *What behaviour troubles and difficulties in class have led to my reflection time out of class?*
    - *How will I conduct myself (behave) when I return to class?*
    - *What will help me to do this? For example; sitting away from, facing the board directly, sitting at the back of the class, having the teacher check in with me to make sure I understand the work.*
    - *Write one thing I know I do really well at in school*. **(See Appendix E)**
6. Involve DHT / HT

7. Individuals giving significant cause for concern are dealt with on a case-by-case basis. NB Some pupils may require an individual approach to behaviour. These are our Plan B children
8. Staff will send their ID badge to another member of staff if urgent assistance is required
9. **A fresh start at the end of the process each day**

Reflection Time Partner Classes

Class	Partner class for reflection time
Butterflies	Clover
Dragonflies	Clover
Bluebell	Clover
Buttercup	Clover
Clover	Chestnut
Sycamore	Chestnut
Elm	Oak
Chestnut	Sycamore
Ash	Willow
Oak	Elm

Consistent language to be used

Positive framing

e.g. Instead of "will you stop talking" you say "Peter I'd like you listening, thank you".

Instead of "Izzy , stop turning around and distracting Mike" you say "Izzy, I'd like you facing this way and getting on with your work… thanks."

Instead of "stop running", you say "Everyone walking thank you".

Staff: 'Stop' … Pupil: 'Yes Miss' or 'Yes Sir'

'I need you to…'

'I notice you…'

'I expect you to…'

'You should be…'

'In 5 mins you will have to…'

'Thank you for…'

All staff have this information on a lanyard to support them. See Appendix G.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

Persistent Poor Behaviour

Repeated poor behaviour results in parents being notified either through phone call or face-to-face conversation. Any instances of poor behaviour should be recorded on CPOMS, with appropriate staff alerted. This will always include the Head and Deputy Headteacher.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teacher's will work in conjunction with parents/carers, SLT, SENCo and the pastoral team to devise an Individual Behaviour Plan. The responsibility of Behaviour Plans lies with SLT. Parents are always consulted when a Behaviour Plan is set up.

There may also be the need to set up a Plan B for a class where there are specific problems. This may involve an adjustment to the stepped sanctions stated above.

Serious Behaviour Incidents

Serious behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour (see Anti-Bullying Policy)
- Stealing
- Spitting
- Swearing
- Sexism
- Racism

Any of these behaviours will result in an instant move to Time Out (with either HT or DHT) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT. This may include an internal exclusion for a fixed period of time – where this is the case, parents will be notified.

These incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headeacher or a member of SLT) All such incidents should be recorded on CPOMs.

Screening and Searching Pupils

Searching, Screening and Confiscation (publishing.service.gov.uk)

Screening and searching pupils can play a critical role in ensuring that school is a safe environment

for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

The list of prohibited items is:

• knives and weapons

• alcohol

• illegal drugs

• stolen items

• any article that the member of staff reasonably suspects has been, or is likely to be used:

• to commit an offence, or

• to cause personal injury to, or damage to property of; any person (including the pupil).

• an article specified in regulations:

• tobacco and cigarette papers

• fireworks

• pornographic images.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff will always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Any such incident will be recorded on CPOMs and parents notified on the same day where practicable.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke Individual Behaviour Plans that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort. The school will record all incidents of extreme behaviour on CPOMs.

Physical Restraint

In exceptional circumstances, as a last resort, there may be a need to physically restrain a child. In line with DfE guidance, all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

See Appendix D.

Reasonable force can be used to:

1. Prevent pupils from hurting themselves
2. Prevent pupils from hurting others
3. Prevent pupils from damaging property
4. Preventing pupils from causing disorder.

Staff should use restraint as a last resort.

Incidents of physical restraint must:

- 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 maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents within the course of the same day where practicable
- Staff members to be supported following any physical restraint and a report should be completed if injured

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Suspensions or Exclusions

We do not believe that suspensions or exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

An internal exclusion may be issued to children who persistently do not follow the school rules. Where this is the case, parents will be notified.

In exceptional circumstances it may be necessary to suspend or exclude a child for a fixed time period and this would always be considered very carefully.

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Informing parents

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

See Suspension and permanent exclusion policy.

Physical attacks on adults

At MPPS, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person as outlined in Appendix D.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMs. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Discipline Beyond the School Gate

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This will happen in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

Conduct outside the school premises, including online conduct, that could involve sanctions for misbehaviour include:

• when taking part in any school-organised or school-related activity

• when travelling to or from school

• when wearing school uniform

• when in some other way identifiable as a pupil at the school

• that could have repercussions for the orderly running of the school

• that poses a threat to another pupil or

• that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.
Where this course of action is taken, incidents will be recorded on CPOMs and parents notified on the same day where this is practicable.

The role of the parent

At MPPS, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day
- Understand and reinforce the school language as much as possible
- Share in the concern about standards of behaviour generally
- Support the work of the school as staff seek to support the whole family
- Acknowledge receipt of any message or email received from school in relation to their child if a phone call has not been possible

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

SEND pupils

Our school is committed to promoting positive behaviour for all pupils. We recognise that some children, including those with Special Educational Needs and Disabilities (SEND), may require additional support to meet behaviour expectations. Behaviour is understood as a form of communication and may reflect underlying needs.

In line with the Equality Act 2010 and the SEND Code of Practice (2015), the school will:

- Make reasonable adjustments to support pupils with SEND.

- Use the graduated approach (assess–plan–do–review) when identifying and addressing behavioural barriers.
- Ensure actions and responses are fair, proportionate and tailored to individual needs.

While our behaviour expectations apply to all pupils, we recognise that pupils with SEND may need differentiated approaches to help them understand and follow expectations; individualised targets that reflect their developmental and learning profile and additional support to develop social, emotional and self-regulation skills.

The following adjustments may be made for pupils with SEND where appropriate:

- Use of visual timetables, prompts and social stories.
- Access to sensory tools or a designated regulation space.
- Adapted routines, transitions or seating arrangements.
- Emotion-coaching and co-regulation strategies.
- Movement breaks.
- Increased adult support at key times.
- Adjusted consequences where behaviour is linked to a child's disability.

These adjustments are designed to ensure pupils can access the behaviour curriculum fairly and successfully. Some pupils may require personalised support which may include an Individual Behaviour Plan (IBP) or provisions within an EHCP. Plans are developed in consultation with parents and reviewed regularly. They will identify triggers, strengths, environmental adjustments and agreed strategies.

When behaviour incidents involve a pupil with SEND staff will consider whether the behaviour may reflect unmet needs, sensory overload, communication difficulties or emotional dysregulation. De-escalation strategies will be used wherever possible before sanctions are considered and any consequence will take account of the pupil's individual needs and level of understanding. Patterns of behaviour will be monitored to inform future support.

We recognise that parents and carers know their children best. The school will work in partnership with parents to understand needs and strategies that help. As required, we will seek advice from external professionals (e.g., Educational Psychology, Autism Teams, Behaviour Support, CAMHS).

Suspension of a pupil with SEND will always be considered only as a last resort. Before any suspension is issued, the school will review whether all reasonable adjustments have been made, consider whether the behaviour relates to unmet or emerging SEND needs and explore alternative strategies and support.

The school is committed to reducing exclusions among pupils with SEND by providing proactive, supportive, and inclusive approaches to behaviour.

Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be

applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Links to other Important Documents

Keeping children safe in education 2024

Link to the Department's advice on the Equality Act 2010:

http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010

Behaviour in schools guidance (publishing.service.gov.uk)

Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix A - Rights & Responsibilities

Pupils' Rights	Pupils' Responsibilities
• To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.

Staff Rights	Staff Responsibilities
• To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	**Parents' Responsibilities**
• To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties.	• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix B: A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Send positive notes and give wrist bands – approximately 2/3 per day.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Appendix C: Intervention Scripts – Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.

4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.
This encourages the learner to realise that you will not be diverted from the conversation you

are leading. The more calmly assertive you are in delivering this repeat the more effective it will

be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or…

Use an appropriate refocusing line to bring the conversation back to the script.
This allows that student to feel as though they are being listened to and avoids conversational

cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying…'
'But they were doing the same thing.'	'I understand…'
'I was only…'	'Maybe you were … and yet …'
'You are not being fair.'	'Yes sometimes I may appear unfair…'
'It's boring.'	'Be that as it may…'
'You are a … (name calling).'	'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*

Appendix D – Physical intervention & use of reasonable force policy

1. **DEFINITIONS**

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control.

2. **THE LEGAL POSITION**



Use of reasonable force in schools

Ref: DFE-00295-2013
PDF, 242 KB, 11 pages

DfE advice template (publishing.service.gov.uk)

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Where possible, staff should have a professional dialogue to decide on the best course of action.
- Staff should use restraint as a last resort.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. **When can physical intervention be used**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In school, it is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
    - o who disrupts a school event, trip or visit
    - o leaving the classroom where this would risk their safety or disrupt others

o from attacking someone

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

Exclusions may occur following extreme incidents at the discretion of SLT.

Schools cannot use force as a punishment – this is always unlawful.

Appendix E – Time out card

Please take some time to refocus your learning and think about:

1. What behaviour troubles and difficulties in class have led to my reflection time out of class?

For example; I haven't been listening to my teacher, I was talking when my teacher was explaining the learning, I was distracted by another pupil, I was distracting another pupil, I was making silly noises in class and didn't stop when I was reminded, I spoke to my teacher in a disrespectful manner when she/he gave me a reminder.

2. How will I conduct myself (behave) when I return to class?

For example; I will listen when my teacher is talking, I will not hit people as they walk past, I will ask for help if I am unsure rather than talk to others, I will not hum in class, I will not swing on my chair, I will listen carefully at my reminder and focus on how to do this.

3. What will help me to do this?

For example; sitting away from, facing the board directly, sitting at the back of the class, having the teacher check in with me to make sure I understand the work, finish my work at playtime / lunchtime, Have some reflection time at break time / lunchtime.

4. Write one thing you know you do really well at in school.

Appendix F – Information for staff to be displayed in classrooms

Behaviour System EYFS – 'Consistency is Key'

1. Individual reminder of expectations – **'I am giving you a reminder, make the right choice'**
2. Two reminders are given, then the child is given reflection time in class with a different adult in a different area of the classroom. A 5 minute timer is used, then a restorative conversation held
3. Child given time and space to co- regulate or self-regulate if they are dysregulated
4. If the behaviour continues, the child will be sent for time out in Clover class
5. If there are still concerns, the HT / DHT will become involved
6. There will be a fresh start after lunchtime
7. Individuals giving significant cause for concern are dealt with on a case by case basis

Behaviour System KS1 & KS2 – 'Consistency is Key'

1. Individual reminder of expectations – **'I am giving you a reminder, make the right choice'**
2. Name is written on a post-it on teacher's desk not in sight of other pupils
3. Pupil to miss some of the next playtime:
    - KS1 pupil – approx. 5mins
    - LKS2 pupil – approx. 8mins
    - UKS2 pupil – approx. 11mins
4. (This will entail reflection time ending with a restorative conversation. Reflection time will be in Chestnut class supervised by a Senior Leader am & pm playtimes)
5. If behaviour continues during last lesson, afternoon playtime, send to partner teacher for reflection time OR given time in with teacher/ staff member if more appropriate for the child. (Use green reflection time out cards for pupils with the following written on it:
   Ask the pupil to take some time to refocus their learning and think about:
    - *What behaviour troubles and difficulties in class have led to my reflection time out of class?*
    - *How will I conduct myself (behave) when I return to class?*
    - *What will help me to do this? For example; sitting away from, facing the board directly, sitting at the back of the class, having the teacher check in with me to make sure I understand the work.*
    - *Write one thing I know I do really well at in school*. **(See Appendix E)**
6. Involve DHT / HT
7. Individuals giving significant cause for concern are dealt with on a case-by-case basis. NB Some pupils may require an individual approach to behaviour. These are our Plan B children
8. Staff will send their ID badge to another member of staff if urgent assistance is required
9. **A fresh start at the end of the process each day**

Reflection time conversation – 'Consistency is Key'

1. ***It was the rule about…*** ***being safe / being ready / being respectful*** ***that you broke when*** ***you were talking through the input / when you hit Peter as you walked passed / when you stood up and shouted out***
2. ***You have chosen to … (Use the time out card response to help with this) move to the back, sit at the front, move away from_____, ask for help if you are not sure what to do.***
3. ***Do you remember*** ***earlier / yesterday/ last week / on residential*** ***when you…*** ***set a good example of kindness to another child, focus well in lesson and created a writing masterpiece, helped me giving out the ipads, held the door open for me, smiled at me in the morning, wished me a good day.***
4. ***That is who I need to see*** ***in the next lesson, after play, after lunch, for the rest of the day.***

Appendix G - Aide Memoire for staff on lanyards

The adults will	Scripts	Fogging
➢ Meet and Greet children at the start of each lesson ➢ Listen ➢ Provide a safe environment ➢ Stay calm and consistent ➢ Model our expectations and values ➢ Praise positive choices ➢ Be consistent in our expectations ➢ Connect before we correct	➢ "Let's…" ➢ "I need you to…" ➢ "I notice you are…" ➢ "Do you remember when you…" ➢ "You should be…" ➢ "In 5 minutes you will have to…" ➢ "When I return, I will see…" ➢ "Today we are going to…" ➢ "I expect you to…" ➢ "I know that you will…" ➢ "Thank you for…"	**Agree…and yet…** ➢ "I hear what you are saying…and yet…" ➢ "I understand…and yet…" ➢ "Maybe you were…and yet…" ➢ "Yes sometimes I may…" ➢ "Yes you may think that…" ➢ "There may be some truth in…" ➢ "I'm sorry that you are…"
Reflection Points for Staff What triggered the child's response/behaviour? Are there any changes I could have made/make to support the behaviour (seating, classroom environment, language) How can I support this child during the next lesson/day/week? What could I do differently?	**Connecting and Defusing** **Offer choice E.g.** Instead of "Go and get your reading books, try "Which book would you like to read today?" **Share responsibility** – us, we, let's, together **Describe and say what you see** – "I'm wondering if you feel sad today? You've been very quiet…	**Restorative Questions** 1. What happened? 2. What were you feeling/thinking at the time? 3. How did this make other people feel? 4. Who has been affected? How do you know? 5. What should we do to put things right? 6. If this happened again, how could you do things differently? **What action/consequence will make a difference?**
The adults will	**Scripts**	**Fogging**
➢ Meet and Greet children at the start of each lesson ➢ Listen ➢ Provide a safe environment ➢ Stay calm and consistent ➢ Model our expectations and values ➢ Praise positive choices ➢ Be consistent in our expectations ➢ Connect before we correct	➢ "Let's…" ➢ "I need you to…" ➢ "I notice you are…" ➢ "Do you remember when you…" ➢ "You should be…" ➢ "In 5 minutes you will have to…" ➢ "When I return, I will see…" ➢ "Today we are going to…" ➢ "I expect you to…" ➢ "I know that you will…" ➢ "Thank you for…"	**Agree…and yet…** ➢ "I hear what you are saying…and yet…" ➢ "I understand…and yet…" ➢ "Maybe you were…and yet…" ➢ "Yes sometimes I may…" ➢ "Yes you may think that…" ➢ "There may be some truth in…" ➢ "I'm sorry that you are…"
Reflection Points for Staff What triggered the child's response/behaviour? Are there any changes I could have made/make to support the behaviour (seating, classroom environment, language) How can I support this child during the next lesson/day/week? What could I do differently?	**Connecting and Defusing** **Offer choice E.g.** Instead of "Go and get your reading books, try "Which book would you like to read today?" **Share responsibility** – us, we, let's, together **Describe and say what you see** – "I'm wondering if you feel sad today? You've been very quiet…	**Restorative Questions** 1 What happened? 2 What were you feeling/thinking at the time? 3 How did this make other people feel? 4 Who has been affected? How do you know? 5 What should we do to put things right? 6 If this happened again, how could you do things differently? **What action/consequence will make a difference?**