



Marriott Primary

Achieving Together

BEHAVIOUR POLICY INCLUDING STATEMENT OF BEHAVIOUR PRINCIPLES

Approved	7 th February 2023
Signed (Chair of Governors)	<i>Steve Wilson</i>
Reviewed (Due: February 2024)	
Signed (Chair of Governors)	

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This Policy should be read in conjunction with Anti-Bullying Policy, Child Protection and Safeguarding Policy, Staff Handbook, **Searching Screening and Confiscation Advice for schools and** Single Equality Policy.

Purpose and aims of the behavior policy

At Marriott Primary School we have a structured behavior system to:

- enable effective teaching to take place
- ensure good behavior in all aspects of school life
- to promote the spiritual, moral, social and cultural development of pupils
- create a caring learning environment
- ensure all stakeholders can contribute to a socially cohesive community
- provide a consistent approach to behavior management that can be used by all adults

Our Beliefs

- We believe that children learn best when they understand the school's systems, when they feel safe and when they feel valued as members of the community.
- Our systems of positive behaviour management and our school rules reflect our belief that everyone can make choices about their behaviour and that everyone can learn different ways of behaving.
- We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place.
- We expect appropriate behaviour and reward good behaviour, which supports our belief that everyone is entitled to care, courtesy and consideration.
- We work with individuals who, by making poor behaviour choices, inhibit the well-being and learning of themselves and others.
- We believe that everyone is accountable for the consequences of their choices but that inappropriate behavior can be a communication of a child's academic, social or emotional needs.
- We know that children are part of the wider community and trust that parents and carers will support our behaviour policy. We acknowledge the importance of their support and believe that we should all work together to ensure Marriott Primary School is a safe and caring learning environment for everyone.
- At Marriott we believe that together we can stop bullying and create safe environments in which children and young people can live, grow, play and learn.
- We believe that pupils at Marriott Primary School should be given the tools to become resilient, positive and responsible learners.

To support the children with all of our beliefs we use Marriott's Merits, which are embedded across all areas of the curriculum **and a restorative approach placing relationships at the centre of positive behaviour management.**

	Taking Responsibility	Being Kind and Supportive	Working Collaboratively	Thinking ambitiously	Showing determination	Showing Empathy
Foundation	I made the right choices.	I showed kindness	I worked with others	I tried my best	I didn't give up	I looked after others
Year 1	I made the right choices. Concentration Listening	I showed kindness Kindness Friendship	I worked with others Teamwork Encouragement	I tried my best Independence Questioning	I didn't give up Perseverance	I looked after others
Year 2	Concentration Honesty Self-control Listening Enthusiasm	Kindness Peace Friendship Gratitude Patience	Inclusiveness Cooperation Teamwork Encouragement	Independence Curiosity Creativity Questioning	I didn't give up Self Esteem Perseverance Reasoning	I look after others Respect
Year 3	Concentration	Kindness	Inclusiveness	Risk-Taking	Relish	Ask above
Year 4	Honesty	Peace	Cooperation	Optimism	Improvement	
Year 5	Self-control	Friendship	Teamwork	Independence	Resilience	Good
Year 6	Listening	Gratitude	Encouragement	Curiosity	Self Esteem	humour
	Enthusiasm	Patience		Creativity	Perseverance	Empathy
				Questioning	Reasoning	Compassion
						Respect

Highlighted Words should be introduced in that year group.

Responsibilities

Pupils

We expect that pupils at Marriott Primary School will:

- follow the code of conduct
- try their best and show determination
- be responsible for their own behaviour to that it does not get in the way of their own or others learning
- work collaboratively with others by sharing and using their manners
- accept sanctions when they are given and be responsive to the restorative approach to promote better relationships and harmony
- refrain from behaving in a way that brings the school into disrepute, including when outside school

Parents and Carers

We expect that parents and carers of pupils at Marriott Primary School will:

- be involved in their child's learning and behaviour
- support their child in adhering to the pupil code of conduct

- support the school in the use of the restorative process
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

School staff

We expect that school staff at Marriott Primary School will:

- implement the behaviour policy consistently including the restorative process
- model positive behaviour at all times
- support children's behavioural, emotional and well-being development to the best of their ability
- seek advice and guidance from SLT, phase behaviour leads, the SENDCO or the SEND manager when needed
- provide a personalised approach to the specific behavioural needs of particular pupils, especially those identified as SEND
- treat all pupils fairly and consistently when using the behaviour system
- record behaviour incidents as required

The co-head teachers and SLT

We expect the co-head teachers at Marriott Primary School will:

- review and approve this behaviour policy in conjunction with the governing body
- ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

The governing body

We expect that the whole school community at Marriott Primary School will:

- review and approve the behaviour policy and appendices
- monitor the policy's effectiveness
- model positive behaviour at all times when visiting school or related school events

Positive Approach to behaviour management

We want children to feel good for doing the right thing even when this is expected. Encouraging positive pro-social skills is essential in forging a productive and caring learning community. Good behaviour will be encouraged and exemplified through the use of the Going for Gold system, Marriott's Merits and the PSHE Curriculum.

Praise and Encouragement should be used as much as possible so discipline can take the form of rewarding, not always punishing. We aim to emphasise the positive rather than criticise. We encourage all members of staff to praise in a number of ways:

- A quiet word of encouragement or a gesture, including a smile or a thank-you, use of proximity praise – being explicit, e.g. I like the way you are showing that you are listening.
- A positive written comment on a piece of work, copy of work displayed or sent home
- Stickers to put on reward charts

- A visit to another member of staff, or a member of SLT
- Praise in front of the group, class or whole school
- Acknowledgment by presentation at merit assembly
- Display of work
- Inviting parents / carers in to share good work, a phone call home or text message to share good news, use of home school books where appropriate
- Our weekly merit assemblies publicly recognise good behaviour and achievement.

Staff will use their discretion to know when and how to differentiate this approach for pupils.

Marriott is a 'no shouting' school – this applies to all staff and pupils. A 'hands up' approach is how we gain the children's attention in all areas of the school.

Going for Gold

We expect our children to take responsibility for their own behaviour and make good and honest choices. We have a clear structure of rewards and consequences. Our system reflects the notion of 'Going for Gold' but is a scale of behaviour which children can progress through. This is displayed in every classroom (Appendix A).

Going for Gold is a 6 (5 in Foundation Stage) staged behaviour system with the following stages: gold, silver, bronze, green, amber and red (see below).

All children start the day/afternoon session on green/sunshine or above and are rewarded for positive behaviour by moving along a stage. The aim is for the children to get as close to gold/pot of gold as possible by the end of the day. If children finish the day on gold they are awarded 3 points (or the equivalent gold star in Key Stage 1). 2 points are awarded for silver and 1 for bronze. Class teachers are responsible for ensuring there is a system in place to record the points (tally chart, class list and ticks etc).

Any child that has reached gold can bank their 3 points.

In EYFS this is a 5 staged system and instead of the colour system we use a weather scale:

Foundation Stage Scale

rain cloud	cloud	sunshine	rainbow	pot of gold
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Any child on the sunshine gets lots of verbal praise.

Any child who gets onto the rainbow gets an immediate sticker.

Any child who gets to the pot of gold gets a certificate to take home. They also get a sticker on the wallchart. When they reach 10 stickers, they will get a prize.

Key Stage 1 and 2 Scale

red	amber	green	bronze	silver	gold
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In Key Stage 1 and 2 these points can then be cashed in for rewards (the aim would be that children cash these in on a half termly basis). The number of points required for each reward will vary depending on the half term length but the progression of rewards is in the table below (fewest to largest number of points required):

Well done postcard home
Prize out of the cupboard
Classroom privileges – first to go out or choose, sitting on a cushion, chair etc
Sit next to their friend for the day
Treat/time with Winnie
Lunchtime in forest school
Able to sit next to their friend for the whole week
Afternoon tea with one of the members of SLT (this will be run once a half term)

Celebration Time

Each child will be entitled to half an hour celebration time on a weekly basis. This reward will be linked to their behavior during the week and including lunchtimes.

Moving along the scale

If children display examples of negative behaviour they are moved backwards along the scale and consequences are given if they reach the amber or red stages. Whenever a child is displaying inappropriate behaviours they need to be given the opportunity to first improve their behaviour (a verbal warning, moving of seats, an adult moving to sit near them, fiddle toys provided as appropriate) before being moved a stage. A comprehensive list of things a teacher may use can be found in the appendix.

Recording and next steps

Going for Gold charts are managed by staff within individual classrooms.

All teachers should keep a class list of children reaching the red stage. A child should receive no more than 10 reds before the teacher communicates with the parent/career either via phone call/in person. This should not be done via email/do jo. This should be recorded on CPOMS under the behaviour tab.

For any child that has not reset on a red and has been seen by a member of SLT a phone call/in person contact should be made with parents on the day.

If a child then receives 10 more reds (20+ in total) a meeting between the child/parent/teacher and phase leader should be arranged. This should be recorded on CPOMS under the behaviour/parental meeting tab and a discussion with the SENCO should be held.

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

Meeting of all involved, including parents / carers, to discuss concerns and agree next steps. Agreed actions will be monitored and reviewed with parents regularly.

- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- In exceptional circumstances, a part-time timetable will be put in place in agreement with parents. The Attendance Welfare officer is to be informed and the absences should be coded appropriately.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support, when appropriate.
- SEND staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for EHCP, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books or other direct communication where appropriate.
- Use of Safe Haven at lunch times or other occasions.
- Time out of class in the school reflection room supported by all times by a member of staff. SLT must agree this and a record needs to be kept with the SENCO.
- Referral to multi-agencies and the SEMH.
- For all children who have been restrained a positive handling plan should be in place which includes de-escalation strategies. This should be shared with relevant staff.

Opportunities for restorative practice

A 'restorative approach' means that children and staff have 'rights' and 'responsibilities'. The restorative approach places relationships at the centre of positive behaviour management and the work we do. There will always be a commitment from staff to resolve harm and conflict through non-shaming, respectful positive behaviour management techniques that empower those concerned to take responsibility for their actions through reflection and guidance.

All interactions will be conducted to promoting better relationships even where there may be concerns or disagreement. Interactions are done to understand another's needs. Where a punitive approach might result in feelings of shame and prevent future engagement, a restorative approach might reveal areas of need for which the school can help and signpost support, thus fostering better outcomes for all.

Further to this, Marriott understands that all 'challenging' behaviour be seen as a form of communication where there may be an unmet need that requires support, understanding or empathy. Instances of challenging behaviour will be seen as opportunities for those concerned to learn from. In this case the answer is 'provision' not 'punishment'.

The aim of this approach is three-fold:

- to develop greater intra-connectedness [knowing one's own needs, thoughts and feelings];
 - to develop greater inter-connectedness [knowing others' needs, thoughts and feelings in order to foster empathy];
 - to develop a culture of care, nurture and respect [where taking responsibility for one's own words and actions is key].

As part of the restorative process, individuals involved in instances of harm or challenging behaviour will be given opportunities to make connections to their thoughts, feelings and behaviour [in keeping with restorative principles]. This will form the expectation that in these circumstances we ensure individuals can:

- reflect upon what they have done, who has been harmed/affected and how they made them and others, think, feel and act;
- repair the relationships that might have been harmed;
- reconnect to people that may have been harmed as well as reconnect to themselves, having greater understanding for their own needs and actions.

Following incidents of conflict or upset pupil are able to access a restorative conversation. This will involve pupils being supported to think about:

Restorative Chat Prompt Card

- > Tell me what happened.
- > What were you thinking at the time?
- > What do you think about it now?
- > Who was affected? How were you affected?
- > What's needed to make things right?
- > How can we make sure this doesn't happen again?

In doing this, the school aspires that individuals will become more responsible and respectful. By being more mindful of other's needs, our community will become more harmonious with fewer instances of harm and challenging behaviour and therefore greater engagement for learning and wellbeing

Restorative Practice is seen as an alternative to being authoritarian or punitive. Restorative Practice enables working 'with' people rather than doing things 'to' them which an authoritarian approach would deliver. We recognise that for children and adults that have experienced trauma, an approach whereby decisions are done to people, may activate feelings of disempowerment akin to instances that were traumatic.

In some situations may arise that are more serious or complex, such as instances that have involved several members of staff or children. In these cases, people may need to be spoken to separately in a restorative conversation and then, with participants' permission, brought together in a restorative conference. A conference is a form of mediation that is available to all people involved in an incident to find solutions by sharing their perspective and needs so that the solution is person-centred. People will only attend a conference on invitation, if they wish to and if the facilitator considers them 'ready' to do so [if there is a likelihood of the conference causing more harm, then it may be delayed or deemed inappropriate].

People participating in a conference will need preparation beforehand, understanding what will be expected. Children with SEND may require the conference to be adapted with breaks or questions written for them and an opportunity to prepare. The outcomes of the conference will be seen as the 'consequence' for what happened or initiated the need for restorative working. There may be situations that arise where participation in a restorative conference to find solutions is not achievable. People may not wish to participate or something more serious may have occurred that warrants investigation. It may be that a restorative approach can be used when following up such incidents, but there may be other precedents which mean a more authoritarian approach be taken [such as investigations into staff conduct or extremely persistent dangerous behaviour].

Opportunities for reflection

- Opportunities for reflection are used when the HT/SENCO/DH or the AH agree that this is needed to pre-empt the escalation of behaviour that could potentially lead to an exclusion.
- Children will spend time in a quiet space, away from the classroom, with an adult to reflect upon what has happened and problem solve what strategies might help them to prevent it happening again. Resources such as 'Comic Strip conversations' may be used to support this.
- A decision will be made by the HT/SENCO/DH or AH when the child is ready to return to the classroom. This will be decided on a child-by-child basis, in consultation with the child, is age appropriate. If more time is needed before they can return to the classroom safely, work will be set by the class teacher to ensure they are not missing out on the activities taking place in class.
- Parents will be informed of time spent out of the classroom for reflection and the outcome of this, for e.g. changes to provision/strategies used to help the child.

Fixed Term and Permanent Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. We have therefore adopted the standard national list of reasons for exclusion, and the standard guidance. We refer to this guidance in any decision to exclude a child from school.
- Only the Headteacher or the Deputy Headteacher in her absence has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Re-integration meeting following a Fixed Term Exclusion

- Following a Fixed Term Exclusion, a Re-integration meeting will be arranged with parents. Parents will be informed at the time of the Fixed Term Exclusion, when this will take place.
- In the Re-integration meeting, the following items will be discussed between a member of SLT (HT/DH/AH/SENCO) and parents/carers and a record will be kept by the school (see appendix):
 - Reason for exclusion
 - Agreed targets
 - Provision – what will be put in place to support the child
 - Next steps

Physical restraint

- There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DFE Use of Reasonable Force document 07/13. The Headteacher will require the adult(s) involved in any such incident to report the matter to her immediately, and to record it on the Leicester City Physical Intervention Record Book. The SENCO will complete the online form.
- We ensure staff using restraint have attended the Team Teach training course. For further details, please see our restraint policy.

Search, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.

Searching can play a critical role in ensuring that schools are safe environments 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 in paragraph 31 or any other item that the school rules² identify as an item which may be searched for.

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
 - vapes
 - fireworks; and
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

Full details can be found in:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109113/2/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Lunchtime

At lunchtime supervision is carried out by lunchtime supervisors. Lunchtime supervisors are expected to support children to develop positive relationships with one another in line with 'Happy Lunchtimes'. Usually when reminded children will correct their behaviour. Lunchtime supervisors are expected to follow the principles of Marriott's Merits and Happy Lunchtimes and pom poms will be awarded to pupils demonstrating these qualities.

Pom poms are collected weekly and the class with the most is awarded the Golden Lunchbox and rewarded with a treat.

Each week, lunchtime supervisors will also award children with a Happy Lunchtime Award and certificates will be given out in class and celebrated through a do jo assembly.

Where a child persistently doesn't follow the rules then they will be given a clear verbal warning. It is the intention that they are given the chance to amend their behavior.

KS1: Persistent disruptive, disrespectful or violent behaviour will result in a child being given a time out in 5 minute intervals (at the allocated wall) and this will be recorded on a behaviour log and should be referred to the lunchtime manager. If children continue with poor behaviour, they will be referred to the SLT member on duty to provide them with an opportunity to reset.

KS2: Persistent disruptive, disrespectful or violent behaviour will result in a child standing with the Lunchtime Supervisor for 5 minutes and this will be recorded on a behaviour log and should be referred to the lunchtime manager. 10 If children continue with poor behaviour, they will be referred to the SLT member on duty to provide them with an opportunity to reset.

The final sanction for all year groups is the removal of lunchtime and time spent in the red card room with a member of SLT. A record of this is kept by the lunchtime manager and passed to the class teacher for monitoring.

There is a range of provision in place at lunchtime to support children and their individual needs, this includes a lunchtime nurture club, indoor activities and provision in the hub which can be used to support pupils who are displaying challenging behaviours.

If there is no improvement in behaviour at lunchtime then the parent will be asked to support the school by taking their child home for their lunch. It is the school's intention to prevent lunchtime fixed exclusions and hope that with parental support behaviour will improve and this exclusion can be avoided.

Clubs

Marriot Primary offers a range of clubs to all our children. Children will have their right to attending a club removed if they fail to follow school rules despite receiving warnings.

Clubs are run by school staff or qualified coaches. Pupils attending clubs are expected to follow all school rules and any specific rules of the club. If any pupil is disruptive, impolite or not able to follow instructions, they will receive a warning and if no improvement is made this privilege of a club will be withdrawn.

APPENDIX A: STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction

Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and discipline in schools' – Guidance for governing bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policy. It is the responsibility of the Head teacher along with the staff in the school to produce the school's Behaviour Policy and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Behaviour Policy will be formed and follow. The Statement of Behaviour Principles will be reviewed annually to take account of any legislative or other changes which may affect the content or relevance of this document.

In deciding on these Behaviour Principles, the Governors consulted with the Head teacher in order to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected; the use of rewards and sanctions; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

Principles

The right to feel safe at all times:

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Behaviour Policy.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality:

Marriott Primary School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and promoted in the day-to-day running of the school. The Anti-bullying policy emphasises that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy includes an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the policy's application may need to be made.

School Rules:

The Behaviour Policy must include details of the school rules. These set out the expected standards of behaviour, shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards:

The Governors expect the Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to others who have responsibility for young people such as providers of before and after school club, and, if applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school, including providers of before and after school club, and, if applicable, home to school transport. The range of sanctions must be described in the Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Behaviour Policy explains how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy includes the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.

The use of Physical Intervention:

The Governors expect the Child Protection and Safeguarding policy to clearly outline the circumstances where staff may use physical intervention in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'physical intervention' is included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained (Team Teach) in the use of physical intervention and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual pupil plans which may specify particular physical intervention techniques for the pupil concerned.

The Power to discipline for behaviour outside the school gates:




The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is: taking part in any school-organised or school-related activity, or wearing school uniform, or in some other way identifiable as a pupil at the school.


Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which: could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

APPENDIX B

Going for Gold

Each class has displayed a 'Going for Gold scale. Each day, each child is placed on the green section.

	<p>All children start the day 'Good to be Green'</p>	<p>SEND pupils should have the relevant strategies in place in line with outside agency advice – this may include sticker charts, task cards etc</p>
<p>Inappropriate behaviour is identified using a series of verbal warnings</p>		
	<p>A verbal warning is given and the child is reminded of our conduct rules</p> <p>Examples of behaviour but not a set list:</p> <p>Disturbing other children</p> <p>Not on task</p> <p>Not following instructions</p> <p>Answering back</p> <p>Interruption</p> <p>Bringing unauthorised objects to school - not likely to cause harm</p> <p>Unsafe movement around class/school</p> <p>Deliberately making silly noises, tapping, rocking – depending on children's SEND needs.</p>	<p><u>Strategies</u></p> <p>Non-verbal cues</p> <p>Reminders of the rule not being followed and the class expectation</p> <p>Positive reinforcement</p> <p>If you are choosing to do... then you are choosing to</p> <p>Make it clear how you feel and how it is getting in the way of learning</p> <p>I want you to...</p> <p>I need you to...</p> <p>Follow it up with an immediate thanks</p> <p>Make clear the consequence that would follow</p> <p>For send children their individual plans/outside agency advice should be in place and referred to at this time.</p>
	<p>Warning: Amber</p> <p>A child continues to choose not to listen to the verbal warning is moved to amber. If the teacher or other adult believes that the child makes an effort to change their behaviour then they can earn their place on green back.</p> <p>If the inappropriate behaviour continues then a child will move to the red stage.</p> <p>Examples of escalating behaviour but not a set list:</p>	<p>Make it clear why you have given the warning</p> <p>Offer alternative seating arrangements – on their own, next to an adult in the room, nearer the front etc</p> <p>For send children their individual plans/outside agency advice should be in place and referred to at this time (calm boxes, a brain break etc).</p>

	<p>Walking away from a discussion</p> <p>Defiance, or displaying negative attitude</p> <p>Continuing behaviour identified at a green warning</p> <p>Minor vandalism</p>	
	<p>Red card</p> <p>Consequence: Time out</p> <p>If a child has been moved to amber but chooses to continue to misbehave or a serious incident quickly emerges, they are put on red. A pupil receiving a red card should be given time out with an appropriate adult, up to 10 minutes, identified by the class teacher, within or outside the room depending on specific need. This should be in the parallel class or within the key stage unless that is inappropriate for that child.</p> <p>If a child does not use the opportunity of time out to reset or the incident has escalated the following process should be followed:</p> <ul style="list-style-type: none"> • Child should be taken by an adult to the behaviour lead for their phase for time out/discussion. Break will then also be missed by the child. • If this is not successful they should then be taken to the assistant head (or the assistant head called for). Time out and discussion will take place. Lunch will then be missed (assistant head to sort location). • Deputy head/co headteacher <p>If the child has a high SEND need it may be more appropriate to call or seek support from the SENCO or SEND manager – children this</p>	<p>Give child time to accept consequence</p> <p>Talk to child when both you and child are calm.</p> <p>Explain what behaviour was wrong, how child was responsible, what they can do to put it right</p> <p>Arrange contact parent where appropriate</p> <p>Maintain non-confrontational tone</p> <p>Allow yourself time to speak or involve support of others.</p>

	applies to should be discussed in advance with the relevant people.	
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Appendix C

Reintegration meeting

Name of child:	
Date of meeting:	
Present at the meeting:	
Reason for exclusion:	
Agreed targets:	
Provision:	
Next steps:	

Please sign to show that you are in agreement with the information discussed in this meeting:

School: _____

Parent: _____

Child (where appropriate): _____

