



Behaviour Policy

2022

Key Safeguarding Personnel Contact Details		
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This policy has been written in line with the school's values: love, forgiveness, trust, courage and respect.

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

I have come that they may have life, and have it to the full (John 10:10)

'Living life in all its Fullness'

St Margaret's at Hasbury CE Primary School (SMAHPS) reflect on the teachings of Jesus to guide us into making the right choices. We believe that we must treat others as we would want to be treated, do to others what you would have them do to you, Matthew 7:12. Our behaviour policy is supported by the work of Paul Dix because it echoes our core Christian values of love, forgiveness, trust, courage and respect. The pivotal approach starts with the behaviour of adults, focusing on de-personalising all behaviour interventions.

As members of our community, we show love by being: 'Ready, Respectful and Safe.'

At St Margaret's we aim to:

- Create a culture of exceptionally good behaviour: for learning, for community for life.
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices.'
- Encourage children to recognise that with love and encouragement they can make 'good' choices.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

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.

Our Core Beliefs: Be Ready, Be Respectful, Be Safe: (*Paul Dix Chapter 1, 2 & 9*)

Our school has three simple expectations which our child uphold: 'Be Ready, Be Respectful and Be Safe'. These expectations are explicitly taught and modelled by all members of our school.

We believe that:

- 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 circumstances helps us to act in the fairest way possible for that child, at that moment;
- visible consistency with visible kindness underpins everything we do;
- **When the adults change, everything changes**

Curriculum

Through our curriculum we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely;
- 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.

Rewards and Reflection (*Paul Dix*)

Rewards - We notice, value and celebrate good behaviour. We particularly notice when children (and staff) go above and beyond what we expect. We reward this through positive recognition:

- Verbal acknowledgement
- Post card home
- Class merits
- Stickers
- Class rewards

Stepped Reflections: (*Paul Dix Chapter 4 & 7*)

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. When behaviour is displayed that falls below our high expectations, we will follow the stepped process:

Reminder	Caution	Last chance	Reset	Repair
A reminder of 'ready, respectful, safe'. Delivered privately wherever possible. Repeated where reasonable adjustments are necessary. Take the	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour and clearly outline the consequences should they	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Ask	This is a short time outside the room or at the side of the field of play. It is a few minutes for the child to calm down, breath, look at the situation from a different	This might be a quick break time chat or a more formal restorative meeting. This step is essential and must happen without fail.

initiative to keep things at this stage.	continue. Use 'Think carefully about the next step'	child to stay behind for 2 minutes — this is not negotiable.	perspective and compose themselves.	
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Scripted Interventions (Appendix 3) (*Paul Dix Chapter 6*)

30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower
- State the behaviour observed and which rule it contravenes
- Tell the learner the consequence, refer to previous good behaviour as a model
- Walk away from the learner, allow them time to decide what to do next. If there are comments, note them down to follow up later;

A 30 Second Script for the 'last chance' step:

I noticed you are... (having trouble getting started/struggling to get going/wandering round the classroom)

It was the rule about...that you broke

You have chosen to... (move to the back/catch up with your work at home)

Do you remember last week when you...(arrived on time every day/engaged brilliantly in that maths lesson)

That's the person I need to see today

Thank you for listening.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the repair conversation, then the following guidelines should be used:

- Pupil is spoken to with the Deputy Headteacher or the Headteacher (usually in that order);
- Parents may be contacted;
- Parents may be called to school — if they are called then they must attend, even if the pupil has calmed down.

If there are regular occurrences whereby behaviour is falling below what we would expect, then the following will take place:

- SENCo: consider behaviour intervention and/or additional support. The team will refer to external agencies
- Begin monitoring to identify areas of concern /possible causes/appropriate targets;
- Parents contacted by teacher to inform them that behaviour is a cause for concern.

Responsibilities: (*Paul Dix Chapter 10 & 5*)

We expect all staff to:

- Identify the behaviour we expect
- Teach behaviour explicitly
- Model the behaviour we are expecting
- Practise excellent behaviour
- Notice excellent behaviour
- Create conditions for excellent behaviour
- Be consistent
- Be kind

All staff will:

- **Meet and greet** at the door
- Refer to '**Be Ready, Be Respectful, Be Safe**'
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all pupils
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions
- **Follow up** every time, retain ownership and engage in reflective dialogue with pupils
- Never ignore or walk past pupils who are making poor choices— ask those involved if they need support; sometimes too many people can be overwhelming

Leaders will:

- Meet and greet pupils at the beginning of the day;
- Be a visible presence around the site and especially at changeover time;
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours;
- Use behaviour data to target and assess school wide behaviour policy and practice;
- Regularly review provision for pupils who fall beyond the range of written policies;
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

These are the visible behaviours exhibited by staff which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing', in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Relentless Routines: (*Paul Dix Chapter 1 & 8*)

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- All adults will meet and greet pupils at the beginning of the day — there will be an adult at the door of every classroom to meet our pupils;
- Pupils and adults will be expected to demonstrate pride and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to Collective Worship, for example.

- When adults in school require the full attention of a class or group of children, they will count down from 5 and use key phrases such as 'eyes on me'. Pupils are taught to stop what they are doing, turn to face the adult and be ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- All adults and children will follow 'Fantastic Walking' (**Appendix I**) throughout the school site — at all times.

Support with Behaviour

It is important for pupils to recognise their emotions and outcomes and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life.

Visual Timetables

All classrooms at St Margaret's Primary School have a prominent, interactive class visual timetable that is referred to throughout the school day. It is an important teaching tool, helping to:

- Develop memory and recall skills. Seeing the structure of the day can help with memory skills for pupils who think better in pictures than in verbal language
- Teach organisation and independence skills. Pupils self-check what they should be doing and where they should be
- Reduce challenging behaviours. Pupils learn to navigate their day by showing lessons, calm or choice times, sensory breaks, and home time. This helps to reduce stress and anxiety.

Some pupils may also need individual timetables to refer to and/or Now and Next boards.

SEMH Pathways

Additional support for children with social, emotional and mental health difficulties may require further support throughout the day. They may need a more individualised visual timetable or an individualised Behaviour Policy 2022

curriculum. They may benefit from the use of a task management board to enable them to visualise what is coming next to support with transitions. School may feel it is beneficial to share social stories with children and their families to support with transitions or to liaise with parents to use transitional objects. The use of nurture activities and the support of a key adult may be organised.

Reduced Timetables

(SMAHPS) takes its statutory duty to provide full time education for all pupils according to their age, aptitude and ability, taking into account any special needs seriously. However, in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a child's individual needs. A reduced educational provision is not treated as a long-term solution nor is it used as a sanction or as a behavioural management tool.

When might a reduced educational provision be considered?

A reduced educational provision is only put in place in exceptional circumstances, where every other avenue to ensure a child receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. as part of a planned re-integration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools.
2. as a temporary intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to co-ordinate with therapeutic intervention or other services.
3. put in place as a method of managing pupils at risk of exclusion. The agreement will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

At (SMAHPS) we will:

- only introduce a reduced timetable as part of a planned strategy that is taken in the best interests of the child and attracts the understanding, approval and written agreement of parents/carers or in the case of a Looked After Child, the allocated social worker;
- only introduce a reduced timetable with the principal purpose being the successful reinstatement of the child's full-time school attendance, re-integration and inclusion;
- provide appropriate work for the child when not in school which is reviewed and relevant feedback provided where appropriate;
- liaise with parents/carers to identify the purpose of a reduced timetable, clear time limits, with a clear target of resuming full-time attendance, preferably over a period in which the time in school increases steadily and incrementally. However, it may be that the amount of time in school cannot be increased incrementally initially but rather the expectations of the child whilst in school changes, depending on individual needs. Parents/carers will be asked to sign to confirm they are in agreement with the reduced timetable.

Unacceptable/Extreme Behaviours

Some children exhibit particular behaviours based on adverse childhood experiences (ACEs) 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 and identify the level of support needed by the pupil and put this provision in place.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of stepped sanctions in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates threatens and/or encourages physical abuse).
- Persistent taunting, teasing and bullying behaviour (including cyberbullying, prejudice-based and discriminatory bullying).
- Sexual harassment, such as sexual comments, remarks, jokes, which may be standalone or part of a broader pattern of abuse.
- Stealing;
- Spitting;
- Swearing;
- Persistent disrupting learning.

Inappropriate behaviours between peers will always be challenged. It is unacceptable to downplay certain behaviours, as 'just banter', 'having a laugh', 'part of growing up' or 'boys will be boys'. This can lead to a culture of unacceptable behaviour, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 2021, para. 46- 50)

Extreme Behaviour

When dealing with an episode of extreme behaviour, a pupil may need to be positively handled if either themselves or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Physical Attacks on Adults

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 should call for additional support if needed.

Staff who defend themselves will have the full support of the Senior 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 positive handling should hold or guide a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher 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.

Parents will be informed when a child has had to be positively handled.

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. Exclusions will only happen once we have explored all avenues of support and have created a plan around a child and are sure that the situation was de-escalated and could not have been prevented.

Recording Behaviour Incidents

Day to day classroom management

- *Reminder, Caution, Time out, Repair*
- *If it gets to Time Out stage, a reflective conversation should take place, once the child is calm.*
- *This will be recorded on CPOMS*

Persistent Behaviour

Persistent behaviour will be identified through monitoring the recording of the behaviour incidents. The SLT will make a decision as to what support and intervention needs to be put into place to support the pupil further. This may be through the implementation of an Individual Behaviour Plan (IBP), establishing a Parenting Contact or a referral to the SENDCo with a view to placing the pupil in the SEND register and

putting extra support and intervention in place, including the involvement of relevant outside agencies and/or a risk reduction assessment may be undertaken.

Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place, where there is a serious breach of the school's behaviour policy and the safety and learning of others is being seriously hindered. The pupil may be considered to have SEN and the procedures for meeting those needs are set out in our SEND Policy;
- The risk to staff and other children is too high;
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting, where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

The Role of the Parent

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.

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 behaviour issues.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- posing a threat to another pupil or member of the public
- adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring pupils act as positive ambassadors. Taking this into account, we expect the following:

- Good behaviour on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

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.

Monitoring and Evaluation

The school's Senior Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Board. The Senior 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 Senior Leadership Team and 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 I

Fantastic walking/movement in and around school

- Pupils are taught to walk around the school with a sense of pride. Our routine of fantastic walking is: walk tall, head up, chin up, chest out with a purposeful stride and hands behind their back.
- All movement in and around school should be purposeful.
- Pupils following the expected routine should always be recognised with a response such as: **'Thank you'** or **'That's right'**.
- Pupils not behaving appropriately should be encouraged to do so with a scripted response: **'You know the expectation for walking around school. This is how we do it here. Fantastic walking. Thank you for listening.'**
- If the pupil responds positively, this should be recognised with a positive comment: **'There you are, you can walk sensibly. Well done!'**
- Pupils observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

Movement around school - suggested procedures for large groups

- Call the group together
- Give out any instructions and set expectations.
- Make sure all pupils are settled before setting off
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a pupil to hold the door for others to pass through
- Walk on the left-hand side of the corridor
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of steps etc.

Movement around school - suggested procedures for individual children

- Choose appropriate individuals for messages
- Make sure messengers know that they can enter any classroom
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work what is expected of them as they move around the school. Ensure that they do know where they are going.

Appendix 2

Reparation Meeting

- A reparation meeting with the teacher and pupil should take no longer than 5 minutes and cannot be delegated to a colleague.
- It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- Reparation will not give the adult the instant satisfaction that comes from punishment. It will give a platform to build relationships that change and improve behaviour for the long term.

A good reparation meeting is often structured in 5 steps. Choose from:

- o What happened?
- o What have you thought since?
- o How did this make people feel?
- o Who has been affected?
- o How have they been affected?
- o What should we do to put things right?
- o How can we do things differently in the future?

If pupils clam up:

- o Ok, imagine if there were...
- o 1-10 how angry were you?
- o I can see that you aren't quite ready to talk...

Behaviour follow up is everything!

Appendix 3

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 them 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 communicate a difficult message, softly:

- Remind the learner of their previous good behaviour
- Challenge their negative internal monologue 'You can do this, keep trying'
- 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 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.

Appendix 4

A Model of Positivity

- 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
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour
- Show learners their ideas and experiences have real value
- Ensure your mechanism for positive referrals is individualised
- Catch learners doing the right thing
- 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

Appendix 5

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 6

Our Expectations	Visible Consistencies	Over and Above Recognition
1. Be Ready Try and listen to instructions	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the gate at the end of every day	1. Certificates 2. Stickers 3. Phone call/text home 4. Verbal praise 5. Notes home 6. SLT praise
2. Be Respectful Try to use kind words	5. Praising in public (PIP), Reprimanding in private (RIP) 6. Consistent language	7. Class merits 8. Show work to another adults 9. Visit to HT
3. Be Safe Try to keep hands and feet to yourself		

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. Reminder	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe) refer rule to value</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p style="color: red;">Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. Caution	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table / go to the quiet area etc) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p style="color: red;">Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. Last chance	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to another table)</p>

	<p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adults in front of the child*</p>
4. Reset	<p>Time for calming. Breathing to relax. Inhale for a count of 4, hold for a count of 7 and exhale for a count of 8</p> <p>Think about the situation from different prospective.</p>
5. Repair	<p>What happened? (Neutral, dispassionate language.)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

Appendix 7

Daily check in/out question ideas

What could you do to make your table happier today?

What would you like to change to make your table happier today?

How can you support each other so you have a lovely day?

What could you do today to improve your work?

What could you do today to show you are “ready” to learn throughout the day?

What could you do today to show you are showing respect?

What could you do today to show you are being “safe” during the day?

What could you do today that shows you are being respectful to others when moving around the school?

What could you do today that shows you are being safe when moving around the school including the playground?

What is your favourite thing about school?

How could you help someone else today?

If you could be the teacher today what quality do you have that the class would enjoy?

What has been your favourite thing we have learned about in Year 5?

If you could pick any celebrity dead or alive to be your headteacher who would you pick and why?

If you were prime minister what would the first thing you would do or change?

What is your favourite subject and why?

If you could be a piece of stationary what would you be and why?

If I gave you a £1000 to spend on something for school what would you pick?

If the school could get a pet animal what animal would you pick and why?

If you go anywhere in the world where would you go and why?

What could you do today to make someone on your table have a nice day?

What could you do to find out something new about someone else in class today?

How could you support others on your table?

How could you check on someone today and ask them if they are okay?

How could you support your children and staff during play/ lunch to help make it fun and safe?

What could you do to show kindness to a member of school staff today?

What could you do today to support our environment?

What could you do today to show kindness to someone on your table today?

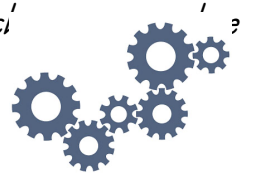
What could you do today to show kindness to the person next to you in the circle during the day? What could you do to learn something new that you didn't know before today about the person next to you?

If you had no ball games on the playground what would you like to do at afternoon break instead? What could you do today to learn about a new emotion?

What could you do today to learn about a new job you didn't know about?

Behaviour Procedures 2022

*Good behaviour emanates from a stimulating and exciting curriculum. St Margaret's at Hasbury CE Primary School acknowledges the need for clear behaviour procedures in order to sustain consistent approaches from all staff. The following routines must be the cogs, the consistencies that all staff adhere to in order to maintain a happy, caring and safe learning environment. Children should be reminded of c1 by **positive correction**.*



All adults will:

- *Meet and greet all learners with a smile*
- *Have a calm demeanour, demonstrating calm and consistent adult behaviour*
- *Use countdown in order to get the class ready for instruction*
- *Set the class to work (use TROGS)*
- *Time and task. Give the time/deadline before the task.*
- *Resources – what do individuals/groups need for the task?*
- *Outcomes – what do you want to see at the end of the time/session, or what is the success criteria or expected outcome agreed with the class?*
- *Grouping – individual work in silence, paired work, groups, seating arrangements etc.*
- *Stop signal – a reminder that you will use the countdown when you want to speak to them as a class.*

Children receive individual rewards such as praise, stickers and house points for high effort and positive demonstrations of the school's Christian values and school rules. The class also receives class merits. These can be given by any adult when children show unity, follow the school rules and are active roles models for (SMAHPS). Once the class reaches 100 merits they receive their class award (agreed on prior to starting the count to 100, pizza party, extra play, DVD session etc).

Children are also rewarded at lunchtime, by lunchtime supervisors. Children are rewarded with stickers, certificates, 'ask what I have done today' slips. Children are thanked in a special assembly.

Where children are not following instruction or are disrupting learning they will be given the opportunity to reflect and correct their behaviour through the stages listed below.

- 1. Reminder: of the 3 simple expectations of: **Be Ready, Be Respectful, Be Safe;***
- 2. Caution: clear 30 second scripted intervention, delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue - see below;*
- 3. Time out: short time during break time for a few minutes to calm down, get different perspective*
- 4. Repair: may be a quick chat at break time or a more formal meeting (Appendix 2).*

Stage 1 (Reminder and Caution)

*Reminder of the 3 simple expectations of **Be Ready, Be Respectful, Be Safe.** Children can receive up to 2 verbal warnings. It is important children are reprimanded in private, a subtle, clear message (scripted intervention)*

Stage 2 (Time Out and Repair)

If after 2 warnings the child has not corrected their behaviour the child will miss 5 minutes of their playtime. EYFS children are to be seated in a reflection space. A dialogue with parents must take place and CPOMs updated.

Chat a breaktime/lunchtime or a more formal meeting

Stage 3 (internal/external fixed term exclusion)

Children will reach stage 3 if they:

Are verbally abusive towards a child/ adult

Physically harm a child/ adult

Damage school property with intent

Use racial incidents (adult has investigated the incident and is sure it is racial)

Use homophobic incidents (adult has investigated the incident and is sure it is homophobic)

Use offensive/foul language towards a child/adult, in a manner which is abusive.

Fail to calm down repeat defiance/rudeness to staff.

HT/DHT will meet with parents to discuss the behaviour, discuss expectations, ensure understanding of the expected behaviours and discuss what support school has already put in place and what will be put in place to further support the child. At this point it might be felt that the child needs to go on a behaviour plan issued by HT/DHT in consultation with the SENCo or Inclusion Manager.

Possible endorsements for stage 3 will be one of the following:

Break time reflection/reflections

Lunchtime reflection/reflections

Removal from class for a session

Removal from class for half a day

A day's exclusion from school

Appendix - POSITIVE HANDLING PLAN

Child's Name:		Date of Plan:		Review Date:
What does the behaviour look like?				
Stage 1 Anxiety Behaviours		Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours
What are common triggers?				
De-escalation skills				
Skill	try	avoid	Notes	
Verbal advice and support				
Giving space				
Reassurance				
Controlled choices				
Humour				
Logical consequences				
Planned ignoring				
Time-out				
Removing audience				
Transfer adult				
Success reminded				
Supportive touch				
Listening				
Others				
Diversions and distractions				

Any medical conditions to be taken into account before using Physical interventions?			
De-escalation skills			
Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			
Who has been informed/Where has the incident been recorded?			
Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.			
Teacher:			
Parent/Carer:			
Student:			
Educational Psychologist:			
Social Service (if applicable):			
Headteacher:			

Appendix - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

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

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 children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

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 force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

who disrupts a school event, trip or visit

leaving the classroom where this would risk their safety or disrupt others from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

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

The school will record all serious behaviour incidents and any restraints on CPOMs