



Behaviour policy and statement of behaviour principles

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Document History

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. Definitions

Negative behaviours are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards their peers or adults
- Leaving the classroom without an adult's permission
- Repeated breaches of the school rules

- Damage to the school environment
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Sources of ignition
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

The school has adopted the Anti-Bullying Alliance definition of bullying:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the person being bullied. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Cyber – posting on social media, sharing photos, sending offensive text messages, social exclusion
- Indirect - Can include the exploitation of individuals.
- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans (gender questioning)
- Disablist bullying occurs when bullying is motivated by prejudice against people with any form of disability.

Bullying can be a combination of the behaviours above or in isolation. Bullying can happen to anyone and it can take many forms. However, we recognise that bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Our school's approach to preventing and addressing bullying is set out in our anti-bullying policy. This is available on our [school website](#) and from the school office on request.

5. Roles and responsibilities

5.1 The Advisory Board

The Advisory Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and colleagues

Colleagues are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils; including following all Learning Engagement Strategies (LES) and Individual Behaviour Support Plans (BSP)
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via CPOMS (see appendix 2 for an example behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and all individualised behaviours strategies and plans
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents of concern (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Parkland Primary School, we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils are taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our school rules are:

‘Show **Respect**, take **Responsibility** and be **Safe**.’

These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms.

Pupils are expected to:



In addition, the following standard expectations will be shared with all children and over communicated at all times:

Before school

If children come to school on a bike or scooter, they are expected to walk them when entering the school premises. When the classroom doors are opened, children are expected to walk into school.

Children are organised and tidy in the cloakrooms and hang coats and bags up neatly or place in lockers and securely close the locker doors. This time should not be used to have a chat resulting in a loss of learning time.

Adults should be in the classroom before the children.

Assembly

Children should come into assembly with their class teacher and in silence

Children should be collected from assembly by their class teacher and leave assembly in the same manner

Staff sitting in assembly are responsible for maintaining discipline and praise

Movement around school

Children are expected to walk on the left side of the corridor. They should walk in silence and in a single line.

Playground

A high standard of good social behaviour is always expected in the playground with teaching staff and lunch-time supervisors applying the rules uniformly.

Staff should patrol all areas of the playground ensuring there is coverage of adults in all parts of the playground

At the end of playtime children are expected to line up in silence after the second bell. Class teachers will come outside and bring their class back into school to begin the next lesson.

At Parkland, we recognise the importance of promoting positive mental health and emotional wellbeing for our pupils. We use zones of regulation to help pupils develop an awareness of a range of emotions and the ability to independently self-regulate, despite the emotion they experience, in a safe non-judgmental way.

We use a staged behaviour system; each classroom has a display which outlines what good behaviour looks like in the classroom and around school. We record negative behaviours on a behaviour ladder which is by the teachers desk. This system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school (moving up the behaviour ladder and awarding of Dojo Points). In addition, it is used to modify behaviours that disrupt the learning of other pupils.

Behaviour ladders are to be used during learning time (lessons, assemblies and transition times) and during morning break-time. For lunchtime behaviours, a different system is used and explained later in this policy.

This diagram explains how the staged behaviour system works:

GOLD – For pupils who continue to display behaviours and attitudes which are above and beyond the expected levels, they will be moved to Gold. At the end of the day pupils on gold receive 5 dojo points. Pupils who have had more than two golds in a week, will receive a certificate in celebration assembly.
SILVER - For pupils that display behaviours and attitudes which are above and beyond the expected levels, they will be moved to Silver. At the end of the day pupils on silver receive 4 dojo points.
GREEN – All pupils start the day with their picture here. At the end of the day, pupils on green will receive 3 dojo points.
A verbal warning will be given to pupils before they move down the behaviour chart for negative behaviours and/or attitudes.
YELLOW – If negative behaviours and/or attitudes continue, a pupil will move to yellow after they have been given a verbal warning. A restorative conversation will be had between the pupil and the member staff who has moved the child to yellow. Pupils are reminded of the school rules and expectations and what they need to do to get their name back to green. **If a pupil has an individual behaviour plan, they will have the option to have a check-in with their key adult at this stage.
A verbal warning will be given to pupils before they move down the behaviour chart for negative behaviours and/or attitudes.
RED - If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour, they will be moved to red.

For pupils in Year 1 – 6 they will spend time in their partner class (Appendix 3) to reflect. For Key Stage 1 this is for 5 minutes and for Key Stage 2 this is for 10 minutes, during this time pupils will complete a reflection sheet (Appendix 4). After their reflection time, the pupil will return to their class and engage in a restorative conversation in line with school rules.

EYFS pupils will be asked to sit on the stop and think cushion for 5 minutes. During this time a member of staff will show visuals to the child as to why they might be having stop and think time. A restorative conversation will be had, and the child will be reminded of positive school behaviours.

The pupil will also miss 10 mins of social time and missed work (due to reflecting) can be completed during this time.

If a pupil receives a red on the behaviour ladder the Class Teacher will communicate directly with parents/carers at the end of the day. The incident is then recorded on Arbor by the member of staff who dealt with the incident.

Children who have ended the morning session on yellow or below will move back to green before afternoon lessons begin. Appendix 5 shows examples of how the behaviour ladder is used.

If a pupil finishes on red in the morning or the afternoon, this will be recorded on Arbor and parents will be notified via a conversation with the class teacher when they pick up or use our school Dojo system.

If a pupil receives two reds in a day or if behaviour is deemed to be of a serious nature, a member of SLT or the pastoral team will communicate directly with parents.

If a pupil receives three reds in a week, parents/carers will be called in for a meeting with the class teacher and a member of the pastoral team (a member of the senior leadership team may also attend). If after this meeting, negative behaviours haven't reduced, a further meeting will be had and the child will be placed onto a Learning Engagement Strategy (LES). Further information on an LES is included in the personalised approach section of this policy.

Pre-school have a similar system which has been adapted to the needs of the setting. Appendix 6 explains how the behaviour system works in pre-school.

Lunchtime behaviours

Our behaviour policy is based around our Happy Lunchtimes strategy.

Our Happy Lunchtime System is as follows:

Goals – all pupils have been set a series of goals. These include:

- ✓ Using the "Zone" to provide a new activity each lunchtime
- ✓ For pupils to show respect to staff, equipment and to one another
- ✓ For pupils to play with kindness and consideration
- ✓ Using a positive behaviour system to encourage good behaviour
- ✓ Children have good manners and table manners

The Zone – an area of playground will be known as ‘The Zone’. Each day a different activity will take place, drawn from a wide range of activities designed to appeal to differing ‘styles’ of play.

The Zone will be overseen by 1 member of midday teachers who will determine each day’s activity. The activities will be rotated and the staff members on duty takes responsibility for the setup of the zone. They will ensure the rules are known and respected.

The Zone is designed to be inclusive – a place where everybody is welcome to come and play.

The Zone is designed to embed ‘novelty’ into the playground offering.

Midday teachers will take turns on a Rota to plan the daily activity. This will be put up on a board, so pupils know what the activity is. (At a later stage, pupils may be allowed to introduce their own game of the week.). A booklet of activities is available for midday supervisors to get ideas from.

Rules for the Zone

- ✓ Use the equipment in the zone – it can’t be taken out of the zone
- ✓ Everyone can join in (Children should reply ‘Of course you can’ when asked by another child if they can join in)

Wet Playtimes

During wet playtime, pupils will be supervised in their classrooms and some activities will be available for them to access. Pupils are still expected to show respect to themselves, their classmates, staff and any equipment they have available to them. The same rewards and consequences will be used

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Personalised Approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

At Parkland, we have Learning Engagement Strategies (LES). These documents establish key targets for pupils to achieve small step successes throughout the day. LES plans are used on an escalating-coloured basis (yellow, orange and red) as a visual reminder to the importance of the targets. Appendix 8 Demonstrates how the LES system works. The LES process involves greater levels of communication with all parties including the child and the child’s parents/carers in setting targets and tracking successes. Clear, specific targets are set within the LES plan to achieve positive transition through the school day and enhanced opportunities for learning for all children within a class. Rewards and consequences are also dictated within LES plans in order to be able to ensure consistency and direction for witnessed behaviours in school. Appendix 9 shows an example of an LES.

In addition to LES’, Behaviour Plans are created for children where they may display the wrong choices at school. These plans are used as a guide for adults in the school to identify triggers for negative behaviour choices; descriptions of the escalation of children’s behaviours to avoid crisis; and the key adults to be called

should crisis behaviours be displayed at school. These plans also identify key information, motivators that can be utilised for rewards and intervention strategies that the school are utilising to support the child in their time at school. These documents are created through a collaboration of key adults at the school including the parents, class teacher and support staff involved with the children on a day-to-day basis, pastoral team members and SLT. Appendix 10 shows an example of a behaviour plan. These plans are reviewed and updated regularly and stored centrally on TEAMS and uploaded to CPOMs. They are also available in class files for reference of all teaching staff including supply teachers when used to cover lessons.

6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them throughout the school day.
- If a pupil brings a phone to school, it must be turned off before they enter the school site and handed in to the teacher at the start of the day. They will be stored in the office and given back at the end of the school day.
- It is only expected that year 5 and 6 pupils will have a mobile phone in school as they walk to and from school.
- Pupils can turn their phones on once they have left the school site,
- There will be exceptions to the rules for medical or personal reasons
- Liability is an issue, in case of loss or damage. The school will not accept any responsibility.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour systems, expectations or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Establishing consistent end of day/lesson routines to allow the next day begins positively.
 - Planning for dealing with low-level disruption
 - Using positive language to support reflection

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This is available on our [school website](#) or from the office on request.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Smiles and visual encouragement
- Stickers
- Whole class rewards
- Visit to other members of staff for recognition and praise
- Certificates
- Class Dojo points
 - Class Dojo points are linked to our school behaviour system; children will receive additional rewards when their number of class dojo reward points are equal to key milestones:
 - 100 points – Certificate home
 - 200 points – Certificate and a prize from the prize box
 - 300 points – Certificate and an activity with a member of the pastoral team
 - Class dojo points will be reset each half term.
 - The class with the most dojo points at the end of each half term will receive a whole class reward.
- Letters, texts or phone calls home to parents
- Weekly celebration of achievement
- Special responsibilities given
- Weekly celebrations for children who behave well/follow our school rules: Juice and biscuits/Ice poles with SLT (2 per class)

Pupils who have been on green or above each half term will receive a certificate. At the end of each term all children on green or above will be entered into a year group prize draw to receive a £10 WHSmith voucher.

Lunchtime Rewards

1. **Golden Ticket.** Midday teachers will award golden tickets freely for positive behaviour during lunchtime. These are handed into the pupil's class teacher who will log 2 dojo points to the pupil's account. This goes towards their overall total.
2. **Certificates** – Each midday supervisor will nominate a pupil for a special mention in Friday's celebration assembly. Certificates will include pupil's name, staff name and reason for the award. Where relevant the reason will be linked to our school values.
3. **Table of Awesomeness** – Once every half term, midday teachers will nominate 4 pupils (and a friend for each one) to sit at 'The Table of Awesomeness'. The table will be decorated in a range of themes and have a lovely tablecloth and lights. It will feel very special in acknowledgement of the child's efforts. A midday teacher will join the children for lunch and sit and chat with the children.

7.4 Responding to negative behaviours

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of pupils' negative behaviour.

Staff will endeavour to create an expected environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviours will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal warning
- ✗ Move down the behaviour ladder, yellow or red depending on the behaviour displayed and the frequency or repetitiveness of the behaviour
- ✗ Sending the pupil to another class
- ✗ Expecting work to be completed at home, or at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour plan/LES
- ✗ 1-1 intervention
- ✗ Suspension from school
- ✗ Permanent exclusion from school

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalating behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use a 1-1 intervention in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral or SLT office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidents, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from offsite visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Lunchtime Sanctions

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. Pupils who need additional support during lunchtime will be identified by the behaviour team. During lunchtime a member of the behaviour team will be on the playground to support pupils.

At lunchtime the Midday teacher will use the following stepped Sanctions:

Step one = A QUIET WORD – used when somebody ‘gets carried away’. This involves telling pupils what is not acceptable without ‘telling them off.’

Midday teacher should: 1. Listen if a child wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave the pupil with a smile.

Step two = 2 MINUTE REFLECTION AND APOLOGY. This is used when expectations / or school rules have been made clear, but the pupil decides not to follow them. It is deliberate/ pre-meditated misbehaviour. (It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc.)

Midday teachers will explain what was unacceptable and the pupil will have a 2 minute time-out with the staff members quietly. The pupil will be asked to apologise and reflect on what they did, accept that they were wrong, show respect and take responsibility. At the end of the reflection period the midday supervisor will end the period positively with a thank you and a smile.

Step three = this is red behaviour e.g. bullying, racism, violence, swearing, outright defiance, refusing 2 minutes reflection with midday teacher. In this instance, the pupil is sent to the reflection area outside the pastoral office. A staff member will be available to investigate the incident and then issue consequences according to the school's behaviour sanctions. The member of staff will then take the pupil back to the midday supervisor for the pupil to apologise and spend 2 minutes reflecting with the midday teacher who dealt with the original incident.

Appendix 7 includes examples of behaviours and how they will be dealt with. If pupils are in constant breach of school lunch time rules, they may be placed on managed lunches.

Managed lunchtimes

Pupils who persistently demonstrate red level behaviour will receive a strike. Pupils who receive 3 strikes in a half term during lunchtime will be put onto managed lunchtimes by the pastoral team and/or SLT.

Strike 1	Phone call home by class teacher
Strike 2	Phone call home by Pastoral
Strike 3	Meeting with parent/carers to discuss managed lunch

The pupil will help identify different activities they would like to do at lunchtime to ensure lunchtime is a positive experience. While on managed lunches, if the pupil has a positive week with no incidents, they will earn a day outside onto the playground. For each positive week, another day will be earned until the pupil has earned all 5 days back. When a pupil has earned all 5 days back, the strike system will restart for them.

Discriminatory Behaviours

One of our school aims is ‘to believe in all individuals and celebrate diversity through understanding others who are different from ourselves. Be inclusive of the needs of individuals.’ We believe that it is essential for our pupils to feel safe at school and therefore we teach pupils to value and respect all individuals.

As a school, we have followed guidance from [NSPCC](#) and have classed discriminatory behaviour as:

“Making a child, young person or adult feel humiliated, offended or degraded because of their colour, nationality, ethnicity or citizenship or making comments linked to protected characteristics.”

These characteristics are protected in law under the Equality Act 2010 in England, Scotland and Wales.

Pupils who have experienced any discriminatory behaviour towards them will be listened to and fully supported in order to ensure the issues are fully dealt with. We have clear consequences when pupils do not follow our school expectations, therefore if a pupil uses abusive or discriminatory language and violence, we will follow our Staged Discriminatory Behaviour system:

Stage 1 – Staged system explained, 15-minute reflection during social time, parents informed. ‘Accept, Respect and Value differences’ intervention with a member of the pastoral team.

Stage 2 – 1-1 intervention, parents called in for a meeting. A 4 week ‘Accept, Respect and Value differences’ intervention with a member of the pastoral team.

Stage 3 – Fixed term suspension for that period. A pupil is placed on an LES (Learning Engagement Strategy) and specific targets are given.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Using reasonable force will be carried out in-line with our Physical Interventions Policy. This is available on our [school website](#) or from the office on request.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Drawers

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, early help intervention or a referral to children's social care is appropriate.

7.7 Off-site negative behaviours

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This is when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. In addition, the school will follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate and record on CPOMS.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information. This is available on our [school website](#) or from the office on request.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils. This is available on our [school website](#) or from the office on request.

8. Restorative Sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, in line with our whole school behaviour system as detailed above, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour (Persistent Red behaviour – See appendix 5). Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom, following red behaviour, are supervised by the teacher in their partner classroom and will be removed for a maximum of 5 minutes for EYFS/KS1 and 10 minutes for KS2.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. In this case, 1-1 intervention will be considered.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Individual behaviour plans and LES plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the CPOMS behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information. This is available on our [school website](#) or from the office on request.

There are 4 types of suspension/exclusion at Parkland:

1. **1-1 intervention** – pupils are removed from the classroom and complete their learning in the pastoral or SLT office with a member of staff. 1-1 interventions will either be a morning or afternoon session. If incidents occur at the end of the school day, the 1-1 intervention will take place on the next school day. Parents will be notified that their child has been on 1-1 intervention and the reasons why.
2. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
3. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
4. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

At Parkland Primary School, we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour consists of some or all of the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Adaptive learning materials provided to support teaching and learning
- Sensory materials e.g. wobble cushions
- SDQ, BOXALL and sensory audits completed to better understand pupil needs

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral team
- Learning Engagement Strategy put in place

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The school behaviour management systems
- Safeguarding

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Physical restraint training if applicable
- Zones of regulation training

Behaviour management will also form part of continuing professional development. Early Career Teachers (ECTs) will receive specific training on managing behaviour as part of their Early Career Framework.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, 1-1 intervention, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by SLT and the Advisory Board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Senior Leadership Team at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Advisory Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Advisory Board annually.

14. Links with other policies

This behaviour policy is linked to the following policies;

- Mental Health Policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy
 - Mobile phone policy
 - Attendance Policy

This is available on our [school website](#) or from the office on request.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that they will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Advisory Board annually.

Appendix 2: Example CPOMS behaviour log – following a negative behaviour incident which warrants a log, this will be on CPOMS and will include the information below

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 3: Partner Class List

Partner classes for reflection	
1RS	1EH
2/3TR	2AP or 3KR (depending on year group)
2AP	2HJ
3ZC	3KR
4DR	4MT
4VT	5JS
5RR	5MT
6NA	6LG
6AP	6LG
Beech	Oak

Appendix 4: Reflection Sheets

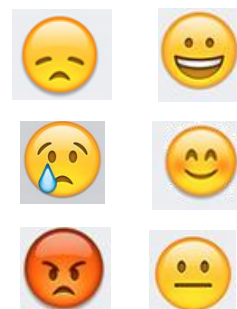
1. What happened?

 I did not listen to the adults.	 I used unkind words or shouted out.
 I hurt or scared my friends.	 I got out of my seat or left the classroom.

2. What were you thinking about at the time?
How did it make you feel?



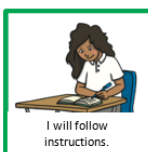
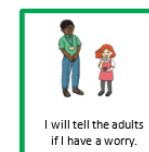
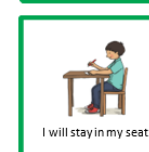
3. What have your thoughts been since the incident?



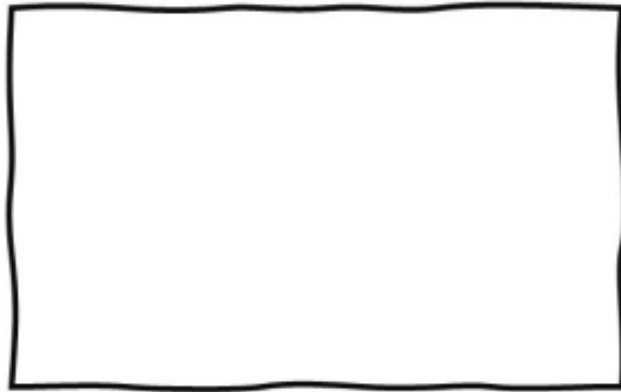
4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?

 I will use kind words.	 I will use kind hands.
 I will follow instructions.	 I will tell the adults if I have a worry.
 I will wait my turn.	 I will stay in my seat.

1. What happened?



2. What were you thinking about at the time?

How did it make you feel?



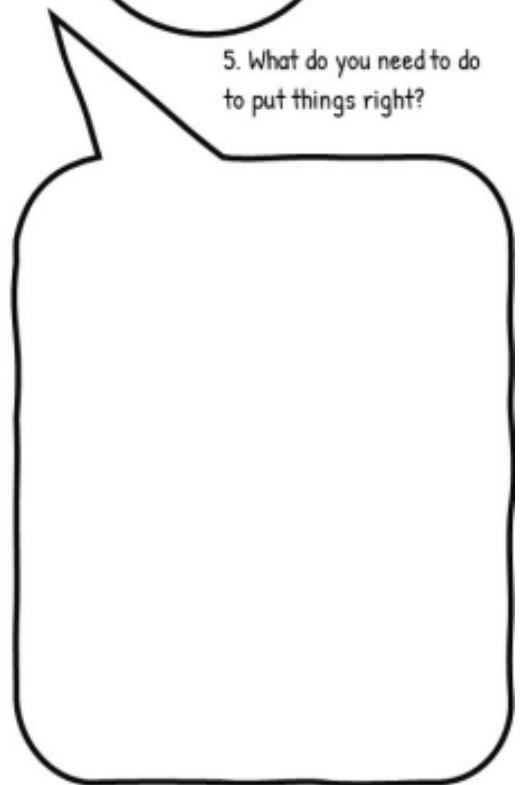
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



1.

What happened? Write or draw what happened

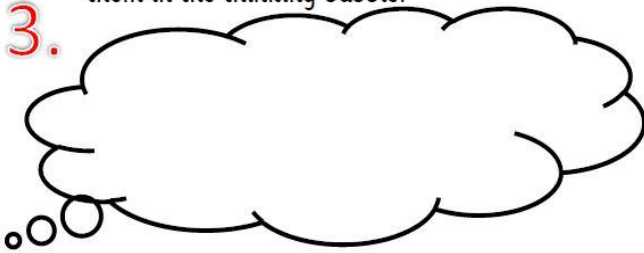


2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.

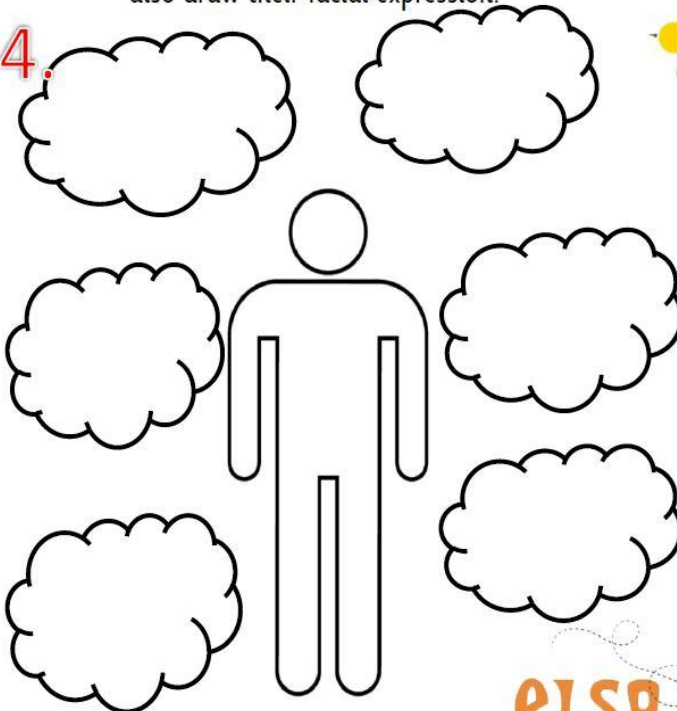


How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

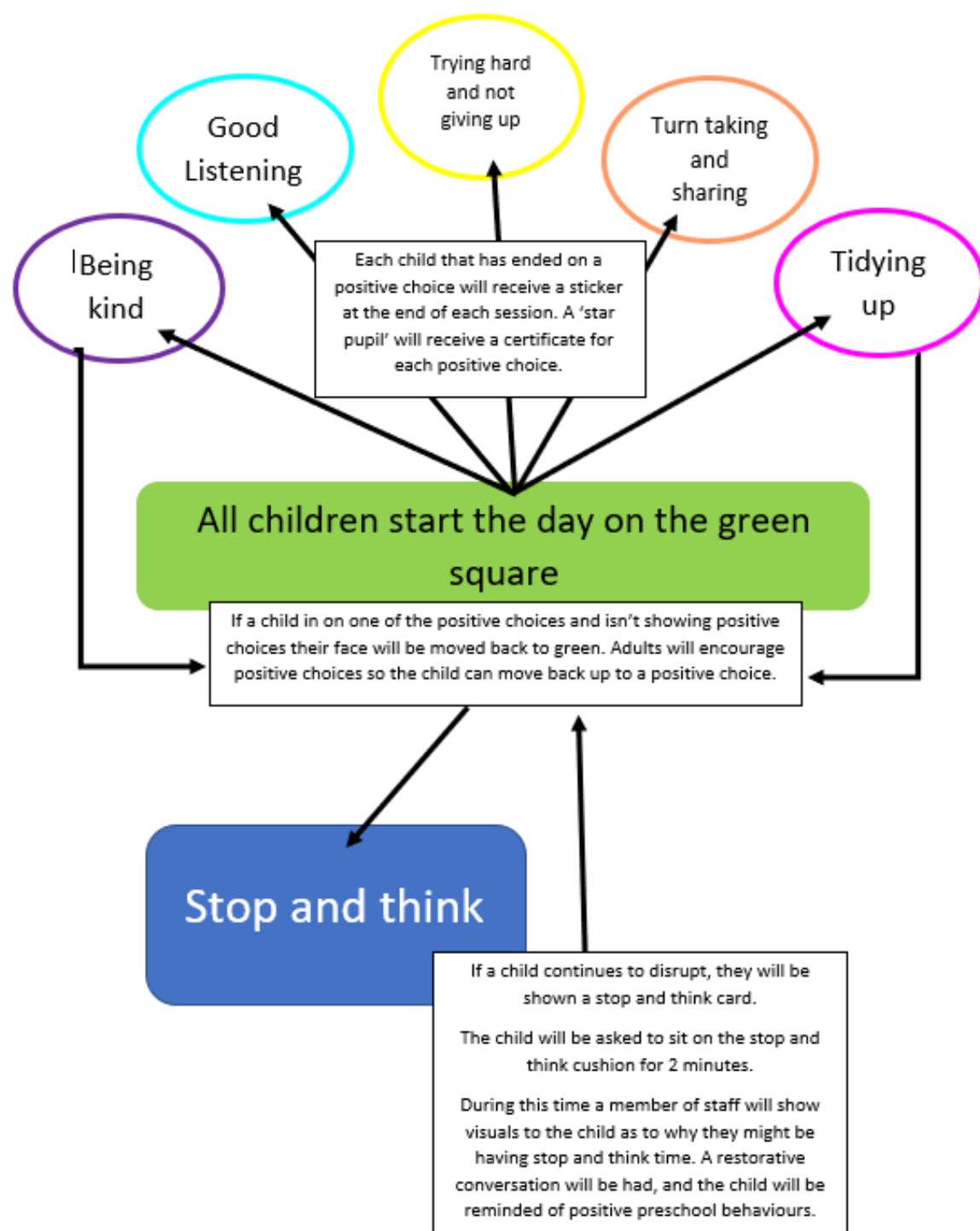
5.

Appendix 5: Example of how the behaviour ladder is used for rewards/consequences

	Behaviour	Rewards/Consequences
Green	Children are displaying appropriate behaviour	• Moving up the behaviour ladder • Praise (verbal & non-verbal) • Stickers • ABC stickers • Certificates • Showing work to SLT or other adults in the school (I'm a star card) • Green - 3 dojo points, Silver – 4 Dojo points, Gold – 5 dojo points at the end of each day
Yellow	• Talking to others whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Telling tales about others • Delaying being on task • Coming into class inappropriately • Taking things without permission • Throwing/flicking items • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Disrespect to adults • Answering back	• Verbal warning • Children move down to Yellow on behaviour ladder • Confiscating offending items • Reminded of expectations • Change of seats in needed • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Red	Persistent yellow behaviour and children will be moved straight to red for: • Verbal abuse including racism & sexism • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult or pupil • Physical abuse to adults • Sexual gestures or behaviour • Using equipment as a weapon • Leaving the classroom without permission • Any extremely dangerous or threatening behaviour • Climbing on school furniture • Damage to school property • Refusing to follow instructions and non-compliance	• Moved to red on the behaviour ladder • Miss 10 minutes of lunchtime (if AM red) or 10 minutes of break the following day (if PM red) • Complete behaviour log and record on online systems (CPOMs) • Call for the pastoral team if required If child is moved straight to red, all the above applies and: • Call for pastoral team • Involvement of SLT • Parents contacted • 1-1 intervention • Short fixed term exclusions

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

Appendix 6: Pre-school behaviour system



Appendix 7: Lunchtime behaviour examples and potential solutions/consequences.

	Behaviour	Rewards/Consequences
Expected lunch time behaviour	Children are displaying appropriate behaviour	• Praise • Pom poms • Certificates • Top table
Warning/Reminders Step 1	• Noisy and inappropriate moving around the school • Playing in the toilets • Interference with people's property in the cloakroom/lockers • Dropping litter • Running around school • Screaming and shouting inappropriately	Step one = A QUIET WORD – used when somebody 'gets carried away'. This involves telling pupils what is not acceptable without 'telling them off'. Middy teacher should: 1. Listen if a child wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave pupil with a smile.
Step 2	• Deliberately damaging displays • Inappropriate behaviour in the toilets • Disrespect to adults around school • Deliberately misusing equipment • Deliberately seeking confrontation • Minor aggression • Rough / deliberate hurting of another's person or property • Repeated behaviour following a warning or reminder	Step two = 2 MINUTE REFLECTION AND APOLOGY. This is used when expectations / or school rules have been made clear but the pupil decides not to follow them. It is deliberate/ pre-meditated misbehaviour. (It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc.)
Step 3	• Repeated behaviour following the completion of step 2 • Intentionally hitting other children (unless persistent) • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult • Graffiti • Bullying • Verbal abuse including sexism and racism • Persistent bullying • Physical abuse to adults • Sexual gestures or behaviour • Using equipment as a weapon • Any extremely dangerous or threatening behaviour	Step three = 5 MINUTE REFLECTION AND APOLOGY + 2 MINUTE REFLECTION WITH MIDDAY STAFF The pupil is sent to the reflection area for the incident to be investigated further. The staff member deals with them according to the behaviour system sanctions. The member of staff then takes the pupil back to the midday supervisor for the pupil to apologise and spend 2 minutes reflecting with the midday teacher who dealt with the original incident. Recorded on CPOMS with a reason. Parents contacted. A strike will be issued for step 3 behaviours 3 strikes will result in managed lunchtimes.

NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.

Appendix 8: Learning Engagement Strategy Flow Chart

Parkland Learning Engagement Strategy

Following Parkland behaviour policy:

If a child's behaviour needs additional resources to allow them to access mainstream education an 'Initial Strategy Meeting' will be called.

- SDQ completed



Stage 1:

- 3 week plan written specific to the child's needs:
 - Adult involvement decided (behaviour mentor/pastoral/class teacher)
 - Timetable needs agreed (e.g. managed lunchtimes)
 - Specific targets will be agreed
 - Rewards & consequences agreed
 - Interventions/relevant support decided upon
- Report card to evidence targets being met (yellow)
- Boxall completed
- Date of review meeting set (3 weeks)



Review meeting:

Targets to be reviewed

- If Stage 1 is deemed to be working - review targets and set another 3 week plan
- If Stage 1 is deemed to not be working – Move to Stage 2



External advice sought

e.g. Oakfield behaviour forum to seek advice

Stage 2:

- 2 week plan written specific to the child's needs:
 - New targets set
 - Consideration of part-time timetable agreed
 - Review timetable and identify triggers
 - Adult support identified (time limited – 1.5 hours) e.g. meet and greet, lunchtime, PE, maths support
 - Interventions agreed based on Boxall
 - Rewards & consequences agreed
- Report card to evidence targets being met (orange) – report to SLT
- Date of review meeting set (3 weeks)
- If targets at Stage 2 are not met 1-1 intervention will be put in place



Review meeting:

Targets to be reviewed

- If Stage 2 is deemed to be working - go back to Stage 1 and set new targets

- If Stage 2 is deemed to not be working – Move to Stage 3



External advice continued



Stage 3:

- 2 week plan written specific to the child's needs:
 - Specific targets set e.g. not hurting others, no inappropriate language
 - Tight timetable to be monitored regularly
 - Review timetable and identify triggers
 - Adult support reviewed and agreed from Boxall assessment
- A contract to be signed by parent and child
- Report card to evidence targets being met (red) – report to SLT
- Parents informed of progress daily (phone, face-face)
- Date of review meeting set (2 weeks)
- If targets at Stage 3 are not met fixed term exclusions will be put in place



Review meeting:

Targets to be reviewed

- If Stage 3 is deemed to be working - go back to Stage 2 for 2 weeks
- If Stage 3 is deemed to not be working – continue with another 2 weeks at Stage 3 (risk of further exclusions)

Appendix 9: Example Learning Engagement Strategy

Parkland Learning Engagement Strategy Targets



Name: *****			Start Date: 13.11.17		Review Date: 1.12.17		Week: 1 / 2 2/2 3/3	
Target:	Monday	Tuesday	Wednesday	Thursday	Friday	Adults Involved: ***** ***** *****		
To concentrate on the task given instead of distracting himself.								
To not distract others during learning time.								
Rewards: 10 minutes ipad time on a Friday at 2:30pm if ***** has received 15 out of the 20 ticks.		Consequences: Using other children to aggravate other pupils -behaviour ladder used. Not follow instructions – behaviour ladder used Not completing work during lessons – missing social time until complete.				Documents completed: Boxall SDQ		
Overview/next steps: Strategies to help:	*****will have plasticine to fiddle with whilst the teacher is explaining the instructions to the class. Learning time to follow instructions and complete work requirements as directed by the teacher: consequences = complete during break-time. Behaviour ladder to be utilised for learning time to avoid low level disruption. Not following instructions from staff members will result in loss of free-time. Due to ***** continually following his lunchtime timetable, he will no longer be on managed lunchtimes although if continuous incidents this will be reviewed. Other targets to remain due to weekly absences.							

Pupil: _____

Class Teacher: _____

SLT: _____

Parent: _____

Behaviour Manager: _____

Date: | _____

Appendix 10: Example Behaviour Plan

 Behaviour Plan 		
Pupil Name:		DOB:
Date of Plan:		Review Date of BP:
My Circle of Support: (The people who are important to me, my friends and the people who help and support me)		
Important people:	My friends:	Key adults in school:
Primary Preventative Interventions (Getting the right fit between my needs and my support)		
What strengths, gifts and qualities do I bring? (Getting to know me)		
What is important me? What works for me? (What matters most to me right now, and in the immediate future; What makes a good day; what keeps me safe and well; what keeps me active, engaged and stimulated)		
What doesn't work for me? (What makes for a bad day; what do I find unpleasant or distressing; what do I prefer to avoid)		
What does good care and support look like for me? (Identify the 'best fit' in terms of the care and support I need to minimise the impact of <u>Precipitating Factors</u> ; consider any previous traumatic events, so that the support provided is trauma-sensitive)		

Precipitating Factors/Triggers/ Background Factors Internal and external factors which trigger or accelerate my risk or crisis behaviour.	
My Precipitating Factors/Triggers (My flash points, triggers, and common conflicts that cause my behaviour to escalate)	
Secondary Preventative Intervention (What helps me to manage my triggers; what decelerates and de-escalates my risk or crisis behaviour)	
Anxiety Level (My known observable behaviour)	Supportive Approaches (My calming and support strategies)
	Verbal advice and support Giving space Reassurance Negotiation Limit Setting Planned ignoring Time out/away from class Take up time Transfer adult (fresh face) Success reminders Empathic listening Apologising Removing audience Supportive touch Humour
Defensive Level (My known observable behaviour)	Directive Approaches (My calming and support strategies)
Risk or Crisis Behaviour (Crisis behaviour which is likely to cause harm to self or other)	