VALLEY PRIMARY SCHOOL

BEHAVIOUR POLICY

September 2018

(During the academic year of 2018/19, aspects of this policy will be under review)

Care – Learn - Aim high
Be honest - Work together - Enjoy what we do
Look after what we have - Improve on our previous best

We have a responsibility to ensure the spiritual, moral, social and cultural development of our pupils equips them to be thoughtful, caring and active citizens in school and in wider society.

We believe that, by taking a whole school approach, we can establish a climate where pupils thrive, feel safe, secure and respected, achieve their very best and collaborate in their learning.

Our Philosophy

- **A whole school approach** means all staff, pupils and parents and governors have ownership of the aims and share responsibility for the day to implementation of the approach. Consistency and fairness is essential.
- **Responsibility** leads to commitment and empowers pupils. We are explicit in the responsibilities of staff and ensure our teaching develops responsible attitudes from the pupils. It promotes the British value of contributing positively to the lives of those in the school and to society more widely.
- **Self-discipline** is modelled and taught. It leads to orderly learning environments and enables pupils to develop self-knowledge, self-esteem and self-confidence.
- **Expectations** as oppose to rules have a positive connotation and tap into internal motivation. We are explicit in our expectations and ensure they are realistic and achievable. Through this we promote the British value of fostering tolerance and harmony between different groups and respect for other people.
- **Choices** can empower pupils, set limits and can help solve problems in a non-confrontational way. Teaching pupils to makes choices involves developing critical thinking skills and promotes the British value of enabling pupils to distinguish between right and wrong and an understanding of how the rule of law is essential for the wellbeing and safety of citizens.
- **Consequences** link to choices and promote responsible behaviour. They need to limited, immediate, consistent, related to the behaviour and of clear duration. Consequences must also be proportionate and applied consistently.

Aims of the policy

- To create a shared understanding/set a clear expectation of the standard of conduct we expect of all members of the school community.
- To outline how the environment, routines and curriculum contribute to children's social, emotional, spiritual and moral development and the promotion of British values.
- To outline how we develop and teach the skills needed for the pupils to achieve high standards of conduct in all areas of school life and equip them with the skills to work successfully in society.
- To set out the procedures all members of staff should follow to ensure our rewards and consequences are consistent and fair and that systems for communication are rigorous.
- To outline how we strive to overcome barriers for individual pupils to enable all pupils to work and play in a harmonious environment.

A Valley Pupil:

- Shows how they **care** by treating peers and all adults within the school with courtesy and respect. They have the right to be treated in the same way in return.
- Shows positive learning behaviours in the classroom so they can **learn** and **aim high** and allow others to do the same.
- Is **honest**, when things go well or when things go wrong and are responsible for their own actions.
- Has the skills to cooperate with others and can **work together** with different members of the school community. They see the value of being part of a group.
- Shows high levels of engagement in learning and playing and **enjoys what they do.**
- Is proud of their school. They **look after what we have** by caring for school resources and the environment. They take responsibility for looking after their own belongings and those of others.
- Is striving to **improve on our previous best**, whether for an individual achievement, a class goal or a whole school task. They show a positive, resilient attitude when faced with challenge.

Valley Staff:

- Build positive relationships with pupils based on mutual respect, getting know each child as an individual.
- Are an exemplary role model, displaying the attitudes and behaviours we expect of the pupils.
- Praise and reward when pupil behaviour meets the Valley Expectations.
- Praise and reward when pupils are making effort and improving their behaviour.
- Are fair and consistent when implementing the behaviour approach.
- Set high expectations of conduct within the classroom using the Valley Classroom Expectations, implementing these using age-appropriate language.

- Create and maintain a classroom environment with clear routines and structures.
- Are fully prepared so lessons should run without periods of time where pupils are waiting for tasks. Pupils should not be expected to listen to teacher input for a longer period than is appropriate for their attention span.
- Provide a stimulating, challenging curriculum. Lessons where pupils are motivated, interested and kept actively engaged are conducive to positive behaviour.
- Ensure aspects of the curriculum which directly link to SMSC (PHSE, SRE, RE, e-safety, assemblies) are taught to the same high standard as other curriculum areas.
- Ensure playtimes and lunchtimes are organised to enable all pupils to have a positive eating and playing experience. Every playtime should be set up with a range of activities to suit the range of needs and interests of pupils.
- Have the same high expectations of pupils within all areas of the school. All staff to reinforce the 'Valley Vibe' for conduct in corridors, lunch hall and playground.
- Listen to all parties concerned when helping pupils resolve disputes, using a restorative justice approach. (This will be an area for staff training Spring 2016)
- Ensure consistency of behaviour expectations at Breakfast and After School Club, using the behaviour policy.
- Ensure external club leaders are informed of the school behaviour policy (see Appendix 4) and are supported to use the rewards and consequences.
- Ensure visiting teachers, including supply teachers and peripatetic music teachers informed of the school behaviour policy (see Appendix 4) and are supported to use the rewards and consequences.

Valley Parents:

- Understand the school aims by reading and signing the Home School Agreement.
- Encourage independence, self-discipline and responsibility in their children e.g. looking after their belongings.
- Are aware of the school behaviour expectations and encourage their child to fulfil these both in and out of the classroom.
- Support the school in encouraging their child to have high standards of behaviour.
- Communicate any concerns appropriately, following the agreed procedures.

Valley Governors:

- Ensure that the behaviour policy takes into account the needs of all pupils, including those with Special Educational Needs.
- Have agreed the policy and consider that it fully embodies the school ethos and values.
- Ensure that the policy meets statutory requirements and monitor this.
- Hold the SLT to account to ensure the policy is consistently implemented, that behaviour incidents are analysed on a termly basis.
- Support the SLT and wider staff team with the implementation of the policy.

Class Expectations

These are displayed on posters in all classrooms and shared areas from Years 1 to 6. (See Appendix 2)

- Ask questions
- Never give up
- Be respectful
- Put your hand up
- Treat others kindly
- Be responsible
- Make the right choice
- Listen and follow instructions
- Always try your best

Expectations of conduct around the school

These are to be reinforced by all staff. Class teachers are responsible for their classes when moving round the school.

- Walk quietly in the corridors. When moving in a line, keep to your space and don't overtake. Don't swing or climb on the handrails.
- Walk in single file on the left on the stairs – no pushing, jumping down or running.
- Allow adults through doors, stop to let them past in the corridors.
- Arrive to assembly on time, walk in and leave in silence.
- Keep cloakrooms and corridors tidy; be responsible for your own belongings.

Expectations of conduct at playtimes and lunchtimes

- Listen to, show courtesy and respect for the kitchen staff and lunchtime supervisors.
- Share the equipment and look after it.
- Play cooperatively and safely, using the zoned areas appropriately
- When the first bell rings stand still, second bell walk to lines, no pushing in.
- Ask permission to go inside during playtime *(KS1 take a peg from the basket to show they have asked permission to come inside)*
- Walk sensibly in and out of the lunch hall.
- Line up without disagreement
- Choose a balanced meal
- Use your cutlery
- Talk quietly in the lunch hall
- KS1 – put up your hand to ask permission before eating your pudding
- Clear up after yourself

These expectations are reinforced by **Valley Vibe** posters which are displayed on the stairwells, corridors, lunch hall and playground. (See Appendix 3)

Pupil support

Our expectation is for all pupils to be part of our school community and meet the high standards of conduct outlined in this policy yet we acknowledge that some pupils may need additional support. Teachers are expected to make reasonable adjustments to help a pupil with SEND to access the learning, which may include changes to the classroom environment and/or the tasks set. Individual behaviour plans may be considered, where the SENCO, class teacher, pupil and parents plan the strategies to be used and the support needed. A restorative contract may be used where all parties affected by the negative behaviour meet, agree upon the actions that need to happen to reduce the incidents and enable learning and relationships to continue positively.
We also work together as a staff team to understand the welfare needs of a pupil and offer family support where an external issue results in changes to a pupil's behaviour.

EYFS

The EYFS curriculum has a strong emphasis on Personal, Social and Emotional Development. PSED involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

It is vital that the first year of school such skills and understanding are developed, as these will underpin children's spiritual, moral, social and cultural development in KS1 and 2 and promote high expectations of learning behaviours. PSED is developed through the careful planning of the environment and carpet times, and through high quality adult/child interactions and strong relationships. It is assessed as part of the whole EYFS curriculum and children who need additional support may receive intervention.
In EYFS each class has a 'Bee Line' which promotes the school values in age appropriate language. Verbal praise is the main approach where children are recognised for their behaviour and develop intrinsic motivation. There is a reward system specific to EYFS, where praise leaves are awarded for an achievement from any area of the EYFS curriculum. Parents contribute praise leaves for achievements at home. Head teacher awards are used for extra special achievements.
When consequences are needed, an individual approach used; taking into account the stage of development of the child; their level of understanding and communication; and any circumstances that may be affecting their emotional development. Children may have 'time out' from an activity, be prevented from choosing a favourite activity for a period of time or sit with an adult away from the group for a short period. If consequences are being used frequently and not resulting in improved behaviour, then an individual positive approach should be put into place by the class teacher. A referral to the SENCO should be made if such strategies are not successful and the child's social and emotional development is below the range of age-related expectations.
Where more serious incidents occur; such as deliberate hurting of another child/adult that results in an injury, swearing at person, a racist incident or purposeful damage to school property then a member of SLT should be consulted to decide an appropriate consequence. Such incidents should be recorded on a behaviour form in line with the whole school approach.

School procedures for encouraging good behaviour – KS1 and 2

We aim for a clear, consistent system which can be adopted by any member of who is working in a class. All adults should have the same high expectations and the classroom environment should be set up to support this. The Valley expectations should be understood by the children by promotion in assemblies, PHSE lessons and displays. The skills and knowledge that underpin these expectations should be explicitly taught during PHSE lessons.

Principles:

- All pupils have the opportunity to make responsible, positive choices about their behaviour and influence outcomes.
- Pupils who regularly follow the Valley Expectations are noticed and rewarded.
- Management of behaviour is non-confrontational and links to the taught themes of responsibility, expectations, choices and consequences.
- Fairness is promoted through a clear system of escalation of consequences.

Rewards

These should be used consistently from Years 1 to 6.

- Class **'Staying on Green'** Chart. Each pupil has their name on the green to display that they are showing positive behaviour. Names are moved to yellow or red if consequences have been given, then moved back to green once the positive behaviour resumed.
- **House points** can be given by all members of staff. 1,2,3 or 10 points are given verbally or on marked work.
  1HP: Good behaviour/work/effort
  2HP: Very good behaviour/work/effort
  3HP: Excellent behaviour/work/effort
  10HP: An extra special achievement
  These are recorded on the class charts. Pupils work towards bronze, silver, gold then platinum badges. Bronze is awarded after 100 points, Silver after a further 200, Gold after a further 200 and platinum after a further 250. Bronze and Silver badges should be awarded in class, gold or platinum badges will be given in assembly.
- **Star of the day** – One pupil per class should be awarded a Valley certificate each day. Pupils and parents are invited to respond, return it and hang it on one of the Star of the Day Trees.
- **Gold Stars** – 5 pupils per class should be chosen on a Friday, (different pupils than stars of the day) to receive a Gold Star sticker from the Headteacher. Once pupils have earned 5 gold stars they receive a certificate in assembly. Some classes use 'secret spy', which requires pupils to nominate peers for a gold star and give a reason. The pupil with the most nominations for that week receives a gold star.
- Pupils can be sent to receive a **Headteacher award** (gold stickers) for an extra special piece of work or action.
- The Headteacher sends **praise postcards** home for an exceptional event – staff may nominate pupils during the Wednesday briefing.
- On the last Friday of each half term there are **celebration assemblies** when all children who have shown behaviour in keeping with the Valley expectations (no red cards, no more than two yellow cards) receive a behaviour certificate.
- **House rewards** - Half termly reward of 'Own clothes day' for the house with the highest percentage of pupils who have 'stayed on green' completely (no yellow or red cards). *The treat will be given to those pupils within the winning house who have 'stayed on green'*
- **Golden tickets** are awarded by Kitchen staff and Lunchtime supervisors for eating well or good behaviour. Names are picked out of the box each half term to earn a special lunch.
- Pupils are invited to bring in certificates, trophies, awards set which celebrate their achievements out of school. This further promotes the school values. These are given out in assemblies, photographed or copied and displayed.

Consequences KS1 and 2

Yellow card/red card consequences are put in place when the child is displaying a behaviour that is not in line with the expectations of conduct in the classroom, playground or around the school. Everyone in our school community has the right to be kept safe, respected and to learn. If a child or adult could be hurt or upset by a pupil's actions, learning is being disrupted or property could be damaged then adults need to respond.

The adult has the discretion to make the judgment at the time about when to move from warning to yellow card and yellow card to red, based upon the knowledge of the pupil and the particular

circumstances, but guidance is given in Appendix 1. As a staff we hold frequent moderations of our decisions and actions to maintain consistency and the behaviour record sheets are analysed every half-term.
If pupils do not complete enough work or produce sub-standard work *and disruptive behaviour has not been a factor,* this should be handled by the class teacher by giving time for them to complete/redo work at playtime or lunchtime. This should not generally be part of the yellow/red card approach unless it becomes persistent and includes non-compliance of adult requests.
Friendship issues and disputes should be tackled as quickly as possible using a restorative justice approach with the aim of preventing problems that would lead to yellow/red cards.

Classroom procedures

Adult	Shared language	Pupil	Recording/ Communication / Follow up
Unobtrusive reminder to put a pupil back on track but given to whole class / other children nearby - not given directly to him/her.	Our expectation is that we all are ___ now. Thank you to all those who are _____ ___ house points to _____ who are showing great …	Is reminded of the right thing to do. Has the opportunity to change behaviour without any attention being drawn to her/him	None
Step 1- Verbal Warning Directed at the pupil (1-1 if more appropriate) Expresses the behaviour or action you would like to see. Gives a choice of changing the behaviour or getting yellow card. Maybe appropriate to state a specific consequence that fits the behaviour – a period of missed play, moving place, sent to parallel class for fixed time. Give time for choice to be made. Acknowledge positively when the behaviour changes.	_____, I'd like to see you …… now. If you continue to ___ you will get a yellow card, but you have the choice to _____ as I have asked you. Great, I can see you will be staying on green. Thank you for … I can see you are upset and I will talk to you at playtime, would you learn better if you sat with …. for a few minutes? You can stay in your seat if you …. Or you can sit by …	Knows explicitly what is expected of him/her Has some time to make the right choice. Understands there is a consequence for making the wrong choice.	None
Step 2 - Final verbal warning Directed at the pupil (1-1 if more appropriate) Expresses the behaviour or action you would like to see. Gives a choice of changing the behaviour or getting yellow card.	This is a final warning to make the right choice… If I don't see you … straightaway you will get a yellow card and will stay in at playtime/lunchtime to complete a reflection sheet. Remember a yellow card is reported to your parents so you have a final chance to make the right choice… Your behaviour is affecting	Understands that they are responsible for changing the behaviour. Understands what is expected of them and the impact their behaviour is having on others. Knows if they make the wrong	None

	… by … so I'd like you to .. then you will stay on green I will listen to both sides of the story at lunchtime, but now I need you to …	choice there will be a consequence.	
<u>Step 3 Yellow card</u> Name is moved to yellow. Teacher follows through with an appropriate consequence managed within the classroom or parallel class –e.g. go to work in the parallel class for the remainder of the lesson, move seats within the classroom. The next playtime or lunchtime, the pupil needs to complete the **Behaviour Reflection form** to an appropriate standard that shows they have thought about the consequences of their actions. A further consequence may be put in place to enable that child to put things right. E.g. repairing damage to property, writing an apology letter, a fixed number of missed playtimes to assist an adult. *This must be noted on the behaviour record the adult completes.* State what child needs to do to return to green. Return to green when behaviour has improved and consequence has been carried out. *Certain behaviours which have an immediate negative impact on the feelings or safety of another person; such as physically hurting, derogatory or inappropriate language, defiance or damage to equipment, should lead to*	I haven't seen you …. so you now need to… I will need to see you at playtime, but when you have ….you can go back to green You need to return to your learning now so I would like you to… The class are going to continue with this lesson so you now need to … If a child opposes the consequence or refuses change seats or go to another class remind that this would lead to a red card and give time to make the choice.	Follows through with the consequence. Understands that the consequence will now be put in place, but they can return to green by making the right choice following this.	1. Recorded on the behaviour form. 2. The pupils completes the KS1/KS2 reflection sheet (see Appendix 5) and this is attached to the behaviour form and placed in the tray in the yellow/red trays in the staffroom. 3. Parents notified by a sticker in reading record book / planner (Use the stickers provided) 4. The incident is reflected upon, especially the trigger, and actions put in place to support if needed. 5. If this is the third yellow card within a half-term, the standard yellow card communication letter should be sent home and appointment made for the class teacher to meet with parents. Class teacher to seek support from the SENCO or SLT if needed.

an immediate yellow or red card. The immediacy of such incidents means no warning is given. *See Appendix 1 for guidance.*			
<u>Step 4 - Red card</u> Red cards are given for deliberate continuation of the behaviour which has led to a yellow card. Or red cards may be given immediately for a more serious incident which has had a major impact on; the safety or feelings of others, the learning of others or deliberate damage to school property. Name is moved to red. Pupil is sent to parallel class, the classroom of an Assistant Head, or to work outside the classroom with a member of support staff. The class continues with their learning. Pupil goes to the member of SLT next lunchtime and completes a behaviour reflection sheet. A further sanction will be put in place, depending upon the nature of the incident and the impact it has had on the learning or well-being of others. *This must be noted on the behaviour record the adult completes.* A fixed term period of learning in another class within the school. (1-5 days) • A fixed term period off the playground (Up to two weeks) • Removal of privileges such as school council membership or friendship ambassadors. • Withdrawal from enrichment activities such as lunchtime or after school clubs.	You now have a red card and need to go and work in _____'s classroom. You must go to see …. In Mr Jackson's office at lunchtime. If a child opposes the consequence or refuses to go to another class remind that this would lead to making the situation worse and give time to make the choice. Send for SLT support if child continues to refuse.	Follows through with the consequence. Has support to reflect upon consequences of their actions and how it affected others. Has support to take responsibility for their behaviour. Is supported to develop self-discipline. Understands that they can return to green and have a fresh start.	1. Recorded on the behaviour form. 2. The pupil completes the KS1/KS2 reflection sheet (see Appendix 5) and this is attached to the behaviour form and placed in the tray in the yellow/red trays in the staffroom. 3. Parents notified initially by a message in reading record book / planner (Use the stickers provided). 4. SLT/class teacher to contact parents to discuss incident. 5. The incident is reflected upon and actions put in place to support if needed. SENCO is involved if needed. 6. If this is the second red card within a half-term, the standard red card communication letter should be sent home and appointment made for the class teacher and SLT/SENCO to meet with parents. 7. Meeting to follow the restorative meeting format. See appendix 7.

• An appropriate restorative task such as repairing damage to property, tasks to improve the school environment, writing apology letters, written reflections on the school's core values.			

Playtime/lunchtime procedures

Our overall aim is to promote the positive behaviour, so we need to ensure the following is in place in order to minimise the negative incidents. We need to be preventative rather than reactive.

Lunch hall:

- Queues should be minimised by effective radio communication and efficient routines for pupils collecting food/cutlery.
- Good table manners should be expected and reinforced. Golden tickets and house points should be awarded.
- Valley Vibe Lunch hall expectations of should be expected and reinforced.

Playground:

- For lunchtime, zoned activities should be set up that give pupils a range of things to choose from, whether they want be physically active or prefer quieter games.
- Morning and afternoon playtimes need to have equipment for children to choose from and adults should be proactive in initiating games and modelling cooperative play. The adults role is to *engage* not just supervise.
- If not actively involved in a game, adults should be move around the playground so pupils can see there is an adult nearby in **all** areas of the playground. This is especially important by the entrances to the building so adults can monitor who is going in to the building.
- Adults should be highly vigilant of how children are playing and intervene if play is getting rough or children are upset. It is essential the pupils feel safe and secure on our playground and it is the adult's responsibility to provide this.

If pupils display negative behaviour, the following procedures should be followed consistently by all staff on the playground and in the lunch hall.

A playtime or lunchtime incident should not lead to the child moving from green in the classroom BUT must be reported to the class teacher so the communication sticker goes home to inform parents.

Adult	Shared language	Pupil	Recording/ Communication/ Follow up
Step 1- Verbal Warning This could include a calming down period or directing a pupil an alternative activity. **Listen** to all the children involved. Remind pupils of expected behaviour using Valley Vibe poster.	How do we expect you to behave on our playground? Which Valley Vibe expectation do I need to see from you? Would you prefer to stay with me for a minute until you feel calm or is there another game that you could play that would make everyone happier? I'm reminding you that we expect you to… I'd like to see you …	Knows explicitly what is expected of him/her Has some time to make the right choice. Understands there is a consequence for making the wrong choice. Could be diverted to an alternative activity / peer group.	None

	now, I'm going to come and see you again in a few minutes.	Has the opportunity to calm down	
<u>Step 2 - Final verbal warning</u> Expresses the behaviour or action you would like to see. Gives a choice of changing the behaviour or getting yellow card.	_____, I'd like to see you …… now. (Refer to Valley Vibe poster) If you continue to ___ you will get a yellow card, but you have the choice to _____ as I have asked you.	Knows explicitly what is expected of him/her Has some time to make the right choice. Understands there is a consequence for making the wrong choice.	None
<u>Step 3 Yellow card</u> Lunchtime coordinator informed on radio – child sent to the member of SLT on duty for lunchtime incidents. At morning or afternoon play – child to stay with an adult or stand by the fence. Class teacher MUST be informed. The next playtime or lunchtime, the pupil needs to complete the **Behaviour Reflection form** to an appropriate standard that shows they have thought about the consequences of their actions. This should be managed will be managed by the member of SLT on duty at lunchtime. A further consequence may be put in place to enable that child to put things right. E.g. repairing damage to property, writing an apology letter, a fixed number of missed playtimes to assist an adult, exclusion from a particular activity for a period of a week. This may be put in place by the member of SLT, in consultation with the Lunchtime Coordinator when appropriate. *The adult who initially issues the yellow card completes the incident record form, the member of SLT will add to it if a further sanction is given.*	You haven't shown me yet that you can …. (refer to Valley Vibe poster) you need to go and sit on the bench in the hall.		1.Recorded on the behaviour form. 2.The pupils completes the KS1/KS2 reflection sheet (see Appendix 5) and this is attached to the behaviour form and placed in the tray in the yellow/red trays in the staffroom. 3. Parents notified by a sticker in reading record book / planner (Use the stickers provided) 4.The incident is reflected upon, especially the trigger, and actions put in place to support if needed. 5.If this is the third yellow card within a half-term, the standard yellow card communication letter should be sent home and appointment made for the class teacher to meet with parents. Class teacher to seek support from the SENCO or SLT if needed.
<u>Step 4 -Red card</u> Pupil goes to the member of SLT on duty and completes a behaviour reflection sheet.	You now have a red card and need to go to Mr Jackson's office at lunchtime.	Follows through with the consequence. Has support to	1. Recorded on the behaviour form. 2. The pupil completes the KS1/KS2 reflection

If it is at morning or afternoon play they must go the next lunchtime. Red cards are given for deliberate continuation of the behaviour which has led to a yellow card. Or a more serious incident which has had a major impact on; the safety or feelings of others, the learning of others or deliberate damage to school property. SLT on duty will decide what further consequence is needed – e.g. a period of being banned from a certain activity, A period of exclusion from the playground or lunch hall.		reflect upon consequences of their actions and how it affected others. Has support to take responsibility for their behaviour. Is supported to develop self-discipline. Understands that they can return to green and have a fresh start.	sheet (see Appendix 5) and this is attached to the behaviour form and placed in the tray in the yellow/red trays in the staffroom. 3. Parents notified initially by a message in reading record book / planner (Use the stickers provided). 4. SLT to contact parents to discuss incident. 5. The incident is reflected upon and actions put in place to support if needed. SENCO is involved if needed. 6. If this is the second red card within a half-term, the standard red card communication letter should be sent home and appointment made for the class teacher and SLT/SENCO to meet with parents. Meeting to follow the restorative meeting format. See appendix 7.

<u>Procedures which apply to classroom and playground incidents</u>

See Exclusion Policy

<u>STEP 5 - Internal exclusion</u> This is where the pupil attends school, but is placed either in another class or works in the office or classroom with a member of the SLT. It could be from 1 to 5 days. The class teacher provides work that the pupils can do independently. This sanction would be used following: - A single red card incident which has had a serious impact on the welfare of other pupils and /or members of staff and a period away from the classroom is considered beneficial before a restorative process can begin.			Parents will be informed via a telephone call or meeting. An member of SLT will facilitate a reintegration meeting between the class teacher and the pupil so they return to class with an agreed set of guidelines. This may involve other pupils too, for example a bullying incident.

- Two or more red cards within a term. The pupil has not responded to the guidance given. An internal exclusion may take place in another school within the academy trust if it is considered this would better support both the pupil and the others affected.			
STEP 6 – Fixed term exclusion Only the Headteacher can exclude a pupil. A fixed term exclusion of 1 to 3 days could be used where there is sufficient evidence that a pupil has committed a serious disciplinary offence; if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or adults in school; or that a series of breaches of the behaviour policy indicate that a pupil is not willing to work with us to make the necessary changes to work within our behaviour expectations.			Parents are informed by telephone/meeting then in writing. This will include the reasons for the exclusion, the length of the exclusion, the parent's role in keeping to the terms of the exclusion and the parent's right to governor representation. A reintegration meeting will be arranged with the head teacher.
STEP 7 – Permanent exclusion Only the Headteacher can exclude a pupil. A decision to exclude a pupil permanently is taken only: • in response to serious breaches of the school's Behaviour Policy • if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.			

Racist Incidents

Any incident which is perceived to be racist by the victim or any other person MUST be reported to a member of SLT as soon as it is disclosed. It will then be investigated, taking into account the age and level of understanding of the pupil making the comment and the feelings of the victim. For pupils who have an understanding of the impact of the words they have used, and said them with intent to hurt the feelings of another an immediate red card should be issued. The behaviour form should include a full account of the words used and the impact on the victim. In all cases, the parents of both the victim and the perpetrator should be informed and the incident reported to the headteacher. The headteacher reports any racist incidents to the governing body each term.

Restorative justice

A restorative approach supports children developing the necessary skills to self-regulate their own behaviour and learning. It allows all involved to have their say but also listen to the views of others. It enables all those affected by a conflict or an incident to be involved in deciding the actions that are

needed to put things right. The reflection forms that pupils complete following a yellow or red card have been devised using Restorative Justice materials.

The following questions give guidance to adults when talking to pupils about a problem. Open questions should be used, avoiding language that assumes knowledge, apportions blame or leads to confrontation.

- What happened?
- Which part were you responsible for?
- What choice did you make?
- What choice could you have made?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by this and in what way?
- What do you think needs to happen to make things right?
- What could you have done differently?
- Was this the right or wrong thing to do?
- Was it fair or unfair?
- What exactly are you sorry for?
- How could you make sure this doesn't happen again?
- How can we move forward?

We are devising a Restorative Friendship programme to use with groups of pupils who are experiencing frequent conflicts. We acknowledge the negative impact friendship issues can have on well-being and on learning and seek to work with the group for a six week period, gradually reducing the support until the group can self-regulate and independently use the strategies they have developed.

PHSE –How the curriculum supports this policy

We use the 3D Positive Behaviour Programme as a focus for our PHSE lessons in Autumn 1. This introduces then reinforces the key skills that underpin this policy; expectations, responsibility, choices, consequences and self-discipline.
We also subscribe to the Go-Givers programme which provides a fully comprehensive bank of lessons that ensures all aspects of Spiritual, Moral, Social and Cultural (SMSC), PSHE and Citizenship are taught progressively from Years 1 to 6.
Pupils are also taught in an age-appropriate way about Sex and Relationships (SRE).

Legal guidance
Teachers and all paid employees with responsibility for pupils, have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

- The power applies to teachers and all paid employees with responsibility for pupils.
- Staff can discipline pupils at any time that the pupil is in school or offsite, whilst wearing school uniform.
- Staff can confiscate pupils' property.
- Staff can impose an agreed sanction (see this policy).
- Staff have the power to impose a detention; during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet) or preventing a child from taking part in an activity after school e.g. representing the school or whilst on a residential visit.
- The power to discipline pupils applies to behaviour both in school and out (in certain circumstances e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school).

Staff training and Induction
All new staff have an induction meeting and are trained in the school's behaviour policy. Behaviour records are analysed termly alongside pupil voice surveys. The results shared with staff and used to plan staff training where relevant.

This policy should be read in conjunction with the school's policies on:

- Anti-Bullying
- Well-being
- SRE
- Safeguarding
- Special Educational Needs
- Exclusion

Appendix 1 – Guidance on use of consequences

This is a guide only. Adults should take into account the age and understanding of the child, the circumstances that lead to an incident and ensure they have a full picture of what happened when implementing a sanction.

Behaviour	**Escalation of Consequences**
• Non-compliance with adult request • Calling out / interrupting teacher • Disturbing others from learning - noise making, talking at the wrong time • Refusal to work • Out of seat when should be working at table • Improper use of equipment • A minor physical assault – (poking, tapping, kick under the table) where no mark is made • Moving around the school very noisily • Overtaking, pushing in lines • Running / jumping on stairs corridors in a way that could hurt others	Whole class reminder of expectations plus praise and house points for those doing the right thing. ↓ First warning ↓ Final warning ↓ Yellow card ↓ Red card
• Inappropriate language/swearing when not directed at others (take into account level of understanding and age of the child) • Rudeness towards an adult • Unkind remarks / name calling • Stealing (understanding of child needs to be taken into account and item being taken) • Causing minor physical harm to others through rough or careless behaviour • Spitting (understanding of child needs to be taken into account and level if purpose and intent)	Immediate yellow card
• A continuation of above behaviours • Swearing directed at a person or rude gestures • Derogatory language which would be construed as racist, homophobic or discriminatory against a faith/culture/language/country of origin/disability • Threatening language • Purposefully causing physical harm to others • Throwing objects to hurt others • Being unsafe or causing others to be unsafe/not responding immediately to requests to stop • Leaving the classroom without the permission of an adult / non-compliance of request to return immediately • Vandalism of school property / another child's belongings • Rudeness and confrontational behaviour to an adult • Repeated or more serious incident of stealing	Red card
• Repeated incidents of above behaviours after support has been put in place. • Very serious incident of physical harm/verbal abuse to another child or adult • Serious vandalism • Incident where safety of child or other pupils is put at serious risk.	Internal or fixed term exclusion