

Positive Behaviour Policy



Rationale:

This policy is the outcome of discussions within the school. Our values programme is intrinsic to the development of good behaviour and discipline. We believe that developing understanding of our school values, good manners, mutual respect, promotion of emotional well-being and a secure learning environment play a crucial part in developing children into lifelong learners.

We have three golden rules which underpin not only our philosophies, but also our principles and our day to day practise.

We are Ready.

We are Respectful.

We are Safe.

Our Expectations

We understand that our principles require the presence of positive relationships. Adult and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

At our school, we believe that the power of positive and frequent praise for good and caring behaviour is a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

All children should be treated fairly and it is our role to educate our pupils to understand how their behaviour impacts on themselves and others. Pupils are supported to identify ways they can put right the harm that they have caused creating empathic, considerate people who have the skills to avoid and resolve problems independently.

All adults in the school share these 5 pillars of practice:

1. model consistent, calm adult behaviour
2. listen with respect and provide systems which promote positive behaviour
3. develop positive relationships, which promote self-esteem and self-discipline
4. establish clear expectations of all members of the school community
5. practise restorative follow up

We praise in public; we reprimand in private.

Our Approach to Positive Behaviour

We use a team approach so that our children and staff know that their positive attitude and behaviour is not only for individual recognition but is for the good of all. Pupils will be awarded House Points for demonstrating being Ready, Respectful and Safe.

Good To Be Green

All classrooms will use a traffic light system, on display in the classroom, for promoting positive behaviour. All children start a new session on green, yellow will be used for warnings and red for communicating with parents (due to the seriousness of the incident).

In this way, every child in the school knows the standard of behaviour that we expect and adults are aware of the steps to take to allow for consistency in the whole school approach. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class, often during 'Circle Time'.

Children will be helped to understand what behaviour is classed as unacceptable and why. They can be given warnings to ensure that they know the consequences if the behaviour continues. It is the child's behaviour and not the child that is the focus.

Unacceptable behaviour, which could result in being given red cards and details being recorded in behaviour logs, consists of any of the following: refusing to do as asked; hurting others; damaging property; rudeness (including swearing, spitting, gestures and facial expressions) and throwing things.

Alongside this system, children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community that both children and adults adhere to. Every class takes part in class circle time weekly. This time is used to build connections and relationships within the class. During circles, expectations of behaviours are taught and reinforced on a regular basis and is on-going throughout the year. The class will develop their own class rules to display in the classrooms.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, considering the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

As well as this, we anchor good behaviour through a range of reinforcements such as giving:

- sincere, precise and timely verbal and written praise
- achievement stickers and stamps
- house points
- whole class rewards – such as marbles in the jar, small prizes or additional play time.
- Headteacher awards in celebration assemblies – consisting of certificates, stickers and entry into the Hall of Fame.
- 'Diamond Diners' awards given by midday supervisors which are a weekly award given to those children who show excellent behaviour at lunchtimes.
- class and school achievement awards
- events such as film/games afternoon at the end of each half term
- 'Hot Choc Friday' with the Head or Deputy for showing consistency in their behaviour and Maple Tree values

- positive notes home, by the class teacher and/or Head teacher e.g. Marvellous Me app
- positive phone calls home
- Teamwork Trophy – a trophy given to the class who have been noticed by Senior Leaders

Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings, peer-mentoring

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction, is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are trained to de-escalate skilfully. Where children are not ready to listen or move forward, a script will be used to encourage children to think about their actions and to remove negative reinforcement.

Our Behaviour Steps (in accordance with Good To Be Green)

Aspects of behaviour which do not meet the school's Golden Rules have clear and consistent consequences.

Step One: The Golden Rule Reminder

- Pupils will be given a reminder to follow a specific Golden Rule.

Step Two: Time to Think

- A clear verbal warning is directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Step Three: The Warning (Amber card is given)

- A clear verbal caution is directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.
- Caution of the next step which will be time out.
- An amber card is given.

Step Four: The Time Out (Red card is given)

- The pupil is encouraged to take a 3 minute egg timer (KS1), a 5 minute egg timer (Lower KS2) or a 10 minute egg timer (Upper KS2) to complete a time out. This will either be inside or outside their classroom but in the case of Early Years, the pupil will go to a thinking chair within the setting.
- The pupil may not need to be escorted to the time out location by a member of staff. However, staff should use their professional judgement.

- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. The aim is to offer a restorative and reflective approach to their behaviour and re-emphasises their capacity to make excellent behaviour choices.
- At the end of the time out the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards. If the pupil is not ready to return to class, the staff member will arrange for the pupil to work in a parallel class for the remainder of the session.
- After the session, the staff member and pupil will complete a reflection sheet which will be given to the Wellbeing Worker and recorded on MyConcern.
- Red cards are shared with the parents and with SLT. The parents are notified either with a phone call or face to face. The form is filled in and passed to the Key Stage Leader and the Headteacher. The person issuing the red card fills in the form as a matter of priority before the parents are notified. Where one child receives up to 3 red cards within a half term, the parents are notified by the Key Stage Leader. Should the individual total exceed this then the Deputy Head will contact the parents.

Step Five: Sent out of class

- Should the Golden Rules continue to not be followed within a given lesson or the pupil refuses to go to time out then the child will be removed from the classroom to ensure that effective learning is able to continue.
- At this point, the child will not be reminded why they have to leave the classroom. Depending on the circumstance, the child will be sent to their Key Stage Leader, Deputy Headteacher, Headteacher or Pupil Wellbeing Worker.
- The Leader involved will complete a 'Think About It' sheet, and will decide on a necessary consequence.

At any point in this process if behaviour is considered to be either: continuously inappropriate and dangerous, or any one incident is so severe, then the exclusion procedure may be invoked. We have a 'zero tolerance' policy for physical abuse towards other children or members of staff at Maple Tree. Please see the Exclusion Policy for further detail.

Should misbehaviour happen outside of the school gates that could have adverse effects on the reputation of the school, the Headteacher has the ability to issue proportionate sanctions.

Pupils Needing Extra Support or Time (NEST)

Any pupil who is struggling to manage their emotions and/or control their actions will be referred to the Wellbeing Worker. The team may recommend that a pupil becomes a NEST pupil (Pupils Needing Extra Support and Time). The cycle of support for NEST pupils will include:

- an assessment to establish a clear analysis of the pupil's needs
- a personal support plan or behaviour plan to set out how the pupil will be supported
- actions to provide that support
- input from the Wellbeing Worker
- an individual risk management plan (if appropriate)
- personal PEN portrait (A PEN picture is a summary of the needs of a child and how their emotional needs affect them which is made available to staff to support the pupils in the classroom and playground)
- a referral to outside agency (as appropriate)

- reviews every half term to assess the effectiveness of the provision and lead to changes where necessary
- a daily behaviour contract
- individual or small group support
- de-escalation strategies
- parents to be involved on a regular basis through verbal handovers and/or home/school book completed by teacher/TA

Further information about the cycle of support for NEST pupils can be found in the appendix.

Early Years Foundation Stage

In the Early Years Foundation Stage, we operate a constructive approach to behaviour with realistic expectations of young children. We celebrate the adult role of helpful guide to support children to learn to behave well. Our approach uses our school values, positive language and good role modelling to encourage and develop good behaviour consistent with the Early Years Curriculum.

We teach children that:

- We treat other people with consideration and safety.
- We take care of the play resources.
- We take turns when there is not enough for everyone.
- We listen to each other and work together to solve problems.

We will intervene calmly, show how we expect children to behave and set rules and boundaries to help children to know what is expected of them. We will use praise and sometimes stickers or other rewards when children have achieved a goal set for them. Some children may have more difficulties and if behaviour is challenging we may give a child the chance to have some calm time. We will always work closely with parents to find ways to support their child and establish a behaviour plan, seeking advice from other professionals when needed.

Pupils with Special Educational Needs and Disabilities (SEND)

All pupils will be expected to uphold the school rules and school values, including pupils with special educational needs. SEND pupils will be subject to the same rewards and consequences as others. At the same time support and adjustments will be made to enable SEND pupils to make good choices, as outlined in the Code of Practice 2014.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

Behaviour within the School Environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Deputy Head and the Head teacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside, be aware of the play ground rules and understand the importance of informing a midday supervisor if they have been hurt or are having problems with other children. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation.

The Restorative Process

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. This process can be used at any point during the behaviour steps.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

1. **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
2. **What were you thinking about at the time?** What each person was thinking and feeling at the time, before and since.
3. **How do you feel about what has happened?**
4. **What have you thought about since?**
5. **Who has been affected by what happened?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
6. **How have they been affected?**
7. **What about this has been hardest for you?**
8. **What do you think needs to be done to make things as right as possible?** What those affected need to feel better, move on, repair harm and rebuild relationships.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as

to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

Working with Parents/Carers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour. On the occasion they are given a red card, communication will occur on the day of the incident either face to face or over the phone by the class teacher or the Key Stage Leader.

Working in Partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- CHUMS
- Jigsaw
- ASD Outreach
- Access and Inclusion
- Young Carers group
- School Nurses

Anti-Bullying

Research has shown that bullying takes place in every type of school and occurs in all classes of society and cultures. Whilst we accept that this occurs, Maple Tree is completely opposed to bullying behaviour and will not tolerate it - it is entirely contrary to our values. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute to the protection and maintenance of such an environment. Therefore, this policy is established to reduce bullying behaviour where it occurs.

School's definition of Bullying

Bullying is when someone or a group of people keep picking on you, and try to hurt you physically or emotionally. We teach the children S.T.O.P (Several Times On Purpose). This may include sexist, homophobic or racist comments. If this happens online, it is known as cyber-bullying.

Forms of Bullying:

- Using offensive names when addressing another person.
- Teasing or spreading rumours about another person or his/her family.
- Belittling another person's abilities and achievements.
- Writing offensive notes or graffiti about another person.
- Demands for money or possessions.
- Interfering with, damaging, removing/stealing or hiding belongings of others.
- Excluding or isolating someone on purpose from a group or activity.
- Physical violence such as hitting, pushing or spitting at another person.
- Ridiculing another person's appearance, way of speaking or personal mannerisms.
- Verbal abuse.
- Misusing technology to hurt or humiliate another person.

Procedures for dealing with incidents of bullying behaviour

- Immediate intervention - set in motion agreed anti-bullying procedures.
- Steps taken to support and respond to the needs of both bullied and bullying pupils.
- Fill in the 'Bullying and Prejudice' incident form. Central records kept.
- Contacting parents/carers of all pupils concerned in the bullying incident.
- Investigation.
- Feedback to those concerned.
- Sanctions where appropriate. In serious cases may include exclusion.
- Contacting relevant professionals eg. police.

Participation & Consultation Process

- All pupils will participate in an annual survey to gather their views regarding anti-bullying procedures.
- All anti-bullying data will be evaluated by the Values Lead and senior leadership team.
- The school will seek the views of parents and carers
- Obtain the views of elected pupil representatives.
- The school will take part in awareness raising programmes, including national anti-bullying week.
- Staff will undertake continuous professional development to help them deal with incidents of bullying.
- A continuous anti-bullying programme of education within personal development lessons will take place.
- Provide parents with strategies to deal with bullying behaviour.
- Outline our anti-bullying procedures to parents and pupils.

Serious Incidences

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person

- bullying in any form
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language
- carrying an offensive weapon

Exclusions

The school's approach to exclusions adheres to the most current Statutory Guidance as defined in 'School Discipline (Pupil Exclusions and Reviews) (England) Regulations', the most up to date version is available from the Headteacher or from the DfE website.

The school always seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Restorative Practice and Behaviour Policy. Fixed Term Exclusions are rare, but in the event of exclusions taking place, the school will monitor the number of Fixed Term Exclusions to ensure that no group of pupils are unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met

Any of the incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the Headteacher and in her absence, the Deputy Head.

Any exclusion is used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

Positive Handling

Occasionally there are pupils whose specific learning difficulties, social or emotional difficulties mean that they can present behaviour that may occasionally necessitate the use of restrictive physical interventions to prevent injury, damage to property, or a serious breakdown of discipline.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this policy are a small number of responses which may involve the use of force, to control, or restrain a pupil.

The term 'physical restraint' is used when force is used to overcome active resistance.

A clear and consistent positive handling procedure supports pupils who have social, emotional and behaviour difficulties; within an ethos of mutual respect, care and safety. An individual Behaviour Management Plan/Risk Assessment including Positive Handling Plan will be written for all pupils who display challenging behaviour. A positive handling plan outlines for staff key Team-Teach principles that need to be followed before intervention is used.

All the staff in the classroom are required to read and sign the individual Behaviour Plan/Risk Assessment to acknowledge that they have both read and understood what is expected of them. All plans will also be shared with parents as well as other agencies involved with the pupil.

We follow the restraint policy guidelines set out by Team Teach. Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort or method of physical intervention where there is limited space, e.g., where they expose themselves or the pupil to unnecessary risk of injury due to the environment.

Key staff at Maple Tree School are trained in the Team Teach method of Positive Handling. The staff are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used. On-going training for all staff includes refresher course for basic Team Teach/Positive Handling every two years.

All situations should initially be managed by staff with the minimum degree of physical intervention, whenever possible. There will be occasions when gentle guidance/removal from a situation is all that is needed.

Informal risk assessment is a routine part of life for staff working with pupils that display very challenging behaviour. Staff should always think ahead to anticipate possible incidents; should a proposed activity or situation involve unacceptable risk, then the correct decision is to do something else.

Any pupil that displays very challenging behaviour; and who has a positive handling plan will also have a generic risk assessment for behaviour, which will be kept with the positive handling plan.

Each pupil will be risk assessed to ensure that the use of restrictive physical interventions/restraints is suitable and appropriate for use with each individual.

Use of restrictive physical interventions in unforeseen and emergency situations

On occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force - staff attempt to use diversion or diffusion to manage the situation
- when using force - staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can and act ‘in loco parentis’.

Staff must always report and record use of positive handling that occurs in unforeseen or emergency situations.

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. where action is necessary due to a risk of injury to themselves or others;
2. significant damage to property;
3. where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor in a way in which he or she might have, or cause, an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil behaving in a way that is seriously disrupting the whole school, e.g. running along the corridor, swearing, damaging furniture and threatening pupils and staff.

Team-Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

Post Incident

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the pupil or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures.

Opportunities for pupils and staff to de-brief will be given.

The Headteacher/Deputy Head must be alerted as soon as possible that a situation involving physical intervention is taking or has taken place. Parents/carers must be notified about the incident (e.g. face to face or phone).

The use of Reasonable Force

- The term reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or restraining a child who is hurting themselves or others.
- Reasonable in this circumstance means using no more force than is needed.
- Control can be passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold a child back physically or to bring a pupil under control. This is typically used in more extreme circumstances such as separating 2 fighting pupils or with SEND pupils who are hurting themselves or others.
- Staff should always try to avoid acting in a way that might cause injury.
- Further guidance on the use of Reasonable Force at Maple Tree Primary School is available in the document: The use of Reasonable Force: Guidance for staff

The Use of Planned Physical Intervention

Planned physical intervention (Team Teach) will only be used as part of an agreed individualised behaviour plan for a child and with expressed consent from parents/carers. This will only be implemented by staff trained and accredited in Team Teach. Use of physical intervention is monitored in order to help staff learn from experience, promote the well-being of pupils in their care, and provide a basis for appropriate support. The data generated is used to help determine training needs, what specialist help is needed for pupils and to assess the appropriateness of the pupil's placement at the school.

Monitoring and review

- The Headteacher and Deputy Head monitor the effectiveness of this policy on a regular basis. They regularly discuss behaviour with staff. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of severe incidents of misbehaviour.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Evaluation

This policy will be reviewed every 2 years or more frequently at the discretion of the Governing Body.

Approved

Name Signed..... Date

Headteacher

Name Signed..... Date

Chair of Governors

Other relevant policies and procedures:

- Positive Handling procedure
- Use of Reasonable Force guidance
- Equality Policy
- Disability Policy
- Exclusion Policy

Appendices (for internal use)

Team Teach Strategies for Avoiding Incidents

Staff adopt effective strategies to defuse potential instances of conflict or aggression. These can include:

- **communication/verbal advice and support.** Early intervention needs to be assertive but non-confrontational. If pupils are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a pupil when they are showing signs of agitation/distress/anger and support/advise them according to the situation
- **affection** - for the angry pupil whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by showing that you care despite the difficulties
- **distraction/redirection** – is the action of diverting the pupil's attention from a potentially inflammatory situation to something in which he has an interest
- **reassurance** – is about supporting, comforting and encouraging a pupil in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- **planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment.
- **time out** – this is to allow a pupil 'space' on their own; to move to a different environment with time to calm down and consider their actions. The pupil is more likely to calm down without the attention of an audience
- **withdrawal** – which involves removing the pupil from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.
- **humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular pupil
- **calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations
- **negotiation/being objective** – the ability to listen and talk to pupils and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved
- **transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation
- **success reminder** – remind the pupil of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good
- **support through daily routine** – a bored pupil is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours
- **physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

SCRIPTS

Script to use for non-compliant behaviour.

In most cases and where appropriate, the appended script will be used:

Step One: The Golden Rule Reminder

Name, when you are (describe the behaviour here), you are not following the Golden Rule of (being ready/respectful/safe). Thank you for listening.

Step Two: Time to Think

Name, when you are (describe the behaviour here) you are not following the Golden Rule of (being ready/respectful/safe). I know that you can do this as I have seen you. This is what I need to see now. Thank you for listening. (The child is given some 'take up' time).

Step Three: The Warning (Amber card is given)

Name, you have been given an amber card as you are not following the Golden Rule of (being ready/respectful/safe). I know that you can do this as I have seen you. You now need to turn this back to green. Thank you for listening.

Step Four: The Time Out (Red card is given)

Name, you have been given a red card because you are not following our Golden Rule of (being ready/respectful/safe). Take this timer and go and reflect on your behaviour (add location if necessary). Come back when the timer has finished. Thank you for listening.

Step Five: Sent out of class

Name, you have continued to make the wrong choice as you are still not following the Golden Rule of (being ready/respectful/safe). I will now ask an adult (if appropriate) to take you to another room so that we can continue to learn.

Prompts for Reflection and Restorative Dialogue Adult to Child might include:

What happened?

What were you thinking about at the time?

How do you feel about what has happened?

What have you thought about since?

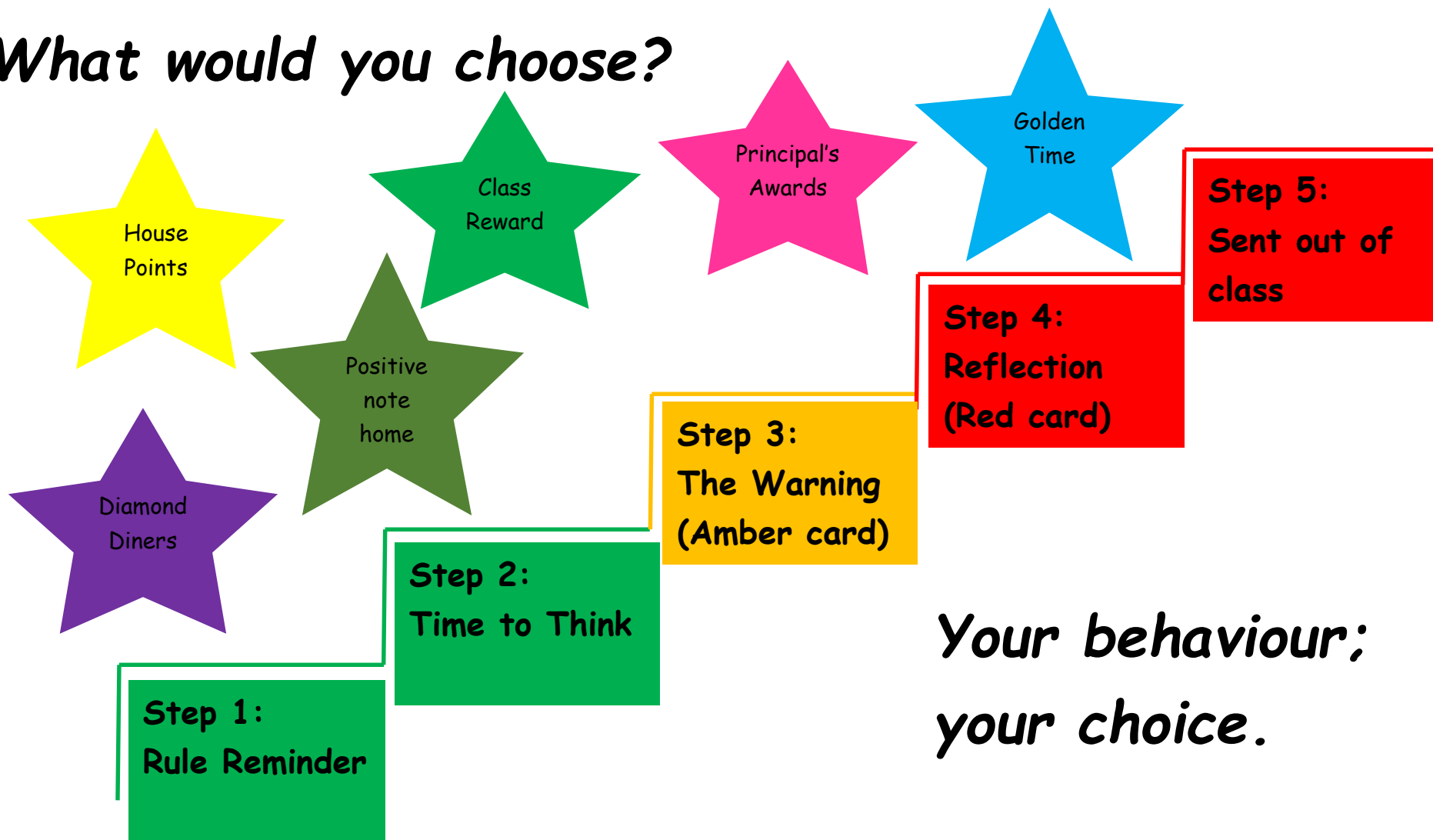
Who has been affected by what happened?

How have they been affected?

What about this has been hardest for you?

What do you think needs to be done to make things as right as possible?

What would you choose?



***Your behaviour;
your choice.***



Your behaviour; your choice. Exemplifying Guidance for Staff.

**Ready.
Respectful.
Safe.**

Not following a rule, eg not working hard,
disrupting learning, not following
instructions, talking

Continuing to display the behaviours at step 1
despite reminders
Spitting/Spoiling another child's learning

Continuing to display behaviours at step 1 and
Hurting another child physically
Using inappropriate language
Taking property that doesn't belong to them
Showing threatening behaviour
Throwing/breaking equipment

Continuing to display steps 1-3 despite
being asked to stop.
Purposefully using inappropriate sexual
language/swearing.
Violent or dangerous behaviour.
Purposefully hurting another child.

Continuing to display the
behaviours in steps 1-4
despite being asked to stop.

**Consistency
Is The**





REFLECTION FORMS

Think About It
Reflection

Pupil Name:

Date:

Time:

	What went wrong?
	What will you do next time?
	Adult comment
	Follow up/consequence

MyConcern

Red card

Team Leader

SSG

Name of other pupils involved _____

Name of adults involved _____

RED CARD

CONFIDENTIAL

Pupil Behaviour Note

Child's Name:

Class:

Date:

Issue/Incident:

Action Taken:

For Information/Action Needed:

Parents notified: Yes/No

Please indicate how: Phone Call/Face to face

Signed: _____

NEST Behaviour Management

When there is concern that a child's behaviour is impacting on their own and other's capacity to learn, a process of either behaviour management support, or a behaviour management plan will begin.

Behaviour Management Support:

Where a child's behaviour becomes a concern, behaviour management support commences. Behaviour becoming a concern is defined at Maple Tree Primary School as:

- Aspects of a child's behaviour regularly impacting negatively on their learning, well-being of themselves and potential to flourish to the best of their ability and may be shown by:
- A child reaching Step 4 two to three times a week for a period of time.

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact.
- A Behaviour Target Chart will be established which sets achievable behaviour targets for the child.
- A meeting will be held with the child's parents to discuss the above.
- This will be shown to the Senior Leader at the end of each day and also taken home.
- Where improvements are seen, the child will be rewarded and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.

Behaviour Management Support:

Where a child's behaviour becomes a significant concern, a behaviour management plan commences.

Behaviour which is reaching a crisis is defined at Maple Tree Primary School as:

- Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them and may be shown by:
- A child reaching Step 4 or 5 on the Consequence Staircase more than once a week.
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profiles or in the form of an adapted behaviour staircase which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies.

Structure of Behaviour Management Plan:

The following structure will be adopted in the establishment of a behaviour management crisis plan with supplementary information pertinent to the given child detailed under each section.

- Adults involved with this management plan
- Description of Patterns of Behaviour and Evidence / Examples which give cause to a plan being completed
- Main areas for concern (Maximum of three):
- Purpose of Plan:
- Information that is pertinent to Day to Day Management
- Advised Mode of Handling / Management in a Violent, Aggressive or Potentially Violent, Aggressive Situation
- Medical Needs:
- Additional Information
- Behaviour Consequences
- Associated Documents

The Behaviour Consequences section will remain in accordance with this policy. The below outline will be adopted to ensure that where the child's behaviours have escalated to Step 4 or 5, they are addressed formally and followed up on. Any escalation of behaviour within Step 4 will have been within the parameters set in the behaviour management plan i.e. all reasonable adjustments will have been made. It is important that as behaviours are repeated and escalate, so too do the consequences given. A restorative approach will be utilised in all of the below

stages, alongside an acknowledgement that the education, safety and well-being of all children and teachers is paramount.

Phase 1:

At the point of the Crisis Plan being established, the child's Step 4's and above will be given to the Headteacher every Friday for review and discussion.

Phase 2:

From the point of the Crisis plan being established, if the child reaches Step 5 between 1 and 3 times in a half term the class teacher will talk to the parent on each occasion via the red card sheet. They will be signed by all and a record kept in class.

Phase 3:

If the child reaches Step 5, 4 times in a half term, a review meeting with the Deputy Headteacher will take place detailing the most recent Step 5, a relevant consequence and the actions that will be taken if the behaviour were to continue.

Phase 4:

If the child reaches Step 5, 5 times they will be educated outside the classroom for half a day with the Deputy Headteacher or Headteacher.

Phase 5:

If the child reaches Step 5, 6 times in a half term, they will be internally excluded for a day with the Headteacher. This exclusion is placed on their educational record.

Phase 6:

If the child reaches Step 5, 7 or more times in a half term, they will receive a fixed-term external exclusion for a given period. This exclusion is placed on their educational record.

Phase 7:

If the child reaches Step 5, 8 or more times, they will be at risk of permanent exclusion. It is likely in this scenario that outside agencies who are yet to have been involved will be called upon for advice and support e.g. Central Bedfordshire's Access & Inclusion Team.

The Headteacher reserves the right to adapt the stages of the Crisis Plan at any point with the interests of staff and children's wellbeing and education as paramount.

Bullying and Prejudice-Based Incident Report Form

Report form completed by: _____ Date of report: _____

Type of report: Bullying Prejudice-based incident
 Initial report made by: Target Perpetrator or
 Third party: Staff Child Parent/Carer Other

BULLYING/INCIDENT WAS TO DO WITH – tick the main focus of the bullying or incident		v
Appearance	Hair colour, body shape, clothing etc	
Disability/Special Needs/Medical condition	Real or perceived disability, special need, gifted or talented or health conditions, including mental health or association with someone in those categories (related derogatory language for example: retard/nerd/psycho/nutter) or association with someone with a disability/special need	
Ethnicity/Race	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)	
Gender Identity	Someone whose gender or gender identity is seen as being different to typical gender norms, or someone with a family member who is transsexual. Language/stereotyped perceptions of gender for example: he/she, gender bender etc	
Religion/Belief	Beliefs, faith, lack of faith real or perceived or because of association with (Islamophobia and anti-Semitism for example)	
Home Circumstances	Class, background, low income, free school meals, young carer, looked after child, traveller child and derogatory language associated with these	
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, sissy, butch etc (sexism)	
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family (homophobia and biphobia)	
Other:	Please describe:	

BEHAVIOUR INVOLVED IN THE BULLYING/INCIDENT – tick the main behaviour used in the bullying or incident (record other details in the next form).		v
Cyberbullying	use of internet, mobile phones and social media to bully, harass, spread rumours and express prejudiced language. Includes non-consensual sexting and distribution of images	
Damage to Property	Damage, interference withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
Indirect/Social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
Physical Abuse (against staff)	Pushing, kicking, hitting, punching, tripping, spitting or any other form of violence or physical force	
Physical Abuse (against pupil)		
Possession/distribution of offensive materials	This could be materials or publications that seek to promote offensive, extremist and prejudices views including that which promotes the view that one group is inferior to another (for example sexist views of women's place in the world)	
Sexual abuse/harassment (against staff)	Suggestive sexual comments, insults, invitations or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate.	
Sexual abuse/harassment (against pupil)		
Verbal Abuse (against staff)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting	
Verbal Abuse (against pupil)		
Other	Please describe:	

WHERE DID THE BULLYING TAKE PLACE – tick <u>all</u> that apply					
Dinner hall		Playground		Street	
Classroom		Park			
Cloakroom		Other (please describe)			
Corridor		Toilets			

Details of Reported Bullying/Incident

Name and Age/Year/Teacher of Target/s* _____

*some incidents may not have a target

Name and Age/Year/Teacher of Perpetrator/s _____

Please give a description of bullying/incident reported

Actions including contact with parents/carers (taken at time of reports and agreed for the future and including any support provided for target of bullying/incidents) and any referrals:

Follow-up

Report form completed by: _____ Date: _____

Kindness and
Co-operation

Thankfulness

Friendship
and Sharing

Respect

Patience and
Perseverance

Responsibility

Trust and
Honesty

Unity

Happiness

Courage

Hope and
Peace



Good To Be Green (KS1 & KS2)



As part of our positive behaviour strategy we have a new approach to monitoring behaviour and attitudes in school following a green, yellow and red system.

The basic idea of the Good To Be Green behaviour system is that we always look for the positive, give opportunities to make better choices and allow regular ‘fresh starts’, through praise, encouragement and rewards.

Consistency is the key, so all staff in the school will follow the same rules and procedures.

- All children start each session ‘green’ (morning, playtime, after play, lunch, afternoon), regardless of any cards given in previous sessions.
- Staff will always start with gentle reminders about behaviour where needed, pointing out to the child which rule is being broken or ignored.
- Next step is a verbal warning, “If you do this again it will be a yellow card”.
- If the behaviour continues, a yellow card will be given, again with a clear explanation of the reason and a reminder of how to prevent a red card following.
- If necessary, a further verbal warning, again with a focus on making good choices.
- If the unwanted behaviour continues, a red card will be given. At this point there will be an immediate consequence (time out, senior staff input, loss of playtime etc).
- It must be noted that some behaviours will result in an immediate red card.
- Parents will be informed of any red cards given.
- Children who have been green all week will be given a sticker or stamp before leaving school on Friday.
- Children who stay green for a complete term will be presented with a certificate. For those who stay green for an entire school year there will be a treat in July which will be negotiated with the children.

At any point in this process, if behaviour is considered to be either, continuously inappropriate and dangerous, or any one incident is so severe, then the exclusion procedure may be invoked.

READY. RESPECTFUL. SAFE.

