



## Relationships and Behaviour Policy

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## 1.Introduction

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This policy has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour in Schools
- DfE 'Keeping Children Safe in Education
- EEF 'Improving Behaviour in Schools

This policy will be read in conjunction with the following Manor Park policies:

- Child Protection and Safeguarding
- SEND
- Anti-bullying
- Suspension and Exclusion
- Positive Handling

### **Policy Rationale and Aims**

At Manor Park Primary School, we believe that good behaviour stems from positive relationships and mutual respect between adults and children. We have high expectations for behaviour and believe that positive learning environments and enjoyable school experiences stem from this, as well as ultimately enabling children to contribute well to society as responsible citizens.

In order to achieve our aspirations and to enable effective teaching and learning to take place, Manor Park has effective strategies to establish good relationships and each staff member has a responsibility to ensure these strategies are upheld and fostered. Rather than focussing on unwanted behaviours, the value is put on positive behaviours, which enable and maximise learning. This approach helps pupils understand the behavioural skills they need, what the adult wants them to do, and why this will help them to learn. We do not presume that children will instinctively know how to behave well and as such behaviour is taught through a well thought out structure linked to our schools' behaviour expectations. Where children struggle to understand and acquire the appropriate behavioural skills, we will offer challenge alongside effective support. Through the effective teaching of good behaviour, children will be guided to develop a moral compass alongside social awareness, where they appreciate different viewpoints, values and choices. This in turn will empower children to recognise and make the right choices throughout their lives with empathy and respect for diversity.

The aim is that the policy will ensure clear expectations are given for the highest standards of behaviour, that this behaviour is taught and then standards are consistently applied across all settings. In addition to this, the aim is that children will ultimately take responsibility for their own behaviour and appreciate success from doing this. Children will develop an understanding of accountability including natural consequences of wrong decisions. We recognise that clear structures with predictable outcomes have the best impact on behaviour. Our approach to behaviour is based upon rules, relentless routines and visible consistencies that all pupils and staff follow. Good behaviour is recognised sincerely, rather than just rewarded. Pupils are praised publicly and reminded in private.

*'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea*

*that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”*

Paul Dix, Pivotal Education

Our Behaviour Policy is designed to:

- Promote a positive climate and learning culture within school where all children can learn
- Provide a safe school environment for all
- Teach an understanding of what appropriate behaviours are
- Define a framework for recognising success and de-escalating negative behaviours
- Promote self-esteem, self-regulation and positive relationships with all staff members acting as emotionally available adults
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication

This policy underpins Manor Park’s commitment to ensuring that we are a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment.

In the implementation of this policy, Manor Park acknowledges its legal duties under the Equality Act 2010, in respect of:

- safeguarding
- pupils with special educational needs and disabilities (SEND) and in preventing students with additional needs from being at a disadvantage.

We understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke plans which are based on individual needs, positive relationships and may include rewards or further recognition to reinforce positive behaviour. When necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and other professionals, to identify specific support needed. Schools will work with parents and carers to create plans and review them on a regular basis.

### **Scope of the Policy**

This policy applies to all children taught at Manor Park Primary and school staff and other professionals responsible for their care. The policy will be applied fairly across school without discrimination. The policy applies throughout all school organised activities.

## **2. Responsibilities**

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### **Responsibility for the implementation of the policy**

*Children will:*

- Follow school routines for learning good behaviour.
- Display good behaviour at all times

*Adults in school will:*

- Implement the aims of Manor Park's Behaviour Policy at all times
- Develop and maintain positive relationships and a well-managed learning environment
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct
- Treat all pupils fairly and respectfully, seeking to raise their self-esteem and develop their full potential
- Take into account and follow any bespoke plans for children with Special Educational Needs
- Record significant behaviour incidents on CPOMS and following the correct reporting procedure so SLT can offer support when required
- Contact parents/carers regarding their child's behaviour where necessary

*Manor Park Primary will encourage adults at home to:*

- Ensure the attendance and punctuality of their child, as well as reporting any absences
- Encourage good behaviour in their child and for their child to be an ambassador of their school at all times, in line with the Behaviour Policy
- Be positive role models for their children through their own good behaviour and conduct

**At Manor Park Primary we aim to establish relationships through:**

- Positive interactions with all members of the school community
- Inquiry about children's interests
- Catching children being good
- Open ended questions
- Reflective listening
- In-class rewards such as SOAR tokens
- SOAR celebration Assemblies
- Positive messages home through Seesaw
- Greet students pleasantly
- Give statements of empathy
- Let go of previous incidents and offer fresh starts (unconditional positive regard)
- Engage in mutual problem solving

### 3. Expectations

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**At Manor Park Primary our expectations of behaviour are that children will:**

- Follow instructions and requests from adult that will keep themselves and other safe
- Exhibit positive learning behaviours in and around school that enable themselves and others to learn

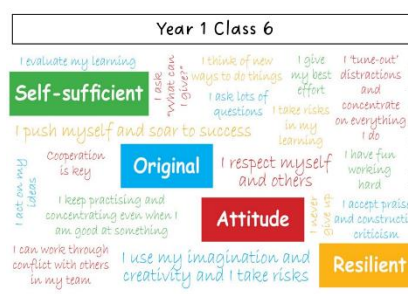
We also expect that children will follow our four SOAR values, which underpin our whole school approach to relationships and behaviour. These can be applied to all situations and are taught and modelled explicitly as part of our school ethos and behaviour and attitudes to learning.

Be **Self-sufficient**

Be **Original**

Have a positive **Attitude**

Be **Resilient**



**Out of school**

- Exhibit good behaviour to and from school, on educational visits, after school clubs, sports fixtures or during learning opportunities in other schools
- Demonstrate positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public

When issues in the community impact pupils, we will support them through targeted curriculum work and the involvement of external agencies if appropriate.

**At Manor Park Primary we teach behaviour and what good behaviour looks like by:**

- Good behaviour and mutual respect being modelled consistently by all adults
- Through our PSHE curriculum, assemblies and social interventions
- Establishing routines and learning behaviours in each class
- Establishing school routines that children are aware of and these are consistently referred to and expected
- Teaching strategies for managing own emotions/behaviour

**At Manor Park Primary we recognise or reward positive behaviour by:**

- Instant and specific recognition of positive behaviour choices
- Awarding Dojo points and half-termly rewards for winning houses
- Sending positive messages home
- Awarding SOAR Superstar certificates in weekly assemblies
- Sharing good work with other adults including SLT and awarding Headteacher stickers

### **Types of behaviour**

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and that some children may find it difficult to manage their emotions. We monitor progress for those with difficulties carefully so that we can provide additional and appropriate support quickly. Our Inclusion team, SENDco and Learning Mentor team work closely with children and families, to offer appropriate support and to ensure that children are thriving at school. We are mindful that circumstances outside school may change and may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, we will seek consistently to find ways to support all children to make the good choices that enable them to participate in all school activities appropriately and to respect others. The same high standard is expected from ALL children.

## **4. Stages of behaviour**

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### **Stages and structure to behaviour**

Manor Park's response to behaviour follows a staged approach. Examples of behaviours linked to each of the stages are provided in **Appendix 1**.

All children start each morning and afternoon with the aim of demonstrating the Manor Park SOAR qualities. Doing so will be recognised and celebrated by members of staff across school, who will award children Dojo points on our digital platform - Class Dojo. This will be a recognition of effort, not achievement. *Please note – if a child has earned a Dojo point, their point will not be removed for any separate behaviour choice. This will be dealt with according to the steps in the stages below. Children will always be given the chance to demonstrate our qualities and be recognised for it.*

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented:

#### **Stage 1**

- Clear verbal reminder of the positive behaviour expected. This reminder should

always be given in a calm voice and encourage the child to make a good choice. Reminders about demonstrating our school qualities should be given.

- Second clear verbal reminder as above. Try to do this as a private one to one conversation to remind the child. Give thinking time to change course and make a good choice; acknowledge success when this happens. State there will be a consequence to their actions if they don't make a good choice.

## **Stage 2**

- If there is no change in behaviour, then the child should be clear that persistent disruption has now led to a consequence being issued. The consequence should be that the child will miss up to 15 minutes of their playtime, or lunchtime play, with the teacher or Phase Leader (5 minutes of 'Time Out' or missing playtime for a child in Reception class). Class teachers should inform parents at the end of the school day, about their child's behaviour and the consequence given or, if necessary, the Phase Leader will call parents to inform them. The behaviour should be recorded on CPOMS, ensuring the behaviour category has been selected. During any missed playtime, children will reflect on what went wrong and understand how to rectify it. The purpose of this time is to support the child in reflecting upon their behaviour and to try to help them to develop strategies to manage their behaviour in a better way in the future. Restorative conversations must take place during this session, or at a later point in the day when the child is more receptive. (See **Appendix 2** for **Restorative Conversations**)

## **Stage 3**

- This should be used for very extreme behaviour only. The child should be taken to the Headteacher, Deputy Headteacher/Phase Leaders. A decision will be made on whether the child needs to spend a time limited period (usually until the end of the lesson) with the Phase Leader or Learning Mentors; the child will have work to complete during this session. Teachers must record any such incidents on CPOMS.

Please note: In serious cases, where behaviour is dangerous and there is a safeguarding concern, the Headteacher or Phase Leader should be called immediately, and the previous stages can be omitted. Extreme behaviours may lead to instant fixed term suspension from school for an appropriate period of time.

If a child continues to struggle to meet lunchtime behaviour expectations, alternative lunchtime provision will be offered. In extreme cases, where children are believed to be unsafe or persistently ignore adult instructions, children may be issued with a lunchtime suspension which requires them to be collected by parents/carers during the lunchtime period.



All staff and children need to be aware of the sequence of warnings and consequences to be issued. Children must be clear that their actions will have consequences for themselves and others and understand why a sanction is being used. Staff will have the opportunity to review and discuss behaviour management at the start of each academic year. There will also be opportunities to review behaviour needs in consultation with SLT during each term. Children will have the opportunity to review and ensure they understand what is expected of them at the start of each academic year in class and in assemblies. The values and principles underpinning our Behaviour Policy are revisited consistently throughout the year and referred to in all conversations relating to behaviour.

When any sanction is issued, it should be accompanied by a brief, specific comment explaining why and children should be clear how they can make a good choice and get back on track quickly.

Teachers will record all occasions when a child reaches a consequence on CPOMS, in order to ensure children's needs are understood fully and effective support can be provided. CPOMS is monitored closely by SLT, Learning Mentors and SENDco to inform SEND and nurture provision as well as to evaluate the effectiveness of our Behaviour policy.

Whenever a significant (Stage 3 or above) sanction is issued, teachers and SLT will review provision for that child to consider what else can be done to support the child to be successful.

If a child persistently displays behaviours that disrupt learning or affect others during playtimes or lunchtimes, a Behaviour Plan will be introduced. The purpose of this plan is to support the child in getting back on track when they are not meeting the school's expectations. A Behaviour Plan is implemented when the school's usual strategies have not had sufficient impact on the child's behaviour.

Carefully considered targets will be set to help the child make positive improvements, with input and agreement from the class teacher, phase leader, and parents. Progress towards these targets will be reviewed daily between the class teacher and parents, with a final weekly review carried out by the phase leader and a member of the Senior Leadership Team.

See Appendices 3 and 4.

### **Specific unacceptable behaviours**

The following unacceptable behaviours will result in direct referral to the Headteacher and an appropriate consequence will be determined:

- Racist/ Homophobic comments/actions
- Threatening/aggressive behaviour which poses a danger to the safety of the child/other children/adults
- Physical harm to other children
- Physical violence/aggression towards adults
- Swearing directly at adults.
- Deliberately disrupting the education of others.

In these instances, the parent/carer of the child will be informed of the incident. It will be at the discretion of the Headteacher as to what further action will be taken. The personal needs and circumstances of the individual child will be taken into consideration when deciding on an appropriate consequence.

### **Suspension**

Where a child is suspended from school, the parents/carers will be notified without delay, as will the Local Authority. Formal record of the incident will be made on CPOMS, and a fixed term suspension letter issued advising parents/carers of the reasons for the suspension, their responsibilities during any period of suspension and advising of any additional support that can be offered. Work will also be set for the child to complete at home during the period of suspension, which should be returned to school for marking. Suspension may be used for whole days and parts of a school day, including lunchtime, and, in all cases, the above applies. Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term suspension. Parents/carers will be notified and expected to attend a meeting with a member of the Senior Leadership Team (usually the Headteacher or Deputy) before the child returns to school.

### **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated on appeal). The decision to exclude a pupil permanently should only be taken in extreme circumstances:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Incidents involving serious issues such as arson, serious assault, theft, knives or persistent disruptive behaviour are likely to lead to permanent exclusion. In such cases parents/carers are always notified and their right to appeal explained. In any of these cases the school may also involve the police, governors and Local Education Authority. See *Manor Park Exclusion policy*. Permanent exclusion is always a last resort. We will always take all responsible steps to support children to be included and supported in our school.

## 5.Supporting pupils with SEND

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All adults in the school are required, as part of their professional responsibilities, to take account of students' individual needs and circumstances when applying the school's behaviour policy. This primarily refers to students with SEND, but may also apply to other students, e.g. this may include students who are at risk of exclusion, 'Looked After Children', children with illnesses, young carers, or children with EAL. As a school, we will make reasonable adjustments in the application of the behaviour policy to ensure the needs of all children are met, whatever their specific circumstances. When applying sanctions, we refer to the Equality Act 2010 and guidance for schools. Personalised plans will be drawn up at the discretion of the school to ensure appropriate support is provided.

Examples of when adjustments might need to be made include:

1. When a child who is on the autistic spectrum makes a personal comment about an adult or another child's appearance because they do not understand that this was inappropriate.
2. When a child who has speech and language difficulties hasn't followed instructions because they didn't understand the complex instructions.
3. When a child who has additional emotional needs requires an additional short-term reward for achieving personal targets set.

## 6. Working with others

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### **Working with children and parents**

At Manor Park Primary, we believe that it is essential to have good communication and parental/carer involvement to promote good behaviour and discipline amongst the children in our care. Parents/carers should be informed, at least in an informal way, when an expression of a concern is made. We aim, at all times, to communicate openly and supportively to praise successes and progress achieved and to ensure children are given every opportunity to be successful. Annually, parents/carers will be reminded of the school's Behaviour Policy. Children will also have opportunities to revisit the Behaviour policy to ensure they understand its expectations and how it will be applied consistently. The Behaviour Policy will also be available on the Manor Park website.

### **Working with outside agencies**

Provision for emotional and behavioural difficulties will be made by contacting the most appropriate agency and working in partnership with parents/carers. In the best interests of the child there must be close cooperation and agreement in working practices between agencies. External agencies may be involved at any time through the usual school procedures. Such agencies may include the Educational Psychology Service (EPS), Children's Services, SEND Supported, etc.

## **7. Positive handling**

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Very occasionally, situations may arise in which positive handling may be required. Should a child need positive handling to ensure their own and others' safety, a member of staff who has been 'Team Teach' trained may use such strategies as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others' personal safety at risk

Practical methods to defuse the situation should always be considered before positive handling is used, including keeping calm, offering verbal prompts or retreat. Team Teach is based on the principle of 95% de-escalation and staff should ensure that all possibilities are explored prior to positive handling being implemented.

If possible (unless safeguarding requires immediate intervention), a member of the Senior Leadership Team should be sent for before any form of physical intervention is used. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them wherever possible. All instances where positive handling has been used are

recorded on CPOMS and parents should be informed as part of their feedback about their child's behaviour. Where positive handling is part of a child's special needs plan, they have a positive handling plan which is shared with staff. *Please also see Manor Park's 'Physical intervention and Restraint Policy'.*

## 8. Searching and Confiscation

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At Manor Park Primary, we follow the DFE guidance, 'Searching, screening and confiscation' (July 2022)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### Searching

Only Headteachers and staff, who they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items (not an exhaustive list); any article that the member of staff reasonably suspects has been, or likely to be used, to commit an offence or to cause personal injury; an article specified in regulations (e.g. tobacco and cigarette papers, fireworks, pornographic images). Before any searching takes place, the staff member should explain to the pupil why they are being searched and consent should be gained. The search can take place if:

- The pupil agrees to the search, **or**
- The authorised staff member has 'reasonable grounds' to suspect that the pupil may have a prohibited or banned item

There must be another member of staff present as a witness when the search takes place.

The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff within the time available

When a search takes place the designated safeguarding lead should be informed and the incident must be recorded on CPOMS and must include the following information:

- The date, time and location of the search
- The name of the pupil who was searched
- Who conducted the search and any other adults or pupils present

- What was being searched for
- The reason for searching
- What items, if any, were found
- What action was taken as a consequence of the search

The law states that the member of staff carrying out the search should be the same sex as the pupil. Parents/carers must also be informed

### **Confiscation**

Any prohibited item(s) found as a result of a search will be confiscated by school staff.

### **Screening**

Schools can require pupils to undergo screening by walk-through or handheld devices. This is due to a schools' statutory duty to ensure the safety of staff, pupils and visitors. Should a pupil refuse to be screened, the school can refuse to allow the pupil on site. In this instance, the school has not excluded the pupil and the absence should be unauthorised.

## **9. Staff Induction**

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The behaviour policy alongside the school's Safeguarding and Child Protection policy outlines the school's response to any instances of Child-on-Child abuse. All staff will receive at least annual training that enables them to understand their safeguarding responsibilities and appropriate actions to be taken in the event of concerns arising. They will also be trained on the school's behaviour policy to support them to implement the policy fairly and consistently.

### **DEVELOPMENT, MONITORING & EVALUATION**

The effectiveness of the Behaviour Policy will be monitored by the Headteacher. This policy will be reviewed annually.

Regular reports to governors on the number and nature of incidents in school will also enable governors to support the Headteacher in ensuring the Behaviour Policy is effective.

## 10. Appendix 1

	Unacceptable behaviours	Response
Stage 1	<ul style="list-style-type: none"> <li>Off-task talking in class</li> <li>Calling out/interrupting learning</li> <li>Not on task/wasting time</li> <li>Running indoors</li> <li>Distracting another child</li> <li>Inappropriate use of school property</li> <li>Thoughtless unkindness - teasing, name-calling linked to another child's name</li> <li>Sulking/uncooperative behaviour causing disruption</li> <li>Rough play</li> <li>Repeatedly refusing to complete work</li> <li>Telling lies</li> <li>Not being in the right place at lunchtime/playtime</li> </ul>	<p>Use 'SOAR to success' reward systems to encourage children to make good choices.</p> <p><b>Clear verbal reminder</b> of the positive behaviour expected. This reminder should always be given in a calm voice and encourage the child to make a good choice.</p> <p><b>Second clear verbal reminder</b> as above. Try to do this as a private one to one conversation (refer to restorative conversation guidance) to remind the child.</p> <p>Give thinking time to change course and make a good choice; acknowledge success when this happens. State there will be a consequence to their actions if they don't make a good choice.</p>
<p>If Stage 1 behaviours are persistent, then refer to phase leader.</p> <p>If there is no change in behaviour, then the child should be clear that persistent disruption has now led to a consequence being issued. The consequence should be that the child will miss up to 15 minutes of their playtime, or lunchtime play, with the teacher or Phase Leader (5 minutes for a child in Reception class).</p> <p>If these behaviours become persistent over time, consider introducing a Behaviour Plan.</p>		
Stage 2	<ul style="list-style-type: none"> <li>Making deliberate derogatory comments about another child/adult or a child's family</li> <li>Using offensive language (swearing)</li> <li>Shouting inappropriately/deliberately disrupting learning</li> <li>Dangerous rough play</li> <li>Saying 'no' to adult/answering back</li> <li>Deliberate refusal to follow adult's reasonable request</li> <li>Walking away from an adult</li> </ul>	<p><b>Refer behaviour to phase leader and consequence for behaviour to be given.</b></p> <p>Class teachers should inform parents at the end of the school day, about their child's behaviour and the consequence given or, if necessary, the Phase Leader will call parents to inform them.</p> <p>The behaviour should be recorded on CPOMS, ensuring the behaviour category has been checked. During any missed playtime, children will reflect on what went wrong and understand how to rectify it. The purpose of this time is to support the child in reflecting upon their behaviour and to try to help them to develop strategies to manage their behaviour in a better way in the future. Restorative</p>

	<ul style="list-style-type: none"> <li>• Throwing food in the dining hall</li> <li>• Deliberate damage of property (including school property and that belonging to other children)</li> <li>• Defiantly leaving the classroom without permission</li> </ul>	conversations must take place during this session, or at a later point in the day when the child is more receptive.
If these behaviours become persistent over time, consider introducing a Behaviour Plan.		
Stage 3	<ul style="list-style-type: none"> <li>• Racist/Homophobic comments or actions</li> <li>• Threatening/aggressive language or behaviour which poses a danger to the safety of the child/other children/adults (e.g. swearing at adults)</li> <li>• Physical harm/aggression to other children (e.g. hitting, kicking, biting, fighting, spitting, threatening use of objects)</li> <li>• Physical violence/aggression towards adults (e.g. hitting, kicking, biting, fighting, spitting, threatening use of objects)</li> <li>• Deliberately disrupting the education of others • Dangerous behaviour as a result of refusing to follow instructions (e.g. unsafe climbing on furniture, playground equipment (such as the basketball goals) inappropriately)</li> <li>• Deliberate use of sexualised language</li> <li>• Deliberate mimicking of sexualised behaviour</li> <li>• Bullying (including cyber-bullying)</li> <li>• Theft</li> <li>• Deliberate, persistent or malicious lying</li> <li>• Throwing/tipping furniture</li> <li>• Bringing dangerous items to school</li> <li>• Leaving the school site without permission.</li> <li>• Deliberately urinating on the floor/inappropriately.</li> </ul>	<p><b>Immediate referral to Head/deputies to deal with incident and determine appropriate action.</b></p> <p><b>All stage 3 incidents to be recorded on CPOMS by adults involved by the end of the day that incident occurred. Parents/carers to be informed by Head (or appropriate SLT member).</b></p>



If these behaviours become persistent over time, consider introducing a Behaviour Plan.

## 11. Appendix 2 – Restorative Conversations

<p>This is support for low-level behaviours. Gentle Approach, use the pupil's name, pupil level, eye contact, deliver message</p>	
REMINDER	<p>I noticed you chose to..... (noticed behaviour)</p> <p>This is a REMINDER that we need to (responsible, respectful, resilient/SOAR values)</p> <p>You now have the chance to make a better choice. Thank you for listening</p> <p>Example 'I notice you are shouting out. Remember to be respectful and let others have a turn. Thank you for listening.'</p>
SECOND REMINDER	<p>I noticed that you have continued to..... (noticed behaviour)</p> <p>This is the second time I have had to remind you about...</p> <p>If you don't make the right choice, a consequence will be applied.</p> <p>Do you remember when ..... (model or previous good behaviour)? That is the expected behaviour. I know that you can make good choices. Thank you for listening.</p> <p>Example 'I have noticed you have continued to shout out. Remember to be respectful and let others have a turn. I know you are a good listener and turn taker. If you continue to make the wrong choices this may lead to a consequence. Do you remember that yesterday you took your turn and listened well? That is what I need to see today. Thank you for listening.'</p>
CONSEQUENCES	<p>I noticed you have still chosen to..... (noticed behaviour)</p> <p>You need to.... (go to quiet area/go to another table etc)</p> <p>Playground incident: You need to.... (go inside/stand with staff member)</p> <p>I will speak to you when/in....</p> <p>Example 'I have noticed you chose to continue to shout out. You are not being respectful. Therefore, now there will be a consequence of sitting next to Mrs Smith. I will come and speak to you in two minutes. Thank you for listening.'</p>
FOLLOW UP – REPAIR AND RESTORE	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• How were you feeling at this time?</li> <li>• How have you felt since?</li> <li>• How do you think this made other people feel?</li> <li>• Who has been affected? What should we do to put things right?</li> </ul> <p>What would have been a good choice? How can we do things differently next time?</p>

Positive relationships are the most important part of this process. It is not the severity of the consequence; it is the certainty that this follow up will take place that is important. Staff must take time to follow through on all incidents.

Parents will be informed of any significant incident, away from the pupil, by the class teacher and/or member of the inclusion team. SLT will support these discussions where necessary.

\_\_\_\_\_ 's target sheet

Date:

**Targets:**

A) I will...
B) I will...
C) I will....

**Scoring:**

1: Not Met Target

2: Achieved Target

3: Beaten Target

4: Outstanding!



	Lesson 1	Lesson 2	Playtime	Lesson 3	Lunch time	Lesson 4	Lesson 5	School comment
Monday	A B C	A B C	A B C	A B C	A B C	A B C	A B C	
Tuesday	A B C	A B C	A B C	A B C	A B C	A B C	A B C	
Wednesday	A B C	A B C	A B C	A B C	A B C	A B C	A B C	
Thursday	A B C	A B C	A B C	A B C	A B C	A B C	A B C	
Friday	A B C	A B C	A B C	A B C	A B C	A B C	A B C	





## Our stages of support for children with SEMH needs



	Stage 1	Stage 2	Stage 3
Description / Overview	Stage 1 is an attempt to get children back on track when they are not meeting the standards in school. This is when the normal mechanisms in school are not having an impact on patterns of behaviour or severity of incidents. Most children will be successful at Stage 1 and will work their way off the behaviour plan. At stage 1 support should be viable within the classroom setting as an integral part of quality first teaching.	Stage 2 is most often an escalation from Stage 1. It happens when the input, support and collaboration within Stage 1 behaviour plan is not having an impact on behaviour. Behaviours seen has continued on the same level or even become more frequent or severe. A pupil can however move straight to stage 2 if there has been a significantly serious incident. It is not necessary to go through each behaviour plan stage to access the next. At stage 2, a pupil's school place is being considered and they are beginning to be at risk of losing that place in the school due to their negative behaviour. At stage 2, additional support for the child will be sought from external agencies and adult / group led interventions may be introduced.	Stage 3 is the final escalation of the behaviour support package prior to a child's permanent exclusion. There are times when it is necessary and correct to permanently exclude. Second chances cannot be offered continually. Stage 3 required intensive support and an awareness and consistency of approach by all adults known to the child. The aim and aspiration of this stage is always for the child to make improvements in their behaviour and to be able to move back down the stages. It is likely that children who are moved to stage 3 will have already been subject to fixed term exclusions.
Outcomes and Next Steps	<b>Outcomes:</b> Stage one pupils need to improve their performance in line with their specific targets. Targets will be reviewed with all relevant parties after a period of 6 weeks. Pupils will have a clear understanding of what they need to do to no longer need a stage 1 behaviour plan. <b>Next Steps</b> If pupils are successful at achieving their targets, they should no longer require a stage 1 behaviour plan. Returning to whole school monitoring systems. If they sustain their improvement they will not need to return to stage 1. If they are unsuccessful, then children will move to stage 2 due to a lack of cooperation or a lack of sustained improvement.	<b>Outcomes:</b> Stage 2 pupils should be frequently achieving their targets, achieving scores of 2 or more for the majority of sessions. Children should be accepting staff instructions without question or argument. Pupils should be avoiding fixed term exclusions. Targets will be reviewed with all relevant parties after a period of 6 weeks. Pupils will have a clear understanding of what they need to do to no longer need a stage 2 behaviour plan. <b>Next Steps</b> At this stage, further support and investigation by external agencies should be utilised if no significant improvements are made. Target sheets / Plans will be reviewed and patterns will be identified and considered when formulating follow up plans. Children who are successful at achieving their targets will be moved to a stage one plan with the aim of eventually returning to whole school monitoring systems. If a child is consistently not making the required effort to achieve their targets, then they will be moved to stage 3.	<b>Outcomes</b> Stage 3 is a very serious stage; it indicates that a permanent exclusion is a realistic possibility. Children should be showing an improvement in how they handle situations when they go wrong. At stage 3, there is an expectation for children to consistently achieve their targets. Failure to achieve these targets will be followed by timely sanctions and consequences. Pupils will have a clear understanding of what they need to do to no longer need a stage 3 behaviour plan. <b>Next Steps</b> If pupils are successful, they will be de-escalated to stage 2 where they can hopefully continue to show significant improvements. If pupils are unsuccessful the school will be left with little option but to progress to a permanent exclusion (unless a child is awaiting specialist provision as requested on an EHCP plan).
Support	<p>It is essential that we understand that high expectations are the key to success for our children, for instance having a specific need should not lower our expectations, it should instead lead to an increase in the specific support provided to allow all children to reach the expectations set out for them. This will allow them to be successful in school and in life. As a result, there are no excuses for poor behaviour.</p> <p>Support can include:</p> <ul style="list-style-type: none"> <li>○ Informal mentoring and conversations from staff</li> <li>○ Classroom management techniques</li> <li>○ Rewards and incentives</li> <li>○ Regular consultations with parents</li> <li>○ Target sheets</li> <li>○ Forward thinking / Paediatrician referral</li> <li>○ EHC plan application / request</li> </ul>		
Monitoring	<p>For pupils who are accessing additional support an additional layer of monitoring is included. Targets will be generated with input from; Pupil, Parent, Class Teacher, Senco, and Senior Leadership. A child's performance against these targets is monitored during the cycle of the plans and reported to parents and SLT weekly.</p> <p>Monitoring will also include:</p> <ul style="list-style-type: none"> <li>○ Progress and Attainment</li> <li>○ Attendance and punctuality records</li> <li>○ Out of class data</li> <li>○ Incident frequency - cpoms</li> </ul>		