



The Upton Schools

Belonging, Growth and Excellence

Behaviour Policy

1. Introduction & Intent

At **The Upton Schools** we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy and relationships policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

Our Expectations

Our school rules Be Kind, Be Ready and Be Respectful underpin our school rules. These serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these rules.

Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

- **Physical Safety:** Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.
- **Mental Health and Well-being:** Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.
- **Emotional Well-being:** Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils regardless of background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum Expectations of Behaviour in all Schools.

DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum expectations of behaviour in all schools. We are committed to:

Setting clear expectations for behaviour and consequences that are fair, consistent, and in line with DfE guidelines. Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school.

By working together as a school community, we can ensure that the Upton Schools remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.



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2. Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We recognise the significance of creating a safe and supportive environment for all individuals within our school community.

Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma Informed Schools UK organisation.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development.

Communication will take place via:

- Class emails
- Parent and teacher consultations and meetings
- Phone calls home
- Postcards home
- If appropriate, a school communication sheet or home school communication book
- PCP (pupil centred planning) meetings if appropriate

Joint Working with Agencies

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally.

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, guardians, community organisation and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the well-being of the pupil at the forefront of our actions.



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3. Leadership and Management of Behaviour

At the Upton Schools, we are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, social, and emotionally. The leadership and management of behaviour are integral to achieving this goal. Our approach is based on the principles of the Hamwic Trust Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

Graduated Response to Behaviour

Our Graduated Response for SEND is a tiered system designed to address issues including behaviour in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions.

Distributed Leadership of Behaviour

At the Upton Schools, the responsibility for managing behaviour is not solely placed on one individual. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses.

All staff, including teachers, teaching assistants, administrative staff and support staff are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this:

- Observations and learning walks
- Review meetings
- Behaviour monitoring documents
- Data Collection

4. School Systems and Social Norms

School Rules, Expectations and Routines

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations and routines are designed to create a positive and inclusive atmosphere for all members of our school community. (These are outlined in the Infographics at the end of this policy) and are regularly communicated to pupils, parents, and staff.

Be Kind

Kind Words, Kind Hands, Kind Actions

Be Ready

Brilliant Walking, 1,2,3, Be SMART

Be Respectful

Look After Our school, Respect Each Other, Respect Adults



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Our Behaviour Reward System

Rewarding Good Behaviour

Recognition Boards

Recognition boards are used in class to promote the behaviour that we want to see. It is a simple blank display with the behaviour that the adults in the room want to see written on e.g. Magnet Eyes. Children's names are then added over a set period of time e.g. a week or a morning when they are seen demonstrating the behaviour well. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour at a time and moving in one direction. Adults pursue the behaviour wanted by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom. At the end of the week/day/lesson (depending on context) the aim is for everyone to have their name on the board then the focus changes.

House Points

Children are put into colour houses at the beginning of Reception and Year Three. Children are awarded house points for displaying exceptional effort and for significant 'wow' moments. They also need to be given consistently and fairly. House points are to be awarded using a physical 'token' in the infant school. Individual rewards for house points are as follows;

- 50 is Bronze Award. The children be given a Bronze sticker and a postcard gets sent home.
- 75 is Silver Award. The children be given a Silver Certificate and receive a certificate in assembly and a bag of sweets.
- 100 is a Gold Award. The children will be given a Gold Certificate and be awarded a Gold Pencil and be allowed to wear their own clothes for a day after receiving their Gold Certificate.

These are to be reset once children reach 100. Staff are to be encouraged to carry post it notes with them so if House Points are awarded to children associated with a different class this can be recorded and passed onto the teacher. At the end of the year the children who have received the most house points in each year group will be taken to Costa as an award.

Stickers

Stickers will be handed out when children are identified as having displayed the behaviours in our school charter and for displaying excellent effort.

Praise and positive reinforcement is to be used constantly for good behaviour. The culture that we are aspiring to is to recognise those children who go 'over and above.' This is when children go beyond what is expected e.g. picked up all the jumpers from the cloakroom, looked after a sad friend at playtime. This raises the expectation as it gives children more than the bare minimum to achieve. This can be celebrated by; whole class reward (Billy has been really helpful and picked up the pencils. That has earned us an extra minute of playtime), telling the parent, sending to headteacher and the very top is a note to the parents' home.

Postcards Home

Children who have displayed high standards of behaviour and excellent effort will also have a postcard sent home by their teacher so they can be celebrated at home.



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Weekly Celebration Assemblies

A weekly celebration assembly will be held celebrating children who have been chosen for 'Excellent Effort' or have gone over and above in demonstrating adherence to our school rules. These certificates will be called Golden Critterificates' at the Infant School (reflective of Learning Critters) and Stars of Upton at the Junior School.

Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of consequences for behaviour that does not meet our established standards. The consequences are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our processes are transparent, with pupils and parents being informed of consequences and the reasons behind them.

Once a child has five negative behaviour incidents recorded on Bromcom a meeting between the parent and class teacher, will take place to plan the next steps for an improvement in behaviour. The class teacher will meet with the child's parents/carers to discuss the incidents and agree the steps needed to improve behaviour. Once ten incidents are logged a meeting will take place between class teacher, phase leader and parents to plan the next steps for an improvement in behaviour. Once twenty incidents have been logged, a meeting will take place between the headteacher or deputy headteacher and parents. A meeting with parents, class teacher and EHT will take place after thirty five incidents.

This list is for use as a guide only and is not exhaustive. Following an investigation, the headteacher has the power to consider to use a suspension and a permanent exclusion as a consequence for a breach of the school rules, expectations and routines. If a child refuses to comply with a sanction then time can be added to match the additional time wasted e.g. five minutes of missed play time can be increased by two minutes if the child argues/refuses for two minutes.

Online Behaviour of Pupils

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences

Off-Site Behaviour of Pupils

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

Use of Mobile Phones

The use of mobile phones within the school is not permitted to not disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences. The phone will be confiscated and parents called.



5. Behaviour Curriculum

Methods of Teaching Behaviour: A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide teaching approach. This includes:

- **Explicit Instruction:** Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.
- **Positive Behaviour Support:** We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.
- **Modelling and Role-Modelling:** Staff members model appropriate behaviours, serving as role models for pupils to emulate.
- **Parent and Community Engagement:** We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum. In these instances, we use a Behaviour for Learning Skill Card Programme, which is personalised to the behaviour needs of the pupils may be used. The school will co-produce the curriculum of skills alongside the pupil and the parent and keep you regularly informed of the progress the pupil is making, whilst accessing the programme.

Assemblies

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce values
- Promote reflection
- Teach 'Learning Critters'

By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

6. Support and Intervention for Pupils

Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. Classroom teachers will support the creation and implementation of behaviour response plans. They will also ensure rewards and consequences are carried out in line with this policy.

Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.



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SENDCo/Inclusion Lead: Our SENDCo/Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

ELSA: Our trained ELSA will support children in learning how to manage their own emotions and behaviours.

Senior Leaders: Will facilitate the professional development of staff in managing pupil's behaviour and establishing school wide culture, processes and systems for managing children's behaviour.

Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. We use the principles of Protect, Relate, Regulate and Reflect. These principles are outlined further in our Relationship Policy.

Identification of Pupils for Targeted Support

Pupils in need of targeted behaviour support are identified through our Graduated Response, using the 5 stages outlined in **Section 3** of this policy. Core aspects of pupil support are summarised below.

Connect before correct

Establish a connection with a child before correcting behaviour, especially if the child is in crisis or heightened emotionally.

Time In Rather Than Time Out

Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated. This ensures that pupils receive guidance, reflection and an opportunity to develop more appropriate behaviours.

Universal Provision

Our school is committed to proactively using positive universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes;

- Recognition Boards
- Postcards Home
- Stickers for keeping school rules
- Certificates
- House Points
- VIP status and Hot Chocolate Fridays

Use of ELSA/Nurture

We employ Emotional Literacy Support Assistants (ELSAs) to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.



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Use of Outreach or Alternative Provision (AP)

In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met. The agencies and Local Alternative Provision we use are;

- Specialist Teacher
- Educational Psychologist
- Hamwic Behaviour Strategic Lead
- Little Lives
- Paediatrician
- Dorset Learning Centre
- Helping Hands and Healing Hooves

7. Pupil Transition and Development

Induction and Reintroduction

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably, and know what is expected of them

For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.

Return from Suspension

In cases where it has been necessary to use a suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return from Suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

Reduced Timetables

In situations where a reduced timetable is deemed necessary for a pupil, we adopt a person-centred approach. Our goal is to ensure that pupils still receive a high-quality education and the necessary support for their individual needs. Reduced timetables are implemented in collaboration with parents, carers, and relevant professionals to strike the right balance between academic progress and pupil well-being. We closely monitor the impact of reduced timetables to ensure that the pupil's educational and developmental needs continue to be met effectively.

Alternative Provision

We recognise that some pupils may require Alternative Provision (AP) to meet their specific needs. We work in partnership with local alternative providers to offer a diverse range of educational options for these pupils. Our commitment is to ensure that alternative provision is aligned with each pupil's Person Centred Plan (PCP), with a focus on their academic, emotional, and social development. Regular communication and collaboration with alternative provision providers are maintained to track progress and ensure a smooth transition back to mainstream education when appropriate.



8. Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response, this individualised support can be given through;

Targeted BRPs (Behaviour Response Plans)

BRPs are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. They outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

Provision Mapping

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support, and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at the Upton Schools. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

EHCPs (Education, Health and Care Plans)

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

9. Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.



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Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.
- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff, and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential, and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.
- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

10. Use of Force and Powers to Search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the Department for Education (DfE) and follow a comprehensive set of policies and procedures.

DfE Guidance:

Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening, and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate, and respectful of individuals' rights and dignity.

Training for Staff:

To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff members have a clear understanding of the legal framework, the principles of proportionality, and the techniques required to safely manage situations that may require the use of force or searches.

Training Provider

The staff training is conducted by **Hamwic Educational Trust** with expertise in dysregulation management, de-escalation, and the use of force and search techniques within educational settings. This provider is chosen based on their up-to-date training that aligns with DfE guidance.



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Medically Risk-Assessed Techniques

The safety and well-being of all individuals involved are paramount when considering the use of force or searches. Therefore, all techniques employed are medically risk-assessed to minimize any potential harm or injury to pupils or staff. Our school works closely with Securicare professionals to ensure that the techniques used are safe and appropriate for the age and physical condition of the individuals involved.

Our school's behaviour policy is designed to create a safe, respectful, and inclusive learning environment for all pupils. It is our collective responsibility to uphold these standards and values to ensure that every pupil can thrive academically and personally. By adhering to this policy, we foster a culture of respect, for our school Charter, that will serve our pupils well in their academic pursuits and throughout their lives.

Steps to Improve Behaviour

Good practice is that the following should be said quietly to the child 1:1, not in front of the whole group however this cannot always be possible. As always one voice needs to be used.

If a member of staff is supporting a child with their behaviour and colleagues believe that they are not emotionally able to be rational they are to ask them if they need help. If the adult asks twice it means that they have recognised that the member of staff is not emotionally rational and needs to step away. If a member of staff feels themselves unable to be emotionally controlled they must say 'a new voice needed.'

Step	Unexpected Behaviours	Support / Consequences / Actions	Action / Recording
Step 1 Redirection	• Low level disruption • Loss of focus /not concentrating • Calling out • Chatting • Slow working pace • Not following instructions	• Redirection • A gentle nudge in the right direction, always delivered with warmth and with high expectations: <i>'You need to stop talking so you can show your best writing.'</i>	• If positive reinforcement is not working, a formal verbal reminder of expected behaviour
Step 2 The quiet 30 second intervention	• Continuation of the above • Ignoring adult intervention • Intentionally upsetting others • Refusing to engage in learning • Disruption to teaching • Arguing with an adult • Damaging equipment • Rude/verbal abuse	• A gentle approach, personal and non-threatening, • Remind the child of related behaviour or action from the charter they are forgetting: <i>'I can see that you are finding it hard to'</i> • <i>'When you are..... (not listening, walking around, calling out), you aren't be ready/kind/respectful'</i> • <i>'Do you remember yesterday/last week when you were (positive comment).....'</i> • <i>'That is what I need to see today.'</i> • The child has a choice to do the right thing. They will be reminded of their previous good conduct to prove that they can make better choices. If the child doesn't respond, they need to be moved within the classroom. • <i>'I can see you are still finding it hard so I need you to move to.....so you can show me your best.'</i>	• Moved in class and final warning for missed playtime • If at playtime, the child can sit on a bench for a cooling off period.
Step 3 Time in with an adult	• Continuation of the above • Disruption teaching and learning • Leaving the classroom without permission • Not coming back to classroom at appropriate time • Refusing to do work • In proper use of equipment	• Speak to the child privately and give them a final opportunity to engage. • Discuss what happened and why it is inappropriate • Offer a positive choice to do so and refer to previous examples of good behaviour. If choice isn't made they need to be internally moved for reflection. • Clear consequence given: <i>'As you.....(finding it hard to engage...calling out....) you owe 5 minutes at playtime / lunchtime / stay back at the end of the day. Thank you.'</i>	• Parents informed by class teacher • Teacher add 'Missed playtime' on Bromcom • Behaviour log started if repeated incidents • If at playtime, child has time in with an adult (holding hand)
Step 4 Co-regulation with an adult	• Continuation of the above behaviours • Hurting of other children • Significantly disrupting teaching & learning • Defiance showed to adults and refusal to follow instructions • Throwing items with intent to damage or hurt • Swearing • Prejudice language or behaviour	• A calm, co-regulation strategy, this should be done in a quiet place in the classroom if possible or just outside the classroom • Adult to: - Acknowledge the child's difficulty - Name their feelings - Accept feelings but still limit the behaviour • <i>'I can see that you're having difficulty I'm wondering if that is because you're feeling ... (unsure of what to do, worried about getting it wrong, bored, worried, upset, angry, frustrated.....)? It is really hard when ... and it is okay to feel ... but it is not okay to ... (name unwanted behaviour) you will now need to</i> • <i>"As a consequence you will need to spendminutes in.....classroom to reflect on your choices so you can come back in and show us your best. I am looking forward to having you back in our room."</i>	• Parents informed by class teacher. • Class teacher to add 'time spent in other classroom' on Bromcom • If incidents continue then the following will be considered: Behaviour response plan written, child added to SEND register, consider referral to outside agencies, ELSA • If at playtime, child to have time in outside office

Step 5 Time-In with emotional available adult / co-regulation with SLT member	- Continuation of the above - Fighting and/or significantly hurting another child or adult - Aggressive or violent actions with intent to cause harm to others - Continual unkindness to other children. - Ongoing gender, homophobic or racist abuse - Destruction of school property caused by aggressive acts - Anti-social behaviour out of school when wearing school uniform or representing the school - Prejudice language or behaviour	- Higher level dysregulation that is unsafe or repeated behaviours. - A co-regulation strategy, this should be done just outside the classroom ie in shared area, or in playground, under canopy, playground, with a member of SLT - Start by naming the feeling: 'Name it, to tame it': "I can see that you're having big feelings. You're very upset/ angry/ frustrated. It's really hard when we have these big feelings that come over us like a big wave." "I wonder if you are feeling...." - Breath together to calm: "Let's take some deep breaths together to help calm those feelings. Breathe in through your nose and out through your mouth." - Adult models and breaths alongside the child (make sure you're at a 1m distance and breathing away from each other). The rhythm of your breath will start to calm the child and they will then usually join in. See card - Give a narrative to their experience - Tune in to what's going on for the child from their perspective. Reflect back to them. - Validate their experience (even if it seems completely over the top). - Accept the feelings they had but tell them that the unwanted behaviour is not okay. - Have a restorative conversation with the teaching adult at an appropriate time (see below). - Repeated Behaviours/Defiance: "As you have.... which has meant (children have been hurt/upset/learning disrupted etc) you will need to.....internal exclusion/suspension." - Alternative provision put into place - Specialist setting identified - Last resort permanent exclusion by HT	- SLT to inform parents - Internal exclusion to be entered onto Bromcom by SLT - Time spent in HT/DHT/AH/SENCO office - Incident to be logged on My Concern - The following to be implemented; Behaviour response plan written, child added to SEND register, consider referral to outside agencies, ELSA, counselling - If at playtime, the child is to have time with SLT
Restorative conversation	- Not for every misdemeanour, but for every incident of when the relationship has been broken and whenever behaviour has fallen below what is expected. This needs to take place alongside the sanction. - This will take place when the child is able to co-regulate and will be based on WINE: I wonder, I imagine, I noticed and then empathy e.g. "I am wondering if you punched him because he took your car, I imagine this made you so very cross and you felt your...blood boil, brain go fuzzy, etc and I noticed that your face went red. I can understand you feeling like that but we don't hit/kick/ as it is not safe and hurts. Go over charter." - It is important that the adult is emotionally ready for the conversation. When SLT bring the child back and the class or adult isn't ready the teacher must say 'we are just finishing up and we will be ready soon.' - When a child is returned to class after time out, positively welcome the child back and don't revisit the previous behaviours		
SLT support	- Support should only be called if behaviour warrants a step 5 or if situation is unsafe - When SLT arrive to a class and ask 'Do you need help' the teacher then gives one of two responses: 1) Yes. Can you please take over, or if not in a emotional state to discuss with the children 2) Yes please. I need to talk to you. The SLT member is then filled in about the incidents and decides on the course of action. - The SLT will make a decision about next steps and SLT or teacher will call parents.		



Our Rules

- Be Kind
- Be Ready
- Be Respectful

Expectations

Be Kind

- Kind words
- Kind hands
- Kind actions



Be Ready

- Brilliant walking
- 1, 2, 3
- Be SMART



Be Respectful

- Look after our school
- Respect each other
- Respect adults



silence



whisper



quiet



normal

Rewards

Group

- Recognition Board
- Extra playtime
- Choosing
- House points

Individual

- Golden Critter/leaves
- Postcard Home
- House Points

Consequences

Step 1

If positive reinforcement not working, a formal verbal reminder of expected behaviour

At playtime

Give a formal reminder

Step 2

Moved within class for regulation. Warning given for missed playtime.

Cooling off period on bench

Step 3

Adult time in to offer chance to change behaviour and playtime or lunch play missed, or visit at the end of day

Time in with an adult (holding hand)

Step 4

Removal from class to a different class.

Time inside outside office

Step 5

Time in with SLT to regulate behaviour, reflect and restore.

Time inside outside office

Communication

Step 2,3,4 – class teacher

Step 5 or significant behaviour - SLT



Our Rules

- Be Kind
- Be Ready
- Be Respectful

Expectations

Be Kind

- Kind words
- Kind hands
- Kind actions



Be Ready

- Brilliant walking
- 1, 2, 3
- Be SMART

- Look after our school
- Respect each other
- Respect adults



Rewards

Group

- Recognition Board
- Extra playtime
- Choosing
- House points

Individual

- Postcard Home
- House Points

Consequences

Step 1

If positive reinforcement not working, a formal verbal reminder of expected behaviour.

Step 2

Moved within class for regulation. Warning given for missed playtime.

Step 3

Adult time in to offer chance to change behaviour and playtime or lunch play missed, or wait at the end of play.

Step 4

Removal from class to a different class.

Step 5

Time in with SLT to regulate behaviour, reflect and restore.

At playtime

Give a formal reminder

Cooling off period on bench

Time in with an adult walking side by side

Time inside outside office

Time inside with SLT

Communication

Step 2,3,4 - class teacher

Step 5 or significant behaviour - SLT

Step	Unexpected Behaviours	Support / Consequences / Actions	Action / Recording
Step 1 Redirection	• Low level disruption • Loss of focus /not concentrating • Calling out • Chatting • Slow working pace • Not following instructions	• Redirection • A gentle nudge in the right direction, always delivered with warmth and with high expectations: <i>'You need to stop talking so you can show your best writing.'</i>	• If positive reinforcement is not working, a formal verbal reminder of expected behaviour
Step 2 The quiet 30 second intervention	• Continuation of the above • Ignoring adult intervention • Intentionally upsetting others • Refusing to engage in learning • Disruption to teaching • Arguing with an adult • Damaging equipment • Rude/verbal abuse	• A gentle approach, personal and non-threatening, • Remind the child of related behaviour or action from the charter they are forgetting: <i>'I can see that you are finding it hard to '</i> <i>'When you are..... (not listening, walking around, calling out), you aren't be ready/kind/respectful</i> <i>'Do you remember yesterday/last week when you were (positive comment).....'</i> <i>'That is what I need to see today.'</i> • The child has a choice to do the right thing. They will be reminded of their previous good conduct to prove that they can make better choices. If the child doesn't respond, they need to be moved within the classroom. <i>'I can see you are still finding it hard so I need you to move to.....so you can show me your best.'</i>	• Moved in class and final warning for missed playtime • If at playtime, the child can sit on a bench for a cooling off period.
Step 3 Time in with an adult	• Continuation of the above • Disruption teaching and learning • Leaving the classroom without permission • Not coming back to classroom at appropriate time • Refusing to do work • In proper use of equipment	• Speak to the child privately and give them a final opportunity to engage. • Discuss what happened and why it is inappropriate • Offer a positive choice to do so and refer to previous examples of good behaviour. If choice isn't made they need to be internally moved for reflection. • Clear consequence given: <i>'As you.....(finding it hard to engage...calling out....) you owe 5 minutes at playtime / lunchtime / stay back at the end of the day. Thank you.'</i>	• Parents informed by class teacher • Teacher add 'Missed playtime' on Bromcom • Behaviour log started if repeated incidents • If at playtime, child has time in with an adult (holding hand)
Step 4 Co-regulation with an adult	• Continuation of the above behaviours • Hurting of other children • Significantly disrupting teaching & learning • Defiance showed to adults and refusal to follow instructions • Throwing items with intent to damage or hurt • Swearing • Prejudice language or behaviour	• A calm, co-regulation strategy, this should be done in a quiet place in the classroom if possible or just outside the classroom • Adult to: - Acknowledge the child's difficulty - Name their feelings - Accept feelings but still limit the behaviour • <i>"I can see that you're having difficulty I'm wondering if that is because you're feeling ... (unsure of what to do, worried about getting it wrong, bored, worried, upset, angry, frustrated.....)? It is really hard when ... and it is okay to feel ... but it is not okay to ... (name unwanted behaviour) you will now need to</i> <i>"As a consequence you will need to spendminutes in....classroom to reflect on your choices so you can come back in and show us your best . I am looking forward to having you back in our room."</i>	• Parents informed by class teacher. • Class teacher to add 'time spent in other classroom' on Bromcom • If incidents continue then the following will be considered: Behaviour response plan written, child added to SEND register, consider referral to outside agencies, ELSA • If at playtime, child to have time in outside office

Step 5 Time-In with emotional available adult / co-regulation with SLT member	• Continuation of the above • Fighting and/or significantly hurting another child or adult • Aggressive or violent actions with intent to cause harm to others • Continual unkindness to other children. • Ongoing gender, homophobic or racist abuse • Destruction of school property caused by aggressive acts • Anti-social behaviour out of school when wearing school uniform or representing the school • Prejudice language or behaviour	• Higher level dysregulation that is unsafe or repeated behaviours. • A co-regulation strategy, this should be done just outside the classroom ie in shared area, or in playground, under canopy, playground, with a member of SLT • Start by naming the feeling: 'Name it, to tame it': <i>"I can see that you're having big feelings. You're very upset/ angry/ frustrated. It's really hard when we have these big feelings that come over us like a big wave."</i> <i>"I wonder if you are feeling...."</i> • Breathe together to calm: <i>"Let's take some deep breaths together to help calm those feelings. Breathe in through your nose and out through your mouth."</i> • Adult models and breaths alongside the child (make sure you're at a 1m distance and breathing away from each other). The rhythm of your breath will start to calm the child and they will then usually join in. See card • Give a narrative to their experience - Tune in to what's going on for the child from their perspective. Reflect back to them. - Validate their experience (even if it seems completely over the top). - Accept the feelings they had but tell them that the unwanted behaviour is not okay. • Have a restorative conversation with the teaching adult at an appropriate time (see below). • Repeated Behaviours/Defiance: <i>"As you have.....which has meant (children have been hurt/upset/learning disrupted etc) you will need to.....internal exclusion/suspension."</i>	• SLT to inform parents • Internal exclusion to be entered onto Bromcom by SLT • Time spent in HT/DHT/AH/SENCO office • Incident to be logged on My Concern • The following to be implemented; Behaviour response plan written, child added to SEND register, consider referral to outside agencies, ELSA, counselling • If at playtime, the child is to have time with SLT
	• Continuation of the above high level behaviours on a regular basis.	• Alternative provision put into place • Specialist setting identified • Last resort permanent exclusion by HT	

Restorative conversation	• Not for every misdemeanour, but for every incident of when the relationship has been broken and whenever behaviour has fallen below what is expected. This needs to take place alongside the sanction. • This will take place when the child is able to co- regulate and will be based on WINE: I wonder, I imagine, I noticed and then empathy e.g. <i>"I am wondering if you punched him because he took your car, I imagine this made you so very cross and you felt your...blood boil, brain go fuzzy, etc and I noticed that your face went red. I can understand you feeling like that but we don't hit/kick/ as it is not safe and hurts. Go over charter."</i> • It is important that the adult is emotionally ready for the conversation. When SLT bring the child back and the class or adult isn't ready the teacher must say 'we are just finishing up and we will be ready soon.' • When a child is returned to class after time out, positively welcome the child back and don't revisit the previous behaviours
SLT support	• Support should only be called if behaviour warrants a step 5 or if situation is unsafe • When SLT arrive to a class and ask 'Do you need help' the teacher then gives one of two responses: 1) Yes. Can you please take over, or if not in a emotional state to discuss with the children 2) Yes please. I need to talk to you. The SLT member is then filled in about the incidents and decides on the course of action. • The SLT will make a decision about next steps and SLT or teacher will call parents.