



South Wonston Primary School

Relational and Promoting Positive Behaviour Policy

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1. Aims of this policy

At South Wonston Primary School we promote high expectations of behaviour and personal achievement for all of our pupils.

By creating a safe, caring and stimulating environment, we seek to promote the principle that South Wonston Primary School is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward shall be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes. We are committed to developing skills within South Wonston Primary School that enable all pupils to be independent, self-regulate and have self-control, are safe, happy and have respect when out in the wider community.

This policy sets out how all stakeholders will:

- Provide a safe and secure environment, where all children feel valued and feel confident to speak out and seek support when needed
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Guiding Principles

At South Wonston Primary School we are committed to creating a safe and inclusive environment. We understand that behaviour is a form of communication. We therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. Our approach aims to support children to build resilience and develop positive communication strategies so that they can be ready to engage with learning.

In line with our school values to **I**nspire, **C**hallenge, **A**chieve and **N**urture, we believe that the key to managing behaviour successfully is through developing caring and trusting relationships. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their own behaviour and encourage others to do the same. As members of our school community, demonstrate and promote three key principles of 'Be Ready, Be Safe, Be Kind.'

How do we promote a sense of belonging?

South Wonston Primary School is a safe place where children know people will care about them, where their needs for support, respect and friendship will be met, and where they will be able to get help to work through problems to a resolution. When these needs are met, children develop a sense

of belonging at school. Belonging is very important for children's mental health and wellbeing. Children who feel that they belong at school are happier, more relaxed and have fewer behavioural problems than other students. They are also more motivated to learn and be more successful with their schoolwork. We promote belonging through some of the ideas below

- Meet and greet on the gate by SLT/Inclusion Team in the morning
- Meet and greet by the teacher or teaching assistant as they enter the classroom in the morning and after break-times
- Uniform
- House teams & house points
- Clearly articulate and ensure that everyone understands and follows our school values
- Contribution to the whole class "Marble Award"
- Attendance at whole school events and assemblies

3. Expectations

The management of behaviour is the responsibility of all adults in school.

3.1 Promoting positive behaviours

In order to promote positive behaviours, it is expected that all staff will provide:

- **Effective presence/supervision/timekeeping by all staff.**
- **Consistency and predictability**
 - Creating a **calm, inclusive classroom** environment with clear expectations (calming aesthetics and less 'wallpaper' to avoid cognitive overload, visual timetables, labelled resources that are easily accessible and vocabulary supported by widgets).
 - **Structured routines**
 - Welcome after every transition back to the classroom
 - Calm music during every transition back to the classroom (morning, break, Lunch and whole class transitions during phonics)
 - 'End and Send'
 - Teacher at the front of the line and TA at the back of the line around school (including break, lunchtimes and movement between classes)
 - **Well defined boundaries**
 - **High expectations of behaviour including *how to show pride in our school.***
 - **Consistent application of rules and associated language.**
 - **Staff who are curious about all learners and take time to get to build relationships**
 - **Appropriate forms of communication** – verbal and non-verbal including signs/symbols
Use of Vital Relation Function (VRFs). Which all staff have on their lanyards.
- **Positive praise as the primary tool when managing behaviour.** We praise and encourage, always aiming to raise self-esteem and build relationships.
 - Use specific praise and rewards to promote positive behaviours and build children's relational and learning skills. Actively celebrating these successes within our community-Praise in Public (PIP)

- To recognise that each child is valued, respected and celebrated as an individual.
- **Effective matching of curriculum to the individual**
 - Relevant pitch and expectations for all children to ensure that the challenge is appropriate and all children can feel successful and proud of their learning
 - Explicit teaching about behavioural expectations in different contexts through our positive behaviour system and PSHE curriculum
 - Explicit teaching strategies for self regulation (Our school uses Zones of Regulation and the Thrive approach).

3.2 When dealing with negative behaviours all staff will:

- **Seek to understand** what a child is trying to communicate through their behaviour and attune to their emotions, accept and validate their feelings and reinforce expectations
- **Use a restorative approach** through which children are taught to reflect on their behaviour in order to resolve conflict and restore caring relationships. All adults must endeavour to separate the behaviour from the child. We are not trying to change the child; but support them to understand and change their own behaviours and make better choices.
- **Avoid confrontations-** with children being given appropriate time, space and choices to avoid escalation.
- **Focused attention:**
 - Children should always be listened to.
- **Assume team responsibility**
- **Recognise and challenge negative behaviours privately and respectfully** and, following appropriate time, a restorative approach taken. Remind in Private (RIP).
- Ensure **children understand the reasons for any consequences.**
- Ensure that consequences are natural consequences which are both proportionate, and focused on promoting future positive behaviour, not punishment. Consequences will be bespoke to the individual (i.e. whole class consequences should not be put in place).
- Adapt behaviour strategies in consultation with the Inclusion Lead to match a child's individual needs.

4. Understanding Behaviour

South Wonston Primary School staff are trained in supporting good behaviour for learning through the Thrive approach. The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development; staff use the Vital Relational Functions (VRFs) to help pupils to regulate behaviour, the VRFs are:

Attunement – Demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.

Validation – Demonstrating that their feelings are real and justified.

Containment – Offering their feelings back to them, named and in small pieces.

Soothing – Soothing and calming their distress repeatedly.

Regulation – Communicating the capacity to regulate emotional states by modelling how to do it.

Staff will also support a child by maintaining an attitude of PACE, maintaining this stance will develop trusting relationships and help a child to feel safe:

- **Playfulness**
- **Acceptance**
- **Curiosity**
- **Empathy**

We separate the child from the behaviour; we make it clear to the child that while their behaviour is unacceptable, we continue to care about them and are committed to maintaining the relationship with them.

5. Our Code of Behaviour

We recognise that every child in our school has the right to an education, to feel safe, to belong and to relax and play. These rights underpin our behaviour code:

- We are **ready**,
- We are **kind**, to each other and our school
- We are **safe**, at school, out of school and online.

Please see appendix 3 and 4 for clarification on what this means in our school.

6. Stepped approach to a child's behaviour

As outlined above, it is the expectation that all children will follow the code of behaviour and positive praise and rewards will be given to those who do so.

We encourage the positive behaviour needed for a successful learning environment through a variety of responses including:

- Use of classroom noise monitors to indicate perfect learning conditions
- Specific Verbal praise: Wonderful Walking, Super Sitting, Lovely Listening
- Stickers
- House points
- Positive phone calls home
- Positive notes home
- Headteacher's award- for exceptional work in class. The child's name will also be called out during the Celebration Assembly.
- Weekly Teacher certificate awards that are linked to 'Be Ready, Be Safe and Be Kind. Children then sit at the 'top table' and eat lunch with the Headteacher.
- Class marbles in the Jar to earn a class reward.
- Weekly lunchtime behaviour raffle box – children receive a raffle ticket when they demonstrate good lunchtime behaviour. Their name is then entered into the weekly celebration raffle and they can choose a prize from the treasure box if their name is drawn.
- Good Egg Award – Children are anonymously nominated by peers for outstanding behaviour over the previous half term. Rewards include afternoon tea with Mrs Rowe.
- Governor's Award – Children are nominated by members of the public who comment on their exceptional behaviour outside of school e.g. school trips.

If, despite being supported, a child repeatedly does not follow our Code of Behaviour, a stepped series of consequences will be used. These will always be a natural consequence which is proportional to the behaviour. All staff will use the same stepped approach in order to create consistency and children know the expectations when their behaviour is being addressed. All children are given a chance to do the right thing before any application of the sanctions within the behaviour policy. See stepped approach on next page in conjunction with appendix 1.

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| Step 1. Statement of reality | Responsible staff: Class Team when in class All staff around the school including breaktimes |
| Application | Script 1: Statement of Reality |
| <ul style="list-style-type: none"> ● Have a quiet word (PIP and RIP) ● Refocus child ● Identify triggers and remove/offer support/make adaptations ● Follow script ● Positive praise for others following our code of behaviour (do not compare) ● Catch child displaying positive behaviours that follow our code of conduct ● Positive reminders ● Visual reminder of expectations ● Non-verbal reminder ● Offer use of a calm space / movement break / sensory break | <p>Tell the child what you see: “Fred, you’re... (e.g. running in the corridor/tapping your pencil on the desk/talking when I’m speaking...)”</p> <p>Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.</p> <p>Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it. After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.</p> <p>Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.</p> <p>When they are demonstrating a positive change make sure to acknowledge that with praise: “Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)”</p> <p>If the child’s behaviour doesn’t change after a reasonable take-up time, move on to Step 2.</p> |
| Step 2. Tell them the behaviour that you want to see | Responsible staff: Class Team All staff around the school including breaktimes |
| Application | Script 2: Tell them the behaviour you want to see |

- Ensure that triggers have been identified and addressed (i.e. is work too tricky, someone else distracting them or dysregulated after a break time incident). Is further support with the task needed, or a movement break needed- or a job to take something to another adult in the school.
- Given, as privately as possible (PIP and RIP)
- Draw attention to another child following the rule first and thank them (but don't make comparisons)
- Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive)
- Tell the child the behaviour that you want to see
- Walk away so as not to get into a back and forth negotiation
- Decide if the child may need a movement break or sensory break

“Fred, I need you to be safe/be ready/be kind and walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)”

Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

Use support strategies in appendix 2.

If you then see a positive change in behaviour, **acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up).**

Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in Step 3.

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| Step 3 – Using language of choice | Responsible staff: Class Team |
| Application | Script 3: Statement using Language of Choice |

- Reassess triggers - what else can you do to support?
- RIP
- Provide choice to include a natural consequence
- Walk away so as not to get into a back and forth negotiation

Consequences could be:

- 5 mins off playtime, choosing time, time out of an activity, time with staff member on duty to discuss incident.
- If lost learning child needs to spend 5 minutes discussing the behaviours and zones of regulation that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back)
- Making good what went wrong.

Failing to be consistent in carrying out consequences that you have suggested quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.

Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction.

However there are some instances where revising a sanction or consequence (up or down) may be appropriate e.g. if an adult becomes aware of other information pertaining to a situation. In cases such as these adults should explain the reason for the change to the child.

State what they are choosing and explain the consequence: “Fred, you are choosing not to be safe/ready/kind and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a natural consequence]”

Limited choice e.g.

- “Put the pen on the table or in the box”
- “Talk to me here or in the playground”
- “Are you going to wear shoes or wellies?”

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.

Natural consequence: Be careful to make sure that any consequence you suggest is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, **then you must praise them for making the right choice.** This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: “Well done/Thank you Fred, you made the right choice”

Should the child choose not to do as you have asked, then **you must follow through with the consequence** that you stated. This is very important so that the child comes to understand that you mean what you say. **If good behaviour follows, then reward that separately, but still maintain the consequence.**

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| <p>Following through when aware of an error would be harmful to relationships and fundamentally unfair.</p> <p>When you are consistent in seeing through consequences, as you suggested , these scripts work!</p> | |
| <p>Step 4 : Reflection Time with phase leader</p> | <p>Responsible staff: Thrive mentors and Phase Leaders</p> |
| <p>Application</p> | <p>Script 4: Restorative conversation</p> |
| <ul style="list-style-type: none"> ● If a child is dysregulated, Thrive mentors/trusted adult support child with Zones of regulation/movement break/walk and talk or time in regulation station (located in the NEST). If it is playtime staff on duty will radio the NEST team and child will be taken to them to regulate if needed. ● Once child is regulated, phase leader will be notified and will either work directly with the child or support the teacher to have a restorative conversation. They will follow script ● Following this: <ul style="list-style-type: none"> ○ If during learning time, children will complete their work (either in NEST or table outside their classroom- wherever child feels comfortable) for a specified time (10 Minutes) – class teacher will need to supply work and ensure the child can complete work independently. ○ If during breaktimes or movement around the school, the Phase leader will support a natural consequence. | <p><u>*DO NOT describe child’s behaviour to other adult in front of the child*</u></p> <p>What (in your words) happened? (Comic book drawing may be supportive during this discussion). Through key points in the recount discuss how they and the other people involved were feeling - zones of regulation. During this discussion Attune and Validate.</p> <p>Support them to restore the situation - chose one or more of the following:</p> <p>Who has been affected and how? How can we put right the harm? What have we learned to make a different choice next time? (Next time I will...) What would you like to happen next? How can we make things better for _____? If everything was going to be OK, what would need to happen? How can you help to put this right? How can we make it OK for you to go back to your lessons/activities/friends? What do you think _____ might need?</p> <p>Visual prompt card appendix can be used to support conversation.</p> |
| <p>Step 5 – Reflection Time</p> | <p>Responsible staff: – Headteacher/Deputy Headteacher/Assistant Headteacher</p> |
| <p>Application</p> | <p>Useful Language</p> |

- If a child is dysregulated, Thrive mentors/trusted adult support child with Zones of regulation/movement break/walk and talk or time to regulate. If it is playtime, staff on duty will radio the on call team and child will co-regulate with SLT (Initials of adult needed and location said once- person requested will respond on way).
- Following this:
 - If during learning time children will complete their work with HT/DHT/AHT for the rest of that session. Class teacher will need to supply work and ensure the child can complete work independently.
 - If during breaktimes or movement around the school the HT/DHT/AHT will support a natural consequence.

DO NOT describe child's behaviour to other adult in front of the child

The Importance of Restoring a Relationship - We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to reflect on what happened, to repair any damage (to themselves or others) and to restore (themselves and others) to their previous (or improved) good selves. Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on. The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days. The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them.

Behaviours that warrant a step 3 approach and above must be logged by the adult dealing with the child on the school CPOMS system. These incidents will be monitored regularly by the Assistant Headteacher for Inclusion in conjunction with the DSI and DDSL. Where patterns emerge or a persistence in these behaviours staff will apply the steps outlined in Appendix 3.

8. Extreme and Distressed Behaviours

8.1 What is Extreme/distressed Behaviour?

Extreme and distressed behaviours can include but are not limited to:

- Verbal aggression to members of the school community
- Physical damage to learning environment or equipment
- Causing physical injury to themselves and members of the school community
- Refusal to follow instructions for the safety and wellbeing of the individual or the group.
- Leaving the classroom without informing an adult
- Fleeing/Attempting to flee from the school grounds

Some pupils may exhibit these behaviours regularly because of special educational needs and will require additional support and intervention in order to be successful learners; they may have individual behaviour plans to tailor behaviour support to their individual needs. When pupils use the behaviours to communicate their distress, our priority is always to keep everyone in the community safe and to regulate the emotions of the individual using the Thrive Approach of Vital Relational Functions (outlined above) and Emotional Coaching.

When responding to a distressed child, our priority is the safety of all individuals in the vicinity and once this has been established, staff should aim to coach the child through their emotions. This enables us to build a connection before seeking to correct the behaviours. This requires high levels of empathy and clear guidance. As co-regulators, adults seek to respond both empathetically and with guidance. Other response styles can lead to further escalation or to children feeling unheard or not understood.

8.2 Script for distressed behaviour

Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

"I notice that you look sad/you are cross/etc" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

"I want to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it

may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

“When you are ready to Talk, I will listen” - this tactic provides children with a calm option to explain what’s on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won’t be repeated in the future.

“Shall we go somewhere quieter/safer/warmer/etc and we’ll talk about it…” – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they’re in an unsafe place (e.g. on a wall or on the roadside).

8.3 Once a child is regulated

Once a child is regulated, their actions are discussed and the root cause of the distress explored. During this restorative process, children are taught and reminded of alternative strategies to use when distressed and problem solving is modelled. This can only be done once the child has completed the crisis cycle and is ready.

If distressed behaviours threaten the safety of anyone in the school community, one of the following strategies may be necessary:

- Remove other children from the immediate vicinity of the incident.
- Escort the distressed child from the environment
- Use of appropriate Physical Intervention in line with DoFE guidance?

9 What is unacceptable behaviour?

Unacceptable behaviour differs from extreme or distressed behaviours in that the actions are controlled and considered rather than non-governed behaviours that occur due to lack of emotional control. At South Wonston Primary School, we consider the following to be unacceptable:

- Bullying
- Prejudicial language and harassment
- Act of deliberate vandalism
- Theft
- Deliberate physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a member of the school community
- Persistent and ongoing extreme behaviours which would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- Sexual behaviour within the BROOKS "Red" criteria"
- Substance Misuse

All behaviour of this kind will be dealt with in line with section 10 of this policy. The school will implement a contextual approach to any such behaviour taking into consideration each individual

child's background including but not limited to looked After Children or Previously Looked After Children as well as those with SEND.

9.1.1 Child on child abuse

Child on child abuse is behaviour by an individual child or group of children, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child on child abuse including:

- bullying (including cyber-bullying)
- physical abuse
- Sexual behaviour within the BROOKS "Red" criteria"
- youth produced sexualised imagery
- initiation / friendship rituals

The school will implement a contextual approach to safeguarding pupils from child on child abuse and will ensure that all procedures take into account incidents of child on child abuse that occur outside of school or online in line with our safeguarding policy. If significant incidents occur outside school we will advise parents to contact the police.

9.1.2 Prejudice Based Abuse

Prejudiced based abuse may be defined as any words or actions towards an individual or group, whether present or not, which are intended to make a person feel frightened, humiliated, ridiculed and/or undermined in self-confidence and self-esteem because of any of the following protected characteristics:

- Disability
- Race/ethnicity/national origins/skin colour
- Gender Identity (both assigned at birth or not)
- Sexual Orientation
- Religion or belief
- Age

The purpose of this definition is not to prejudge the question of whether a perpetrator's motive was prejudicial or not.....(but) rather to ensure that investigations take full account of the possibility of a prejudicial dimension to the incident

9.1.2.1 What is a prejudicial Incident?

The type of incident that could be considered to be prejudicially motivated could be:-

- threatened or actual physical harm
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived (such as refusing to work with people or to sit and stand near them)
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred

9.1.3 Sexual behaviour within the BROOKS "Red" criteria"

Sexual behaviour within the BROOKS "Red" criteria" can be considered as any incident where:-

- A child exposes themselves to others
- A child touches another child in an inappropriate way.
- A child uses inappropriate sexual language
- Shows photographs or draws sexually explicit drawings

Incidents of this nature need to be handled sensitively as young and immature children can behave in a sexual way as a sign of anxiety or insecurity. Each incident will be investigated by SLT and the appropriate action will be taken in relation to the incident. The circumstances of an individual incident will need to be considered and appropriate action taken by the member of staff managing the incident.

9.1.4 Frequent/ Serious Incident

If incidents are more frequent or serious in nature then the Headteacher or DSL (Designated Safeguarding Lead) should be informed as this can be an indication of inappropriate sexual behaviour outside of school or a more serious problem. The Headteacher or DDSL will contact the parents or involve the appropriate outside agencies in line with Child Protection Procedures.

10. How we will manage unacceptable behaviour

In all instances where behaviour could be categorised as unacceptable staff will -

- a) Make sure that everyone is safe
- b) Follow the restraint policy if risk is deemed high enough
- c) Treat the incident seriously and listen carefully to all parties
- d) Make careful records of the incident on CPOMS
- e) Discuss the incident with an Assistant Head, Deputy or the Headteacher who will investigate further if necessary
- f) Offer support to anyone who has been harmed both physically and emotionally during the incident
- g) Inform parents (unless it's not in the best safeguarding interests of the child)
- h) Use restorative practices in order to reduce the chances of the unacceptable behaviour re-occurring
- i) Consider if a pupil's SEND is a contributory factor
- j) Consider appropriate actions or consequences if an incident is considered to be serious, repeated or have prejudicial motivation
- k) Consider whether the risk is serious enough to require the use of Suspension or, as a last resort, exclusion

The Headteacher will report the frequency of any prejudicial incidents, and the use of suspension, termly to governors.

11. Suspension and Exclusion

Suspension and Exclusion are extreme sanctions and are only administered by the Headteacher (in her absence the deputy or assistant head teacher will make this decision in consultation with the headteacher).

11.1 Suspension

Suspension will only be considered as an option if it is considered reasonable and proportionate to the challenging behaviour exhibited. All suspensions will be recorded and reported to governors in a termly report. Governors will meet with SLT to discuss support for any child if they exceed 15 separate exclusions. At times, the Headteacher may decide not to use the extreme sanction of a suspension but will decide an individual behaviour plan to try avoiding the sanction of an exclusion in the future. This could be accompanied by an internal exclusion where the children spend a time in another classroom or with an adult to complete their learning tasks.

If a child is suspended, parents will be issued with a letter to inform them of the reason and the duration, as well as any routes to challenge this decision.

Appropriate work, which can be completed independently, will be provided by the class teacher.

A reintegration meeting between the child, parents and a member of SLT will be arranged on the day of the child's return to school or to the classroom. A member of SLT will facilitate a restorative conversation through which everyone will discuss how home, school and the child can work together

to meet the expectation of behaviour at school. Children are integral to this meeting and will be part of forming strategies and plans to further ensure success.

A person with parental responsibility can ask the school's governing board to overturn the exclusion if either:

The child has been excluded for more than 5 days

the exclusion means they'll miss a public exam or national curriculum test

If the exclusion is for 5 days or fewer, a parent can still ask the governors to hear their views but they cannot overturn the headteacher's decision.

11.2 Permanent Exclusion

The decision to permanently exclude a child is a last resort and will only be made by the Headteacher in accordance with agreed national and local guidance. The decision to permanently exclude will only be made when there is sufficient evidence that there is a single significant incident or persistent and ongoing extreme behaviours which would seriously harm the education or welfare of the pupil or others in the school community, despite reasonable adaptation and support being in place.

Persons with parental responsibility for a child will be invited to a review meeting with the school's governors a child has been permanently excluded. This will happen within 15 school days. There is also the right to challenge this decision via the Local Authority.

<https://www.gov.uk/school-behaviour-exclusions/challenging-exclusion>

12. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)

- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

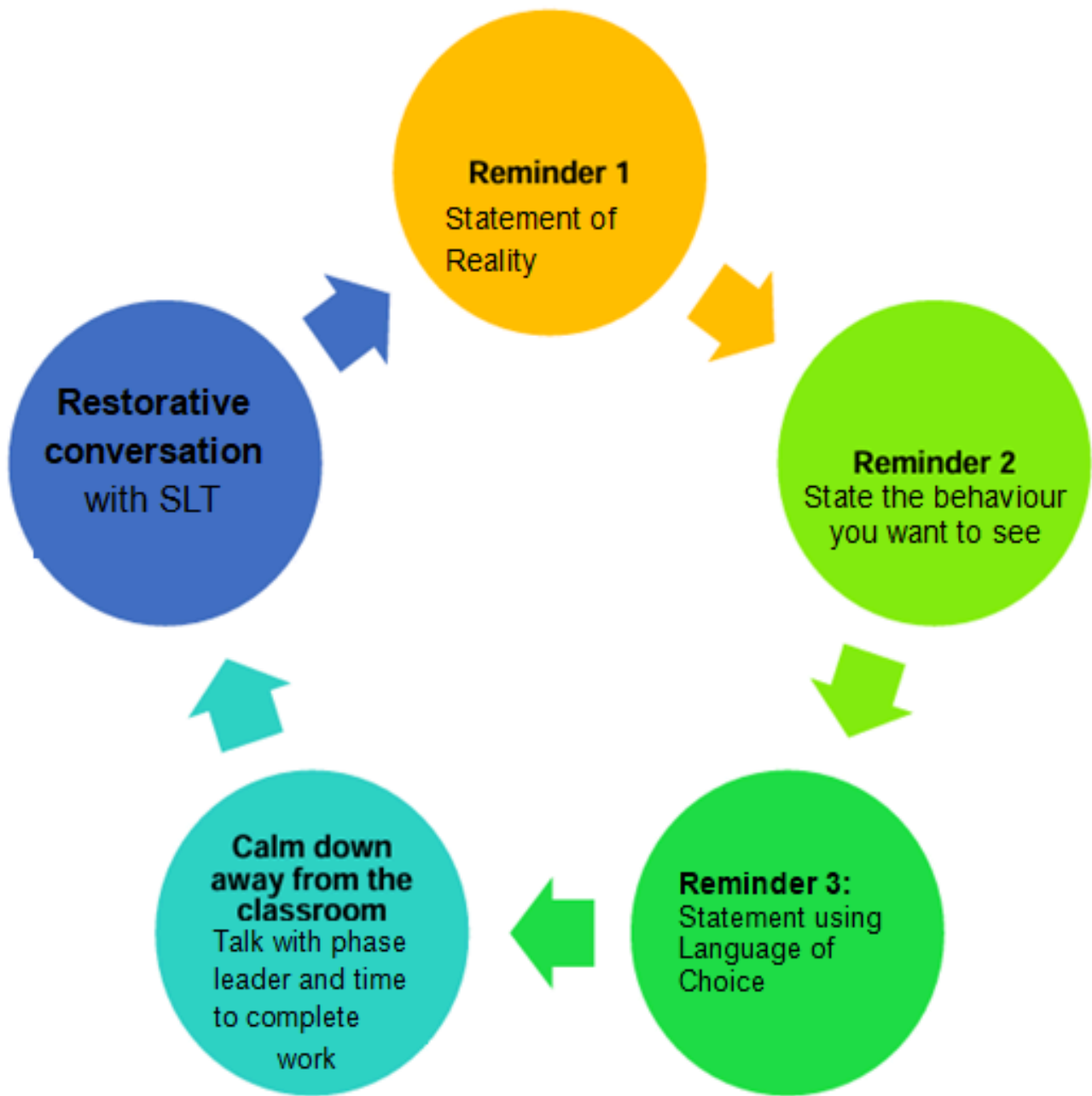
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

[It is also based on the Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

- › [Schedule 1 of the Education \(Independent School Standards\) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy](#)
- › [DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy](#)

Appendix 1- The restorative process



Appendix 2- The Behaviour Toolkit

| | |
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| <p>Directions are given in a calm, firm quiet voice</p> | <p>Give instructions and walk away to show expectation of compliance. I need you to move</p> |
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| | and sit over there... Thanks |
| Expect children to comply with the first instruction and give them time to do so. | End instructions with 'thank you' or 'thanks' not please. |
| Positive Questioning e.g. what are you doing? What should you be doing? Good you know what to do so can you do it, | Controlled choices If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do |
| Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models. | Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc. |
| Reflection time within the classroom (Regulation Station) or within sight of an adult on the playground if outside | Triage Support i.e. pupils given space and time to calm down or an opportunity to work under supervision but away from the classroom situation. |
| Ignoring or planned ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models) | Stay focussed on the primary (not secondary) behaviours |
| Securing the attention of all the children is essential and all adults will use the phrase 'Eyes on me' to promote the expectation that all children are ready to listen and learn. | Use positive 'do' rather than 'don't'. 'I'd like you to sit in your seat' rather than 'Don't walk around the class.' |
| Use When and Then – "When you put up your hands then I will ask you to answer the question. | Ask 'Are you ok' to intervene early and avoid conflict |

Appendix 3- South Wonston Behaviour Responses Framework

All elements of this guidance should be approached with a restorative mindset and an emotion coaching approach. We should approach students positively, politely and consistently. These are all

examples of responses and follow ups and each individual incident should be approached and considered on its individual merits/elements including the context of each child involved.

| Behaviour | Possible Reasons | Immediate Response | Likely Follow-Up |
|------------------------------|---|---|--|
| Uniform irregularity | Family issues, poverty, lost, damaged, dirty, missing, status, needing to express individuality | Offer uniform to wear | Member of staff to take time to enquire as to reason. If no reason, minor correction and reminder email sent home. Record on SIMS/CPOMS |
| | | | If repeated or refuses to change into school uniform, class teacher to contact parent and enquire if support with uniform is needed. Record on SIMS/CPOMS |
| | | | Where defiance is clearly the reason for repeated failure for child to wear the correct uniform, parents to meet with a member of SLT. Record on SIMS/CPOMS |
| Low-Level off task behaviour | Lack of understanding of task, low self-esteem, need to achieve, acceptance from peers, lack of motivation or enjoyment of topic, trauma response, external issues causing distraction, seating plan, lessons plan and pace | Address behaviour in a calm and non judgemental manner | Apply behaviour policy. Follow scripts. Record on SIMs/CPOMS. |
| | | | If a pattern emerges across subjects, parents/carers contacted by class teachers to ensure a supportive plan in place – may need an Individual Behaviour Plan. Record on SIMs/CPOMS. |
| | | | If low-level off task behaviour persists, parent/carer to be invited to formal meeting. Review of provision made. A plan is created at a meeting, which is reviewed after a set period. Record on SIMs/CPOMS. |
| Break/lunchtime incidents | Misunderstanding, peer pressure, boredom, status, connection seeking, lack of structure/ supervision, learnt behaviours, trauma response, relationship breakdown. | Address the incident immediately to ensure the safety of pupils. Explore incidents briefly with students to be able to decide on the next course of action. | Apply behaviour policy. Follow scripts. Record on SIMs/CPOMS. |
| | | | If incidents are frequent or a pattern emerges, Pastoral team/SLT to explore and unpick incidents with child. Supportive Plan may be required or consequence (Loss of social time). Parent/carer to be informed as necessary and plan amends together. |

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| | | | In line with behaviour policy if the incident is of an extremely serious nature, a fixed term suspension may be appropriate to allow time to investigate the situation and plan way forward, which may include a bespoke package of support for break/lunchtimes. |
| Unkind words directed to another student, face to face or through technology or social media | Relationship breakdown, peer pressure, acceptance, learnt behaviours, trauma response, lack of understanding, unawareness of consequence, lack of empathy | Listen to the perspective of the child and note down the details of the incident. Ask to see any text msgs/statuses on Facebook etc. is appropriate and with child's consent. If the unkind words are onesided, persistent and involve an imbalance of power, a bullying issue may be occurring. See Anti-Bullying Policy for guidance. | Follow our behaviour policy and scripts. Ensure that information is shared to relevant staff, including SLT. Record on SIMS/CPOMS. Ensure that information is shared to relevant staff, including SLT. Contact parents/carer/other agencies if appropriate. |
| | | | If an incident is of a discriminatory nature, it must be recorded on the PLAB form and Follow our behaviour policy: |
| | | | Persistent behaviour of this kind is bullying and the AntiBullying Policy and Procedures would need to be applied formally. |
| Threatening words or actions | Lack of understanding, low self-esteem, learnt behaviours, trauma response, need to achieve acceptance from peers, lack of motivation, external issues causing distraction, seating plan, lesson plan and pace, breakdown of relationships with peers or teacher, anxiety about issues. | Listen to the perspectives of the children involved. Calmly diffuse the situation by removing students from conflict, if applicable and appropriate. | Follow our behaviour policy and scripts. A more detailed exploration of the incident is required here. Relationships with the students involved would be the deciding factor in identifying the member of staff to follow up. |
| | | | A repeat or a more serious incident: A meeting may need to be arranged between the two parties. This would be led by a key adult. A thorough exploration of the impact of actions is essential. Parent/carer to be contacted and the incident recorded on SIMS/CPOMS as appropriate. |
| | | | Serious or persistent instances of threatening words or actions will be supported by a formal meeting with parents where an Pastoral Support Plan will be put into place. If appropriate the anti bullying policy |

| | | | |
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| | | | followed. Suspension or a bespoke package of support may be required. |
| Physical aggression/ altercation between children | Misunderstanding, anger, peer pressure, learnt behaviours, trauma response, status, lack of understanding. | Respond in a calm manner separating the students if safe and necessary to do so. | Follow our behaviour policy There may be different types of altercation between children; however, the guiding principles of dealing with incidents of this kind is always the same. As always, a full exploration of the an incident should take place. Parents/carers will be contacted if required. A formal restorative meeting will be called to restore the relationship between children if at all possible. The children may lose social time as a result. Record on SIMS/CPOMS. |
| Refusal to comply with adults instructions | Relationship breakdown, peer pressure, learnt behaviours, trauma response, acceptance, lack of understanding, unawareness of consequence, lack of empathy. | Address behaviour in a calm and nonjudgmental manner. Apply behaviour policy – reminder of expectations, inform SLT | Follow our behaviour policy and script. |
| | | | If a pattern emerges across subjects, parents/carers are contacted by the class teacher. Record on SIMs/CPOMS as appropriate. |
| | | | If non-compliant behaviour persists, parent/carer to be invited to a formal meeting. Review of provision made. Pastoral Support Plan/IBP created at meeting, which is reviewed after set period of time Record on SIMs/CPOMS. |
| Swearing at another child or member of staff | Misunderstanding, feeling threatened, peer pressure, learnt behaviours, trauma response, status, anger at external issues. | Respond with calmness and control, removing yourself from the conflict situation. | Follow our behaviour policy and scripts |
| | | | If incidents are frequent or a pattern emerges, Pastoral team/SLT to explore and unpick incidents with child. Supportive Plan may be required or consequence (Loss of social time). Parent/carer to be informed as necessary and plan amends together. |
| | | | If swearing persists, parent/carer to be invited to a formal meeting. Review of provision made. Pastoral Support Plan/IBP created at meeting, which is reviewed after set period of time Record on SIMs Persistent behaviour of this kind may be part of a bigger picture of bullying and if so, the AntiBullying Policy and Procedures would need to be applied |

| | | | |
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| | | | formally. |
| Damage to equipment in school | Peer pressure, insecurity, frustration at a relationship breakdown or earlier conflict in school, learnt behaviours, trauma response, unable to engage in learning. | Explore the perspectives of those involved. Apply behaviour policy. | Actions will depend on circumstances and nature of incident and will usually involve parent/carer and SLT. Focus should be given to the impact of the actions and how the child will restore the damage caused, possibly through financial reimbursement or a natural consequence such as helping to clean or mend. Supportive Plan in place if appropriate. Record on SIMs/CPOMS as appropriate. |
| Deliberately Taking something without permission | Poverty, peer pressure, learnt behaviours, trauma response, seeking connections. | Explore the perspectives of those involved. Apply behaviour policy. | Actions will depend on circumstances and nature of incident and will probably involve parent/carer and SLT. Focus should be given to the impact of the actions and how the pupil will restore the damage caused, possibly through replacement or return. Supportive Plan in place if appropriate. |
| | | | Repeated instances may lead to support being accessed through external agencies, via a multi agency support plan. Record on SIMs/CPOMS. |

Appendix 4- to be worn by staff on lanyards

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| Step 1. Statement of reality | Responsible staff: Class Team when in class/ All staff around the school including breaktimes |
|-------------------------------------|--|

| | |
|---|--|
| <ul style="list-style-type: none"> ● Have a quiet word (PIP & RIP) ● Refocus child ● Identify triggers and remove/offer support/make adaptations ● Follow script ● Positive praise for others following our code of behaviour (do not compare) ● Catch child displaying positive behaviours that follow our code of conduct ● Visual reminder of expectations ● Offer use of a calm space / movement break / sensory break | <ul style="list-style-type: none"> ● Tell the child what you see: “Fred, you’re... (e.g. running in the corridor/tapping your pencil on the desk/talking when I’m speaking...)” ● Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response. ● Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it. ● Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time. ● When they are demonstrating a positive change make sure to acknowledge that with praise: “Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)” |
|---|--|

| | |
|---|--|
| <p>Step 2. Tell them the behaviour that you want to see</p> | <p>Responsible staff: Class Team All staff around the school including breaktimes</p> |
| <p>Application</p> | <p>Script 2: Tell them the behaviour you want to see</p> |
| <ul style="list-style-type: none"> ● Ensure that triggers have been identified and addressed (i.e. is work too tricky, someone else distracting them or dysregulated after a break time incident). Is further support with the task needed, or a movement break needed- or a job to take something to another adult in the school. ● Draw attention to another child following the rule first and thank them (but don't make comparisons) ● Tell the child the behaviour that you want to see ● Walk away so as not to get into a back and forth negotiation | <ul style="list-style-type: none"> ● Given, as privately as possible (PIP and RIP) ● Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive) ● “Fred, I need you to <i>be safe/be ready/be kind</i> and walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)” ● Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional. ● If you then see a positive change in behaviour, acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up). |

| Step 3 – Using language of choice | Responsible staff: Class Team |
|---|--|
| <ul style="list-style-type: none"> ● Reassess triggers - what else can you do to support? <p>Consequences could be:</p> <ul style="list-style-type: none"> ● 5 mins off playtime, choosing time, time out of an activity, time with staff member on duty to discuss incident. ● If lost learning child needs to spend 5 minutes discussing the behaviours and zones of regulation that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back) ● Making good what went wrong. <p>Should the child choose not to do as you have asked, then you must follow through with the consequence that you stated. This is very important so that the child comes to understand that you mean what you say. If good behaviour follows, then reward that separately, but still maintain the consequence.</p> | <ul style="list-style-type: none"> ● State what they are choosing and explain the consequence: “Fred, you are choosing not to be safe/ready/kind and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a natural consequence]” ● Limited choice e.g. <ul style="list-style-type: none"> “Put the pen on the table or in the box” “Talk to me here or in the playground” ● You need to remain calm, without any sense of agitation or lack of control. ● You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour. ● If the child chooses to do the right thing, “Well done/Thank you Fred, you made the right choice” |

| Step 4 : Reflection Time with phase leader | Responsible staff: Thrive mentors and Phase Leaders *DO NOT describe child's behaviour to other adult in front of the child* |
|---|---|
| <ul style="list-style-type: none"> ● Support child with Zones of regulation/movement break/walk and talk or time in regulation station (located in the NEST). If it is playtime staff on duty will radio the NEST team and child will be taken to them to regulate if needed. ● Once child is regulated, phase leader will be notified and will either work directly with the child or support the teacher to have a restorative conversation. They will follow script | <ul style="list-style-type: none"> ● What (in your words) happened? (Comic book drawing may be supportive during this discussion). Through key points in the recount discuss how they and the other people involved were feeling - zones of regulation. <u>VRFs</u>. ● Support them to restore the situation -suggestions: <ul style="list-style-type: none"> ○ Who has been affected and how? How can we put right the harm? ○ What have we learned to make a different choice next time? (Next time I will...) ○ What would you like to happen next? ○ How can we make things better for _____? ○ If everything was going to be OK, what would need to happen? ○ How can you help to put this right? How can we make it OK for you to go back to your lessons/activities/friends? What do you think _____ might need? <p>Following this:</p> <ul style="list-style-type: none"> ○ During learning time, children will complete their work (either in NEST or table outside their classroom- wherever child feels comfortable) for a specified time (10 Minutes) – class teacher will supply work & ensure the child can complete work independently. ○ If during break times or movement around the school, the Phase leader will support a natural consequence. |

Appendix 5 - Posters for inside classrooms



Our Behaviour Code

In our school we believe that everyone has the right to feel safe; feel like they belong and a right to an education



BE READY

I WILL BE READY



Uniform Resources

Lovely listening



- Look at my teacher when they are talking
- Stay in my place whilst my teacher is talking



BE SAFE

I WILL BE SAFE



Good choices

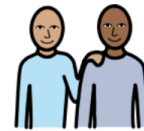


Respect school property
and use them for their intentions



BE KIND

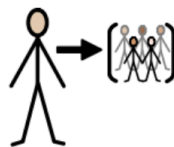
I WILL BE KIND



Friendly and polite



Takes turns and listen



Take part

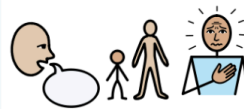
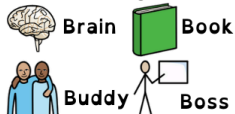


Listen and follow instructions



Use kind words

Use the 4 Bs
if I am unsure about my learning:



Tell an adult if you feel unsafe or worried



Be understanding and patient with others



How adults will support us to follow our Behaviour Code

In our school we believe that everyone has the right to feel safe; feel like they belong and a right to an education




I WILL BE READY FOR MY LEARNERS




I WILL ENSURE A SAFE COMMUNITY




I WILL BE KIND



Know my learners
needs, interests, context and circumstances



Explicitly model and teach expectations



Model our behaviour code and school values



Create a calm environment, preventing triggers



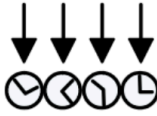
Share and follow behaviour policy



Develop excellent relationships

Have all resources ready

- pens and pencils
- books
- worksheets
- tables ready
- smart board ready

Follow up every time




Recognise and praise positive behaviours



Plan/support personalised lessons
Split inputs, flexible grouping, planned adult support



Log behaviours/actions on CPOMS



Listen, stay calm, give take up time and be consistent



Our Behaviour Code around the school

In our school we believe that everyone has the right to feel safe; feel like they belong and a right to an education.



BE READY



I WILL BE
READY



BE SAFE



I WILL BE
SAFE



BE KIND



I WILL BE
KIND



Be in the right place
at the right time



Walking around the
school



Kind hands
Kind words
Kind feet



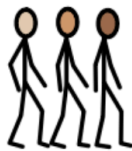
Have my belongings
in the correct place



Listen and follow
instructions



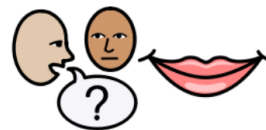
Notice what zone of
regulation people
are in and respond
appropriately



Lining up sensibly



Using resources for
their intentions



Ask how people are
and give kind gestures



How adults will support us to follow our Behaviour Code around the school

In our school we believe that everyone has the right to feel safe; feel like they belong and a right to an education



I WILL BE READY FOR MY LEARNERS



I WILL ENSURE A SAFE COMMUNITY



I WILL BE KIND



Collective responsibility for resources to be kept in the right place and tidy



Reinforcing positive behaviours around the school



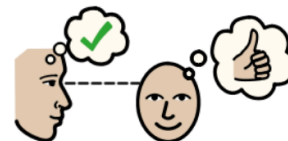
Notice which zone of regulation people are in and respond appropriately



Adults to be ready in a timely manner to support transitions



Adults to give clear instructions to support children to make good choices



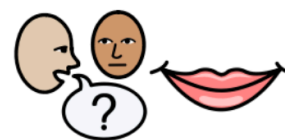
Take time to recognise and praise positive behaviours



High expectations consistent for how children move around school



Follow up every time



Ask how people are and give kind gestures