

Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

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Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed
V3.0	January 2023	Jo Andrews	Policy reviewed
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1. Introduction

At Parkland Primary School we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Online safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our school rules are:

‘Show **Respect**, take **Responsibility** and be **Safe**.’

These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms.

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils' efforts and achievements
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents will work with us to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils will work with us to:

- Work to the best of their abilities
- Treat other pupils and staff members with respect
- Use zones of regulation to communicate their emotional needs to school staff
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

8. Behaviour system

At Parkland, we recognise the importance of promoting positive mental health and emotional wellbeing for our pupils. We use zones of regulation to help pupils develop an awareness of a range of emotions and the ability to independently self-regulate, despite the emotion they experience, in a safe non-judgmental way.

We use a staged behaviour system; each classroom has a behaviour ladder displayed on the wall. This system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, it is used to modify behaviours that disrupt the learning of other pupils.

Behaviour ladders are to be used during learning time (lessons, assemblies and transition times) and during morning break-time. [Section 11 explains the behaviour system at lunchtime.](#)

Pupils who have been on green or above each half term will receive a certificate. At the end of each term all children on green or above will be entered into a year group prize draw to receive a £10 WHSmith voucher.

This diagram explains how the staged behaviour system works:

<p>GOLD – For pupils who continue to display behaviours and attitudes which are above and beyond the expected levels, they will be moved to Gold. At the end of the day pupils on gold will receive a sticker at the end of the day for recognition of their positive behaviour and attitudes. If they get two or more golds in a week, they will get a certificate in assembly on Friday.</p>
<p>SILVER- For pupils that display behaviours and attitudes which are above and beyond the expected levels, they will be moved to Silver. At the end of the day pupils on silver will receive a silver sticker for recognition of their positive behaviour and attitudes.</p>
<p>GREEN – All pupils start the day with their picture here. At the end of the day pupils on green will receive a green sticker for recognition of their positive behaviours.</p>
<p>A verbal warning will be given to pupils before they move down the behaviour chart for negative behaviours and/or attitudes.</p>
<p>YELLOW – If negative behaviours and/or attitudes continue, a pupil will move to yellow after they have been given a verbal warning. A restorative conversation will be had between the pupil and the member staff who has moved the child to yellow. Pupils are reminded of the school rules and expectations and what they need to do to get their name back to green. **If a pupil has an individual behaviour plan, they will have the option to have a check in with their key adult at this stage.</p>
<p>A verbal warning will be given to pupils before they move down the behaviour chart for negative behaviours and/or attitudes.</p>
<p>RED - If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour, they will be moved to red.</p> <p>For pupils in Year 1 – 6 they will spend time in their partner class (Appendix 1) to reflect. For Key Stage 1 this is for 5 minutes and for Key Stage 2 this is for 10 minutes, during this time pupils will complete a reflection sheet (Appendix 2). After their reflection time, the pupil will return to their class and engage in a restorative conversation in line with school rules.</p> <p>EYFS pupils will be asked to sit on the stop and think cushion for 5 minutes. During this time a member of staff will show visuals to the child as to why they might be having stop and think time. A restorative conversation will be had, and the child will be reminded of positive school behaviours.</p> <p>The pupil will also miss 10 mins of social time and missed work (due to reflecting) can be completed during this time.</p> <p>If a pupil receives a red on the behaviour ladder the Class Teacher will communicate directly with parents/carers at the end of the day. The incident is then recorded on CPOMs by the member of staff who dealt with the incident.</p> <p>Internal seclusion: Morning – until the end of lunchtime (10 mins free time after lunch has ended). Afternoon – all afternoon. No movement breaks, only brain breaks within the agreed space on internal seclusion. A letter will be sent to parents.</p>

Children who have ended the morning session on yellow or below will move back to green before afternoon lessons begin. Appendix 3 shows examples of how the behaviour ladder is used.

If a pupil finishes on red in the morning or the afternoon, this will be recorded on our school systems and parents will be notified via a conversation with the parents when they pick up or use our school Dojo system.

If a pupil receives two reds in a day or if behaviour is deemed to be of a serious nature, a member of SLT or the pastoral team will communicate directly with parents.

If a pupil receives three reds in a week, parents/carers will be called in for a meeting with the class teacher and a member of the pastoral team (a member of the senior leadership team may also attend). If after this meeting, negative behaviours haven't reduced, a further meeting will be had and the child will be placed onto a Learning Engagement Strategy (LES) ([more information can be found in section 14](#))

Pre-school have a similar system which has been adapted to the needs of the setting. Appendix 4 explains how the behaviour system works in pre-school.

9. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points

Dojo points are used in each class, and these are reset weekly. The child with the most class dojo points over the course of the week are awarded with a certificate in celebration assembly.

- ✓ Letters, texts or phone calls home to parents
- ✓ Weekly celebration of achievement
- ✓ Special responsibilities given
- ✓ Celebrate achievements on Twitter and the school's website
- ✓ Weekly celebrations for children who behave well/follow our school rules: hot chocolate with SLT (2 per class) or juice and biscuits in class (3 per class)

10. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Sending the pupil to another class
- ✗ Expecting work to be completed at home, or at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour plan

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral or SLT office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidents, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from offsite visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

11. Discriminatory Behaviours

One of our school aims is 'to believe in all individuals and celebrate diversity through understanding others who are different from ourselves. Be inclusive of the needs of individuals.' We believe that it is essential for our pupils to feel safe at school and therefore we teach pupils to value and respect all individuals.

Pupils who have experienced any discriminatory behaviour towards them will be listened to and fully supported in order to ensure the issues are fully dealt with. We have clear consequences when pupils do not follow our school expectations, therefore if a pupil uses abusive or discriminatory language and violence, we will follow our Staged Discriminatory Behaviour system:

Stage 1 – Staged system explained, 15-minute reflection during social time, parents informed. ‘Accept, Respect and Value differences’ intervention with a member of the pastoral team.

Stage 2 – Internal seclusion, parents called in for a meeting. A 6 week ‘Accept, Respect and Value differences’ intervention with a member of the pastoral team.

Stage 3 – Fixed term suspension for that period. A pupil is placed on an LES (Learning Engagement Strategy) and specific targets are given.

12. Lunchtime behaviours

Our behaviour policy is based around our Happy Lunch times strategy.

Our Happy Lunchtime System is as follows:

Goals – all pupils have been set a series of goals. These include:

- ✓ Using the “Zone” to provide a new activity each lunchtime
- ✓ For pupils to show respect to staff, equipment and to one another
- ✓ For pupils to play with kindness and consideration
- ✓ Using a positive behaviour system to encourage good behaviour
- ✓ Children have good manners and table manners

The Zone – an area of playground will be known as ‘The Zone’. Each day a different activity will take place, drawn from a wide range of activities designed to appeal to differing ‘styles’ of play.

The Zone will be overseen by 1 member of midday teachers who will determine each day’s activity. The activities will be rotated and the staff member on duty takes responsibility for the setup of the zone. They will ensure the rules are known and respected.

The Zone is designed to be inclusive – a place where everybody is welcome to come and play.

The Zone is designed to embed ‘novelty’ into the playground offering.

Midday teachers will take turns on a Rota to plan the daily activity. This will be put up on a board, so pupils know what the activity is. (At a later stage, pupils may be allowed to introduce their own game of the week.). A booklet of activities is available for midday supervisors to get ideas from.

Rules for the Zone

- ✓ Use the equipment in the zone – it can’t be taken out of the zone
- ✓ Everyone can join in (Children should reply ‘Of course you can’ when asked by another child if they can join in)

Wet Playtimes

During wet playtime, pupils will be supervised in their classrooms and some activities will be available for them to access. Pupils are still expected to show respect to themselves, their classmates, staff and any equipment they have available to them. The same rewards and consequences will be used.

REWARDS

13. **Pom Poms**. Midday teachers will award pom poms freely for positive behaviour during lunchtime. Pom poms will be collected in year groups. The winning year group will be announced in Friday's celebration assembly and the year group will win a 10-minute treat for themselves.
14. **Certificates** – Each midday supervisor will nominate a pupil for a special mention in Friday's celebration assembly. Certificates will include pupil name, staff name and reason for the award. Where relevant the reason will be linked to our school values.
15. **Top Table** – Once every half term, midday teachers will nominate 4 pupils (and a friend for each one) to sit at the 'top-table'. This will be a table of 'awesomeness'. The table will be decorated in a range of themes and have a lovely tablecloth and lights. It will feel very special in acknowledgement of the child's efforts. A midday teacher will join the children for lunch and sit and chat with the children.

SANCTIONS

At lunchtime the Midday teacher will use the following stepped Sanctions:

Step one = **A QUIET WORD** – used when somebody 'gets carried away'. This involves telling pupils what is not acceptable without 'telling them off'.

Midday teacher should: 1. Listen if a child wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave the pupil with a smile.

Step two = **2 MINUTE REFLECTION AND APOLOGY**. This is used when expectations / or school rules have been made clear, but the pupil decides not to follow them. It is deliberate/ pre-meditated misbehaviour. (It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc.)

Midday teachers will explain what was unacceptable and the pupil will have a 2 minute time-out with the staff member quietly. The pupil will be asked to apologise and reflect on what they did, accept that they were wrong, show respect and take responsibility. At the end of the reflection period the midday supervisor will end the period positively with a thank you and a smile.

If the pupil refuses to co-operate and show the midday teacher respect, then they will be given a warning. 'If you don't do it now it will be 5 minutes.'

If the child still refuses, then the reflection period becomes 5 minutes.

Step three = this is red line behaviour e.g. bullying, racism, violence, swearing, outright defiance, refusing 2 minutes reflection with midday teacher. In this instance, the pupil is sent to the reflection area outside the pastoral office. A staff member will be available to investigate the incident and then issue consequences according to the school's behaviour sanctions. The member of staff will then take the pupil back to the midday supervisor for the pupil to apologise and spend 2 minutes reflecting with the midday teacher who dealt with the original incident.

Children will line up at the end of lunch time and teaching staff will collect the children from the playground. They should ensure that pupils have been to a midday supervisor before they get involved in any reporting of lunchtime incidents and ensure pupils know it is the midday supervisor's decision. Useful wording is to say: 'I'm the wrong person to ask the midday teachers are in charge.'

Managed lunchtimes

Pupils who persistently demonstrate red level behaviour will receive a strike. Pupils who receive 3 strikes in a half term during lunchtime will be put onto managed lunchtimes by the pastoral team and/or SLT.

Strike 1	Phone call home by class teacher
Strike 2	Phone call home by Pastoral
Strike 3	Meeting with parent/carers to discuss managed lunch

The pupil will help identify different activities they would like to do at lunchtime to ensure lunchtime is a positive experience. While on managed lunches, if the pupil has a positive week with no incidents, they will earn a day outside onto the playground. For each positive week, another day will be earned until the pupil has earned all 5 days back. When a pupil has earned all 5 days back, the strike system will restart for them.

16. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

17. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

At Parkland we have Learning Engagement Strategies (LES). These documents establish key targets for pupils to achieve small step successes throughout the day. LES plans are used on an escalating-coloured basis (yellow, orange and red) as a visual reminder to the importance of the targets. Appendix 6 Demonstrates how the LES system works. The LES process involves greater levels of communication with all parties including the child and the child's parents/carers in setting targets and tracking successes. Clear, specific targets are set within the LES plan to achieve positive transition through the school day and enhanced opportunities for learning for all children within a class. Rewards and consequences are also dictated within LES plans in order to be able to ensure consistency and direction for witnessed behaviours in school. Appendix 7 shows an example of an LES.

In addition to LES', Behaviour Plans are created for children where they may display the wrong choices at school. These plans are used as a guide for adults in the school to identify triggers for negative behaviour choices; descriptions of the escalation of children's behaviours to avoid crisis; and the key adults to be called should crisis behaviours be displayed at school. These plans also identify key information, motivators that can be utilised for rewards and intervention strategies that the school are utilising to support the child in their time at school. These documents are created through a collaboration of key adults at the school including the parents, class teacher and support staff involved with the children on a day-to-day basis, pastoral team members and SLT. Appendix 8 shows an example of a behaviour plan. These plans are reviewed and updated regularly and stored centrally on TEAMS and uploaded to CPOMs. They are also available in class files for reference of all teaching staff including supply teachers when used to cover lessons.

18. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programs for that child. We will work with parents to create the plan and review it on a regular basis.

19. Exclusions and Suspensions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

There are 4 types of suspension/exclusion:

1. **Internal Seclusion** – pupils are removed from the classroom and complete their learning in the pastoral or SLT office. Internal seclusions will either be a morning or afternoon session. If incidents occur at the end of the school day, the internal seclusion will take place on the next school day. Parents will be notified that their child has been on internal seclusion and the reasons why.
2. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
3. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been

deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.

4. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

20. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Causing distress to another child at Parkland Primary School

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

21. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

22. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

23. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

24. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

25. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

26. Review

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

Appendix 1: Partner Class List

Partner classes for reflection	
1RS	2SS
1AP	2CE
1EH	2SA
3MT	6LW
3AN	6HO
3DR	6LG
4OK	5RR
4VT	5AP
4ZC	5NA

Appendix 2: Reflection Sheets

1. What happened?

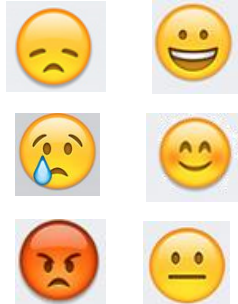
 I did not listen to the adults.	 I used unkind words or shouted out.
 I hurt or scared my friends.	 I got out of my seat or left the classroom.

2. What were you thinking about at the time?

How did it make you feel?



3. What have your thoughts been since the incident?



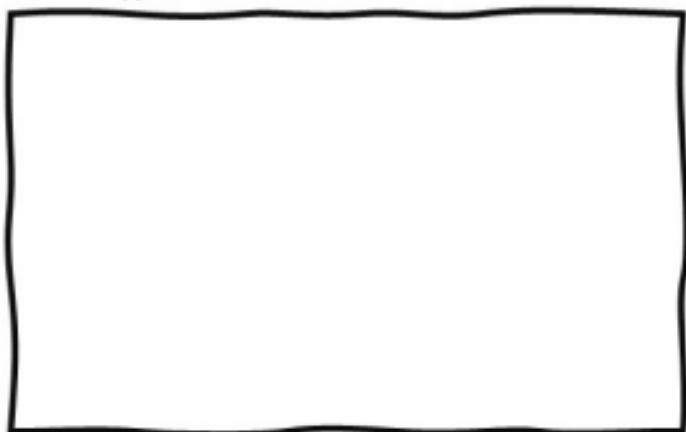
4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?

 I will use kind words.	 I will use kind hands.
 I will follow instructions.	 I will tell the adults if I have a worry.
 I will wait my turn.	 I will stay in my seat.

1. What happened?



2. What were you thinking about at the time?

How did it make you feel?



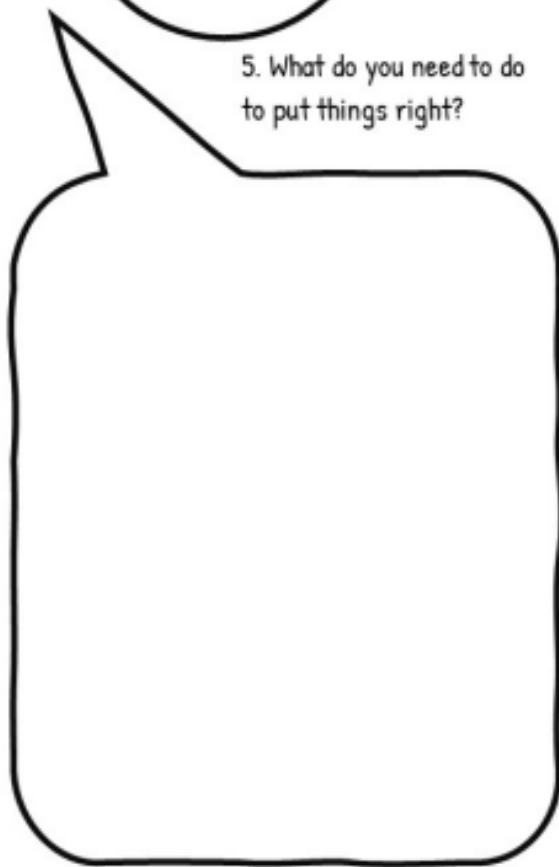
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



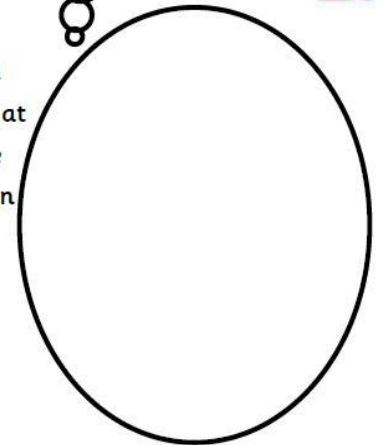
1.

What happened? Write or draw what happened

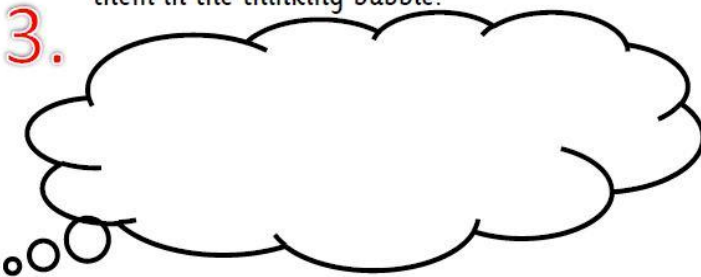


2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.



What have your thoughts been since the incident? Write them in the thinking bubble.



3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.

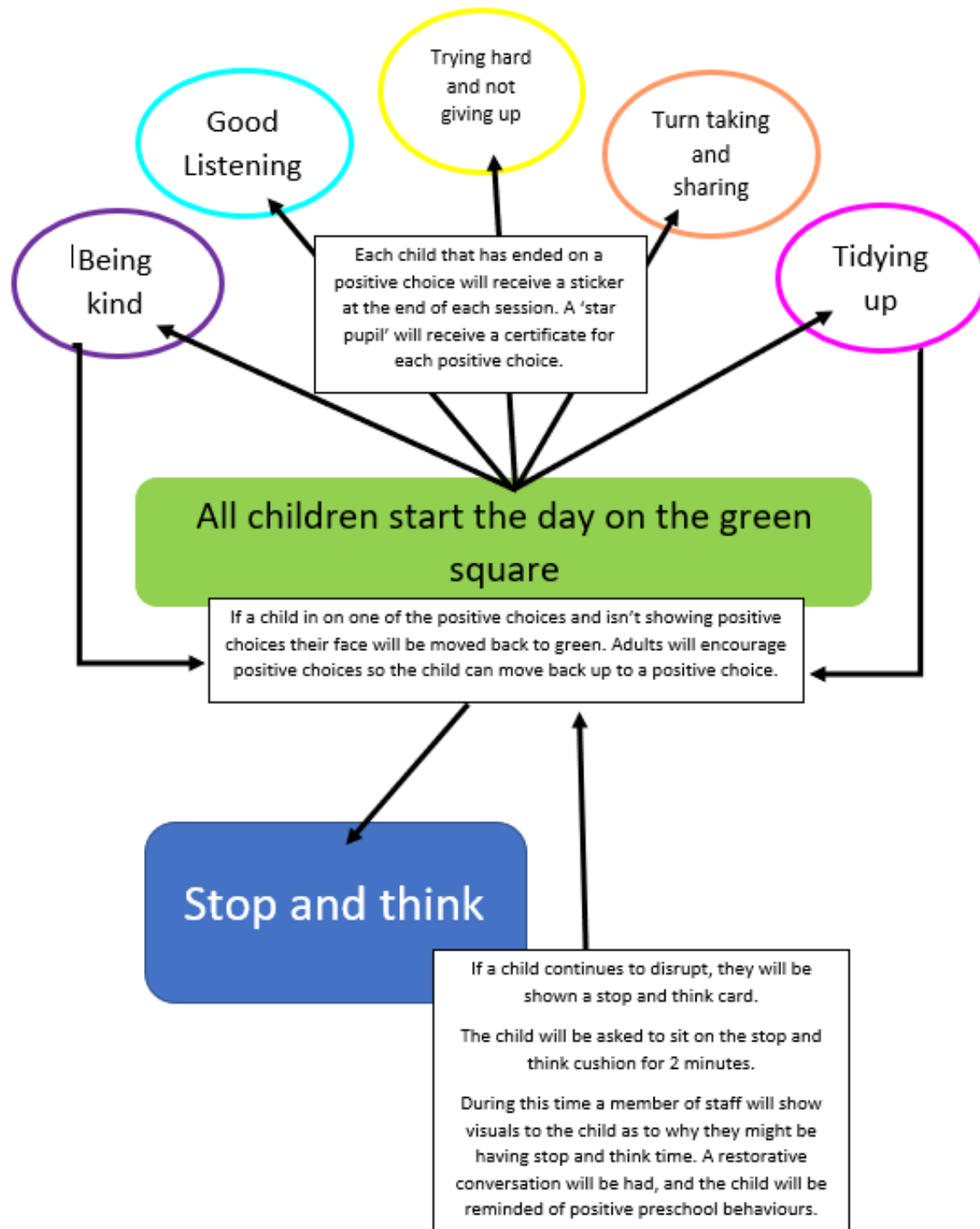


Appendix 3: Example of how the behaviour ladder is used for rewards/consequences

	Behaviour	Rewards/Consequences
Green	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> • Moving up the behaviour ladder • Praise (verbal & non-verbal) • Stickers • ABC stickers • Certificates • Showing work to SLT or other adults in the school (I'm a star card)
Yellow	<ul style="list-style-type: none"> • Talking to others whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Telling tales about others • Delaying being on task • Coming into class inappropriately • Taking things without permission • Throwing/flicking items • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Disrespect to adults • Answering back 	<ul style="list-style-type: none"> • Verbal warning • Children move down to Yellow on behaviour ladder • Confiscating offending items • Reminded of expectations • Change of seats in needed • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Red	<p>Persistent yellow behaviour and children will be moved straight to red for:</p> <ul style="list-style-type: none"> • Verbal abuse including racism & sexism • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult or pupil • Physical abuse to adults • Sexual gestures or behaviour • Using equipment as a weapon • Leaving the classroom without permission • Any extremely dangerous or threatening behaviour • Climbing on school furniture • Damage to school property • Refusing to follow instructions and non-compliance 	<ul style="list-style-type: none"> • Moved to red on the behaviour ladder • Miss 10 minutes of lunchtime (if AM red) or 10 minutes of break the following day (if PM red) • Complete behaviour log and record on online systems (CPOMs) • Call for the pastoral team if required <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> • Call for pastoral team • Involvement of SLT • Parents contacted • Internal seclusion • Short fixed term exclusions

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

Appendix 4: Pre-school behaviour system



Appendix 5: Lunchtime behaviour examples and potential solutions/consequences.

	Behaviour	Rewards/Consequences
	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> Praise Pom poms Certificates Top table
Warning/Reminders Step 1	<ul style="list-style-type: none"> Noisy and inappropriate moving around the school Playing in the toilets Interference with people's property in the cloakroom/lockers Dropping litter Running around school Screaming and shouting inappropriately 	<p>Step one = A QUIET WORD – used when somebody 'gets carried away'. This involves telling pupils what is not acceptable without 'telling them off'.</p> <p>Midday teacher should: 1. Listen if a child wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave pupil with a smile.</p>
Step 2	<ul style="list-style-type: none"> Deliberately damaging displays Inappropriate behaviour in the toilets Disrespect to adults around school Deliberately misusing equipment Deliberately seeking confrontation Minor aggression Rough / deliberate hurting of another's person or property Repeated behaviour following a warning or reminder 	<p>Step two = 2 MINUTE REFLECTION AND APOLOGY. This is used when expectations / or school rules have been made clear but the pupil decides not to follow them. It is deliberate/ pre-meditated misbehaviour. (It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc.)</p>
Step 3	<ul style="list-style-type: none"> Repeated behaviour following the completion of step 2 Intentionally hitting other children (unless persistent) Biting Fighting Persistent physical behaviours Hurting another pupil/staff member Swearing at an adult Graffiti Bullying Verbal abuse including sexism and racism Persistent bullying Physical abuse to adults Sexual gestures or behaviour Using equipment as a weapon Any extremely dangerous or threatening behaviour 	<p>Step three = 5 MINUTE REFLECTION AND APOLOGY + 2 MINUTE REFLECTION WITH MIDDAY STAFF</p> <p>The pupil is sent to the reflection area for the incident to be investigated further. The staff member deals with them according to the behaviour system sanctions. The member of staff then takes the pupil back to the midday supervisor for the pupil to apologise and spend 2 minutes reflecting with the midday teacher who dealt with the original incident.</p> <p>Recorded on CPOMS with a reason. Parents contacted.</p> <p>A strike will be issued for step 3 behaviours 3 strikes will result in managed lunchtimes.</p>

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

Appendix 6: Learning Engagement Strategy Flow Chart

Parkland Learning Engagement Strategy

Following Parkland behaviour policy:

If a child's behaviour needs additional resources to allow them to access mainstream education an 'Initial Strategy Meeting' will be called.

- SDQ completed

Stage 1:

- 3 week plan written specific to the child's needs:
 - Adult involvement decided (behaviour mentor/pastoral/class teacher)
 - Timetable needs agreed (e.g. managed lunchtimes)
 - Specific targets will be agreed
 - Rewards & consequences agreed
 - Interventions/relevant support decided upon
- Report card to evidence targets being met (yellow)
- Boxall completed
- Date of review meeting set (3 weeks)

Review meeting:

Targets to be reviewed

- If Stage 1 is deemed to be working - review targets and set another 3 week plan
- If Stage 1 is deemed to not be working – Move to Stage 2

External advice sought

e.g. Oakfield behaviour forum to seek advice

Stage 2:

- 2 week plan written specific to the child's needs:
 - New targets set
 - Consideration of part-time timetable agreed
 - Review timetable and identify triggers
 - Adult support identified (time limited – 1.5 hours) e.g. meet and greet, lunchtime, PE, maths support
 - Interventions agreed based on Boxall
 - Rewards & consequences agreed
- Report card to evidence targets being met (orange) – report to SLT
- Date of review meeting set (3 weeks)
- If targets at Stage 2 are not met internal exclusions will be put in place

Review meeting:

Targets to be reviewed

- If Stage 2 is deemed to be working - go back to Stage 1 and set new targets
- If Stage 2 is deemed to not be working – Move to Stage 3

External advice continued

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graph TD; A[External advice continued] --> B[Stage 3:]; B --> C[Review meeting:];
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Stage 3:

- 2 week plan written specific to the child's needs:
 - Specific targets set e.g. not hurting others, no inappropriate language
 - Tight timetable to be monitored regularly
 - Review timetable and identify triggers
 - Adult support reviewed and agreed from Boxall assessment
- A contract to be signed by parent and child
- Report card to evidence targets being met (red) – report to SLT
- Parents informed of progress daily (phone, face-face)
- Date of review meeting set (2 weeks)
- If targets at Stage 3 are not met fixed term exclusions will be put in place

Review meeting:

Targets to be reviewed

- If Stage 3 is deemed to be working - go back to Stage 2 for 2 weeks
- If Stage 3 is deemed to not be working – continue with another 2 weeks at Stage 3 (risk of further exclusions)

Appendix 7: Example Learning Engagement Strategy

Parkland Learning Engagement Strategy Targets



Name: *****			Start Date: 13.11.17		Review Date: 1.12.17		Week: 1 / 2 2/2 3/3		
Target:	Monday	Tuesday	Wednesday	Thursday	Friday	Adults Involved: ***** ***** *****			
To concentrate on the task given instead of distracting himself.									
To not distract others during learning time.									
Rewards: 10 minutes ipad time on a Friday at 2:30pm if ***** has received 15 out of the 20 ticks.			Consequences: Using other children to aggravate other pupils -behaviour ladder used. Not follow instructions – behaviour ladder used Not completing work during lessons – missing social time until complete.			Documents completed: Boxall SDQ			
Overview/ next steps: Strategies to help:	*****will have plasticine to fiddle with whilst the teacher is explaining the instructions to the class. Learning time to follow instructions and complete work requirements as directed by the teacher: consequences = complete during break-time. Behaviour ladder to be utilised for learning time to avoid low level disruption. Not following instructions from staff members will result in loss of free-time. Due to ***** continually following his lunchtime timetable, he will no longer be on managed lunchtimes although if continuous incidents this will be reviewed. Other targets to remain due to weekly absences.								

Pupil: _____

Class Teacher: _____

SLT: _____

Parent: _____

Behaviour Manager: _____

Date: | _____

Appendix 8: Example Behaviour Plan

Summarised Behaviour Plan			
Name: *****	Class:	Date of Plan:	Review Date:
Background: ***** is keen to please adults but he is finding it difficult to respond appropriately to the expectations in the classroom and this is now impacting on his own learning and that of others. His behaviours are reaching crisis point on a more regular basis resulting in him hurting staff. High levels of supervision are needed to support ***** in making good choices.			
Identified triggers include: <ul style="list-style-type: none">• Feeling hungry• Unstructured activities – both social times and during transition in class and around school• Assembly• Sitting in a carpet space for periods longer than 5 minutes• Constructive criticism or any form of challenge.• Something happening at home• Incident during break/lunchtime	Escalating behaviours can look like: <ul style="list-style-type: none">• Shouting out at inappropriate times• Talking whilst adults are talking	Crisis Behaviours can look like: <ul style="list-style-type: none">• Tearful• Anger• Pushing chairs and tables•	
Identified Motivators: <ul style="list-style-type: none">• iPad/Computers• Moving up the behaviour ladder• Basketball/football	Interventions: <ul style="list-style-type: none">• Meet and greet everyday with *****• Social and Emotional group• Time with Mr ***** (All times/staffing to be confirmed when timetables are complete)		
Key information: <ul style="list-style-type: none">• During Meet and Greet ** completes the same morning activity as the class however this is completed on the blue table outside the classroom so problems can be discussed and breakfast can be given if needed.• ***** has milk (if wanted) and a snack in the reflection area before he goes out for break.• For extended pieces for writing ** can use the computer but make sure auto correct is taken off so teachers can monitor his ability (this is very mood dependant).• If ***** walks out of class without an adult's instruction or he hasn't told an adult where he is going then this will be an instant red.• On a Wednesday and Thursday afternoon ** will spend time with Mr H helping with EYFS and Year 1 PE.			
If ***** is escalating his <u>behaviour</u> please fetch one of his key adults: ***** , ***** , and ***** Ways to speak to ***** when he is escalating his behaviour: <ol style="list-style-type: none">1) Clear instructions2) Repeat3) I am going to count up to 5, if you haven't made the right choice you will move down			