



Stottesdon CofE Primary School and Nursery

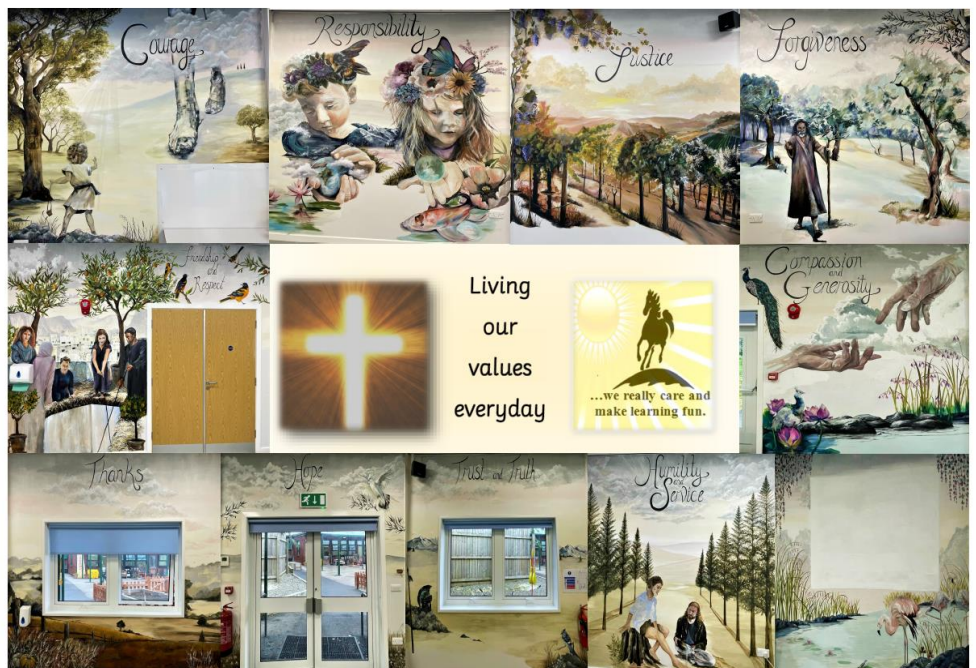
**'We really care and make learning fun'
Our School Behaviour Policy**

Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations. As part of The Shropshire Gateway Educational Trust this policy sits underneath the overarching [Trust Behaviour Policy](#).

We are a Church of England School and 'we really care and make learning fun' permeates through all we do (please see <http://stottesdon-school.co.uk/overview/being-a-c-of-e-school>). In our work, with each and every child, the value of care and love guides all our actions as we help them to truly embrace:

- Caring for ourselves - keeping safe, keeping healthy, keeping fit, keeping reflective (prayerful) - it is not selfish to learn to love yourself
- Caring for others - pets, friends, all members of the school community (staff and children), visitors, neighbours, others in the outside community
- Caring for our world - the environment, the neighbourhood, the school, the classroom, the earth and its harvest
- Caring for those in need - homeless (charities), the sick (hospital or hospice care), the bereaved (care groups), the lonely (community care) and the elderly (care homes)

Our daily assembly/worship is an important gathering each day in order to be together and reflect on key aspects of who we are and how we choose to be. Our values (humility and service; compassion; responsibility; justice; courage; forgiveness; thanks; respect; trust and truth; perseverance and hope; generosity; friendship) permeate all we do as a guide to our actions and decisions.



The Aims of the Policy

- To ensure a calm, purposeful and secure environment where teachers can teach effectively and children can learn.
- To promote an environment in which everyone feels happy, respected, safe and secure.
- To promote good relationships so that everyone can work together.
- To foster caring attitudes where achievements, at all levels, are acknowledged and valued.
- To encourage and teach increasing independence and self-discipline so that each child learns to take responsibility for his/her own behaviour and actions.
- To have a consistent approach throughout the school with parental involvement and support.
- To provide for pupils, staff and parents a sense of direction and a feeling of common purpose.

Our Core Principles

- Staff know that pupil's understanding of their emotions is a key aspect to understanding and managing behaviour. As a result, we adopt Emotion Coaching (See Appendix D) as a key strategy for all pupils.
- We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.
- Our school believes that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. We wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".
- Staff have a duty to help children succeed at school and to teach them to understand and regulate their behaviours in order to help them succeed.
- Staff have a responsibility to set clear and consistent expectations for behaviour.
- Staff have a responsibility to provide consistent positive encouragement to motivate children to behave.
- Children have a right to know what behaviours are appropriate to be successful in the classroom.
- Staff have a responsibility to teach their pupils how to manage their own behaviour.
- Staff must be empathetic but boundaried; firm but kind; 'Authoritative' versus 'Authoritarian' where adults are 'in control' versus 'controlling'.
- Behaviours should, where possible, be dealt with privately (not publicly)
- The behaviour choice (not the person) should be addressed and positively followed up.
- Most children can behave appropriately. Those who do not, either: choose not to; have not been taught; or have wider issues that need support.
- A close working relationship between home, school and pupil enables a more consistent approach towards behaviour. Information and strategies should be fluid between home and school.
- Children tend to be engaged if:
 - the task is meaningful
 - the level of challenge is appropriate i.e., not too hard so the child is overwhelmed, not too easy so the child is bored.

- they have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence.
- they have high self-esteem and feel valued.
- The following approaches are understood to lead to successful management of pupils' behaviour:
 - Role responsibilities and commonly understood rules and routines are the basis for management and discipline. Consistent school systems and social/behavioural norms are crucial across the school and timetable. For example, children should know the routine as they enter the class and begin lessons.
 - Emphasising behaviours as a choice and emphasising/developing behaviour ownership. Staff however are mindful and aware that for some children with specific issues (e.g. attachment) that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of the child are within their control. Pupils with these challenges will be dealt with sensitively according to training and advice (The Shropshire Attachment Aware Behaviour Regulation Policy and Appendix C)
 - Using a scale of least to most intrusive management style appropriate to the scenario
 - Utilising related consequences where appropriate e.g. tidying/cleaning mess
 - Developing positive corrective styles to solve problems
 - Taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation. Not using certain practices that can be emotionally harmful (e.g. public shaming - both verbal and non-verbal - including the use of sad faces/colours against names on classroom boards).
 - Utilising the principle of Cool Off Time and supporting dignified use of the time in (as opposed to 'time out')
 - Having an ethos of shared responsibility for behaviour - pupil, school, home and external agencies.
 - And finally:
 - Failing to plan is planning to fail. Teachers need to allocate time and effort to systematically teach children how to behave as well as having a continuum of strategies. Strategies should begin with those that are subtle and preventative and move towards the use of those that are more apparent and reactive. The progression should be incremental and systematic, rather than extreme and haphazard. This organisation provides a calm, fair, consistent and neutral approach to behavioural decision making and subverts the likelihood of emotionally charged interactions that are neither an efficient nor effective use of staff time.

Roles and Responsibilities

Local Governing Body

- Local governors will review and monitor the application and implementation of this policy by receiving regular reports from the school Headteacher on behavioural sanctions and support put in place for pupils at the school.
- Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. This will include whether sanction such as removal from classrooms is falling disproportionately on any group or groups, and whether any actions should be taken to prevent this.

School Leaders

- School leaders will be highly visible in the operation of this policy and especially at transition times (arrival/departure; break; lunch; assemblies)
- School leaders will ensure all new staff are inducted clearly into the school's behaviour culture, practice and policy
- School leaders will keep staff up to date with appropriate research, training and advice from experts (e.g. Educational Psychologists) and this will be aligned to TA, ITT, ECF and NPQ training as appropriate
- School leaders will regularly seek stakeholder feedback (both formally and informally) to gauge impact of culture, practice and policy in order to continually evaluate, adjust and improve.
- School leaders will collect behaviour data for analysis from multiple perspectives in order to inform policy and practice.

Teachers and Staff

- All staff contribute to the calm, safe environment for pupils by establishing, upholding, teaching and modelling positive relationships, clear boundaries and expectations.
- Teachers and staff are expected to be proactive in providing a behaviour curriculum, seeking advice and support (where appropriate) and making full use of school policy and practice.
- Teachers and staff should respond predictably, promptly and assertively in accordance with this behaviour policy.

Pupils

- All pupils deserve to learn in a calm, safe, supportive environment.
- All pupils should have an active involvement and awareness of the school expectations, support and consequence processes. Repeating this understanding and awareness as appropriate to the individual is important.
- All pupils should be taught of their role and duty to follow the culture, practice and policy.
- Where necessary, extra support or induction will be provided.

Parents

- Parents are expected to familiarise themselves with our culture, practices and policy.
- Parents have an important role in supporting the school to develop and maintain good behaviour and will be encouraged to reinforce the culture, practices and policy at home.
- Parents should inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- Parents should ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- Parents should work with the school to support their child's learning: attend virtual or in person meetings at the school with staff to discuss their child's behaviour; support their child in homework and other opportunities for home learning; attend Parents' Evenings and discussions about their child's progress.
- In the case of suspension, parents should provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview with their child.
- If a parent has a concern about the management of behaviour, they should raise it directly with the school whilst continuing to work in partnership with us.

Frameworks in our School

Golden Rules

Our school has Golden Rules which apply to all across the school. These are displayed around the school and introduced/used in assemblies. They are chosen to reflect the ethos, values and goals of our school. Golden Rules reflect whole school expectations and are supported by the Classroom Expectations.



Daily Reflection

Assembly/Worship reflection themes each term (see [collective worship policy](#)) actively explore and reflect on our core values which we show and use in our everyday lives. Assemblies also celebrate themed events such as Internet safety and Anti Bullying week/events. Our RE/PSHE curriculum (see policies) also thread into our daily assemblies (e.g. Jigsaw assemblies; links between the Christian calendar/RE) to educate pupils in their awareness and choices.

We continually to raise the profile of protected characteristics (age; sexual orientation; gender reassignment; race; disability; religion/belief; pregnancy/maternity; marriage/civil partnership) as we educate children in their relationships; in showing respect; in understanding the world they are growing up in; in understanding equality and diversity and in their own personal and social development. The No Outsiders initiative is regularly used to revisit that diversity is something that should be accepted, respected and valued. Please see the bullying section for further information.

No Outsiders



**Everyone different,
everyone welcome.**

Classroom/Playtime Expectations/Behaviour Plans:

All classes have a classroom/playtime expectations/behaviour plan (displayed) that has been created by all (staff and pupils) in the class. This will have three parts:

1. *Classroom Expectations* - children must follow these at all times
2. *Positive Recognition/Rewards* - children receive these for following the expectation
3. *Consequences/Sanctions* - these result if children choose not to follow the expectations

There will be whole class activity, during the first week of an academic year, which involves all in the class (Teachers, Teaching Assistants, Pupils) in order to give ownership and value. Once created, the plan should then followed up throughout the year as appropriate. **See the appendix A for further guidance).**

Classroom/Playtime Expectations

- Classroom/playtime expectations (behaviours and attitudes) that are expected in the classroom (discussed and agreed with pupils).
- A limited number of rules/expectations (appropriate to age and needs of group) so they can be kept high priority and known by all.
- Observable (vague rules are difficult to enforce).

Positive Recognition

- Positive recognition is used to reinforce classroom expectations and appropriate behaviour.
- We will increase children's self-esteem through consistent, meaningful recognition (letting them know we notice their efforts).
- We will praise children often (the most powerful tool). This will include acknowledging positive behaviour with rewards, e.g. stickers, dojo points (or similar scheme), house points, marble in jar, certificates, visiting the Headteacher, 'dip in the box' gift reward, achievers' assembly.
- We will also motivate children through special privileges such as class monitor jobs.
- We will also use positive whole class recognition and rewards to praise new behaviours or to approach a specific pattern of behaviour we want to amend.

Consequences

- When disruptive behaviour occurs, we will deal with it calmly and quickly.
- We will use recognised consequences that children receive should they choose to disregard the classroom/playtime expectations (*See the appendix A for further detail*).
- Consequences will be listed in a hierarchy in case expectations are persistently ignored. We know that consequences do not need to be severe to be effective. Consequences must be ones the children do not like, but should never be physically or psychologically harmful.
 - The first consequence will be a prompt (look or quiet word) to amend a behaviour.
 - Contacting a parent or sending a child to the Head will be near the end of the hierarchy.
 - The hierarchy will include a 'severe clause' for dealing immediately with severe behaviour.

Restorative Approach

If pupils progress to points 4 or more within the consequences (see example classroom/playtime behaviour plan) the restorative approach will involve them acknowledging

their behaviour was the wrong choice and the child needing to put right the choice with an apology to those involved. Children should be supported to do this over time and according to their needs. The approach will need:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can prevent this in future and, if necessary, what will happen if their behaviour fails to improved.
- A phone call with parents (Virtual School's Head for LAC; Social Worker; LA for pupils with EHCP) as appropriate.
- As appropriate further information gathering to consider whether the support for behaviour management needs further intervention (pastoral, SEND, Early Help). Early review/emergency review of plans may be necessary.

Learning in a Different Space (Removal)

When classroom strategies have been exhausted and senior staff feel that (through the severity of an incident or to maintain the safety and/or restore stability following unreasonably high levels of disruption) a child needs to be in a different location where education can be continued in a managed environment or to allow the pupil to regain calm in a safe space this may be actioned. The amount of time in a different space should be appropriate to the child's need e.g. calming time, co-regulation/regulation, completing tasks to then receive praise, ready to discuss and restore (although some pupils may have to come back to the latter later in the day). Alternative locations should be appropriate to the child's age and needs. Staff should gather appropriate resources to support. If a space is regularly required, the leadership will consider meeting this need (appropriate to our resources) and through external expertise (additional and alternative approaches). Leadership will analyse (Arbor data) whether removal has a disproportionate effect on pupils sharing particular protected characteristics.

Removal from a situation and/or use of Positive Handling (Reasonable Force)

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. Staff should ensure they do not model aggressive behaviour but discourage such behaviour in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and school may use pre-agreed scripts and phrases to help restore calm (recorded on behaviour plans).

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. This can range from guiding a child to safety by the arm/or hand around the back, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.

Where appropriate (e.g. regular physical intervention or regular disruption of classes), Individual Behaviour Plans and/or Pastoral Support Plans and/or Individual Provision Maps will be created and reviewed (see Appendix E). Parents and children will be informed and involved in this process. This allows for full consideration to be given to individual circumstances and to plan ahead as far as possible to minimise risks. Plans should be shared with all relevant staff and available for anyone covering the class.

Search, Seizure and confiscation.

If this is deemed to be appropriate (e.g. to confiscate items that pose a risk to staff or pupils, are illegal or banned under the Trust policy) the Headteacher (or staff authorised by them) will follow the latest DFE guidance and the Trust Policy.

Behaviour outside of school premises

Conduct outside of the school premises (including online or on school transport) can lead to school sanctions. We will sanction misbehaviour if:

- Pupils are taking part in school organised/related activity
- Pupils are travelling to or from school
- Pupils are wearing school uniform
- Behaviour could have repercussions for the orderly running of the school
- Behaviour poses a threat to another pupil
- Behaviour adversely affects the reputation of the school.

Teaching the Expectations - A Behaviour Curriculum

Pupils should be taught explicitly what good behaviour looks like. This happens on many levels:

- Whole school expectation and culture is discussed, taught and created across the school by leaders and all staff (assemblies, events, routines, expectations)
- Expectations are created, practiced, and revisited within classes to ensure ownership.
- We always explain why rules are needed.
- We consistently reinforce expectations.
- We review rules frequently (make expectations clear at the start of each session/breaktime if necessary).

Some pupils will need additional support to reach the expected standard of behaviour and this support should be put in place as soon as possible to avoid a negative cycle.

Behaviour may need to be considered in relation to a pupil's SEND (although it does not follow that every incident of misbehaviour will be connected to their SEND) and the graduated approach will be used (assess, plan, do, review). Preventative measures (e.g. movement breaks, seating plans, adjustment, use of regulation spaces for sensory overload, mentoring/coaching, anger management, peer relationships/social skills) may need to be put in place to manage likely triggers.

Circle Time and Class Personal, Social, Health and Economic Education Lessons

It is useful to have discussion times or other activities which enable pupils and adults to express/discuss behaviour they find helpful/unhelpful. These have most impact when linked to real issues or scenarios that arise. Circle time or discussions can be with groups or the whole class and are an important tool to help everyone understand what we can all be doing to help everyone get along. A record of expectations of each other after these sessions may be helpful to return to for reminders or praise.

Additional Notes For Example Classroom/Playtime Expectations (next page)

See Appendix F for additional playground guidance. Playtime supervisors are linked to classes so expectations are clearly taught, repeated and followed up in classes.

Remember - positive recognition or consequences do not need to be big things - consistency is the key.

Example Classroom/Playtime Behaviour Plan

<i>In Class</i>	<i>At playtime or wrap around As a class or a group....</i>
<p style="text-align: center;">Ready To Learn <i>(calm; listening; looking; on time; equipment ready; starting routine)</i></p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;">A happy playtime <i>(with friends and something to do)</i></p> <div style="display: flex; justify-content: space-around;">   </div>
<p style="text-align: center;">Following Teacher Instructions</p> <div style="text-align: center;">  <p style="font-size: small;">We listen and follow teacher instructions</p> </div>	<p style="text-align: center;">We got on well with each other <i>(friendly to all)</i></p> <div style="display: flex; justify-content: space-around;">   </div>
<p style="text-align: center;">Giving Best Effort And Focus</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;">We were safe <i>(kind; followed playtime rules)</i></p> <div style="display: flex; justify-content: space-around;">   </div>
<p style="text-align: center;">One bespoke to needs of class....</p> <p style="text-align: center;"><i>Keep hands, feet and objects to yourself/respect people and places/look after your workspace and classroom resources</i></p>	<p style="text-align: center;">One bespoke to needs of class....</p>
<p style="text-align: center;">Positive Recognition</p> <ol style="list-style-type: none"> 1. Praise - smile - verbal - feedback - green is great 2. Sticker on work or chart; house point, marble in jar for right behaviour or attitudes, whole class reward focus, 3. Positive certificate to take home - achievers. 4. Position of responsibility e.g. monitor, class representative 	<p style="text-align: center;">Consequences</p> <ol style="list-style-type: none"> 1. Non-verbal prompt (look) 2. Verbal prompt - positive verbal reminder of expected behaviour 3. Given a choice and reminded of the consequences (praise if appropriate choice taken or continue with consequences) 4. Work in a different place e.g. separate desk/area (begin to log on Arbor and talk to parents) 5. Losing time at break/lunch 6. Write out an apology/school-based community service 7. Teacher meeting with parents 8. Involvement of a line manager/headteacher (severe clause) and, if necessary, taken to do learning in another space. 9. Report card with regular meetings until back on track.

BULLYING

We recognise that bullying (incl cyberbullying, prejudice based and discrimination bullying) can happen in any school and in many other areas of social life. We encourage children to work against it and to report any incidents of bullying. Our school has an annually reviewed Anti bullying policy that should be read alongside this document.

We fully embrace the statement in Valuing all God's Children (Church of England, 2019): 'Pupils are helped to work out how to live fulfilled, embodied lives; how to be happy with the skin they are in. They are also encouraged to celebrate the wonderful variety of different ways of being human.' 'Schools need to support pupils who are members of a minority group or who are perceived to be different: these pupils are vulnerable to being bullied and to being made to feel like outsiders or unwelcome. We need to ensure that no child or young person can leave a CofE School without a sense of their own belovedness and without being offered honour as a person of divine indwelling.'

Behaviour Log

- We use Arbor (see appendix B) to record and monitor unhelpful behaviours. The purpose of the log is to develop a clear, accurate picture to monitor/identify patterns in order to support the child. Behaviour logs will be shared with parents when the school deems necessary.
- Serious or repeated incidents (e.g. regular disturbing of learning; child on child abuse; bullying; inappropriate language/behaviour - sexual/homophobic/racist) will always be referred to the Headteacher. A separate log of these incidents will be recorded on My Concern. Please refer to the school Safeguarding Policy for further information.

Suspensions and Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension/exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A pupil support unit is a planned intervention (in small groups and in place of mainstream lessons as a final preventative measure to support pupils at risk of exclusion. The underlying ambition should be to improve behaviour and maintain learning with the goal of successfully reintegrating pupils into mainstream lessons.

When considering exclusion the Headteacher and Governing Body will use the [Trust Exclusions Policy](#) and the [DFE Suspension and Exclusion Guidance 2023](#).

Only the headteacher (or the acting headteacher) has the power to suspend/exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. If the headteacher suspends or excludes a child, s/he informs the parents or carers immediately, giving reasons for the suspension/exclusion and a range of information as detailed in the policy/guidance above. [Template letters](#) are available to support with this.

The Role of the Governing Body

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion or suspension appeals on behalf of the governors. When an appeals panel meets to consider an exclusion or suspension appeal, they consider the circumstances under which the child was excluded/suspended, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Supporting documentation:

- Anti-Bullying Policy
- Teaching and Learning Policy
- The Shropshire Attachment Aware Behaviour Regulation Policy
- RE Policy
- PSHE Education Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety policy
- SEND Policy and report
- Assembly/worship policy
- Looked After Children Policy
- DFE [Behaviour in Schools Guidance Feb 2024](#)
- [DFE Suspension and Exclusion Guidance 2023](#)

Appendix A: Further guidance on behaviour types, support and consequence

Colour/level	Pupil Behaviour	Teacher Action	Extra Support
+1 Green	<p>Pupil respects others, is cooperative and self-controlled.</p> <p>HELPFUL BEHAVIOURS:</p> <ul style="list-style-type: none"> • Looking after our school belongings and keeping school tidy • Looking at the person who is talking (unless has a specific difficulty) • Listening to what others have to say • Choosing the right time to talk • Letting others get on with their work • Working collaboratively • Giving 100% effort • Having a can do approach • Showing good manners e.g. holding doors, saying please and thank you • Taking pride in our work • Walking around school • Always making the right choices • Kind, helpful, empathy • Growth mindset • Independent • Playing fairly/sharing • Forgiving • Tidy 	<p>Positively reinforce behaviour with appropriate comments and specific feedback. Praise class for behaving in the expected way.</p> <p>Rewards:</p> <ul style="list-style-type: none"> • Praise – stickers • Housepoints – academic • Marbles – social • Raffle tickets • certificates • Pupil/table of the week • Golden time • Achievers 	<p>Involve colleagues and parents/carers in celebration of pupil's achievements.</p>
<p>-1 Yellow</p> <p>-2 Yellow if becoming a pattern</p>	<p>Basically respects others but may have difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, e.g., rudeness and annoying others.</p> <p>UNHELPFUL BEHAVIOURS:</p> <ul style="list-style-type: none"> • Not listening • Talking when others are • Shouting out • Distracting others • Rough play • Rushing round school • Being unkind to others • Leaving classrooms untidy • Not looking after other people's belongings • Not working as a group when asked • Not putting 100 % effort in (work avoidance) • Answering back when an adult is talking • Not following adult instructions • Anything that interferes with the flow of the lesson. 	<p>Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'green' behaviour reminders, class meetings.</p> <ol style="list-style-type: none"> 1. Non-verbal prompt (look from an adult). 2. Redirect play/learning/focus. Resettle class/praise/proximity praise. 3. Positive verbal reminder of what's expected. Emotion Coaching as appropriate. 4. Give choices (2 positive) - discrete warning/reminder of consequences. Continued emotion coaching as appropriate. 5. If the behaviour is persistent then the pupil will receive a consequence and might be asked to work away from peers, spend 5 minutes in Time In, miss some of break time / playtime. 6. The restorative approach (when calm) will then involve them acknowledging their behaviour was the wrong choice and the child will then apologise to those involved. Pupils with attachment may need support with this (emotion coaching). 	<p>Informal consultation with class teacher and other colleagues, support staff and parents/carers.</p>

-3 - Yellow to Red	Persistently violates the rights of others in a minor way. Has continuing but minor problems e.g. violates rights of others, continues level 2 behaviour, poor attitude to learning and work, rude and unresponsive in class.	Teacher speaks to child and member of SLT. Child will lose playtime and/ lunchtime to discuss behaviours. Persistence may lead to loss of privileges e.g. representational activity or exclusion from event <ul style="list-style-type: none"> • Speak to SENCo if there are any concerns which may need further support from outside agencies. • Speak to phase leader (phone call/ meet with parents and class teacher as necessary) Log of behaviour should be kept	Parents/carers should be contacted. Wider staff begin to have knowledge. Consider: - targeting through the 'staff – say something positive scheme' - Pastoral support/mentoring - Early Help
-4 – Persistent red behaviours	Continually breaches the rights of others. Regular and serious infringements of the rights of others, e.g. child on child abuse, verbal or physical assault, intimidation, vandalism, defiance, disruption, isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help. UNACCEPTABLE BEHAVIOURS: <ul style="list-style-type: none"> • Swearing at a pupil or adult • Shouting at an adult • Arguing or being rude/insolent with an adult • Refusing to co-operate • Damaging property • Stealing • Using words that are very disrespectful when talking about somebody (incl. malicious allegations) • Bullying, Racism, Sexism, Homophobia, Ageism • Running out of school/leaving site • Leaving class without permission • Throwing food • Breaking other people's belongings • Graffiti • Fighting/physical violence to another person (incl. threatened violence) • Sexual harassment (incl. online) • Misuse of substances/drugs deliberately brought to school. • Or continuous yellow behaviours 	<ul style="list-style-type: none"> • The pupil will need to be reported to a senior member of staff. Documentation of behaviour should be recorded and filed. The pupils may need a Behaviour Plan which may involve a report and reward chart. • Persistence may lead to loss of privileges e.g. representational activity or exclusion from special event • Speak to the Headteacher (phone call/ meet with parents and class teacher as necessary) • Home– School Target Book and regular meetings with parents/ carers as necessary until they are back on track. • Use of the school safeguarding policy as appropriate e.g. child on child abuse. 	All colleagues aware of the child, the issues and the supporting strategies being implemented. Outside agency involvement where appropriate e.g. inclusion services (pupil planning meeting), educational psychologists, Early Help, Safeguarding, behavioural specialist, alternative provision.
-5 - Red	Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. Teacher refers pupil to Deputy Head/ Headteacher.	The pupil could be suspended/excluded in line with the DFE guidance. Shropshire County Council will also be informed. Use of the Safeguarding Policy as appropriate.	

Appendix B: Recording in Arbor

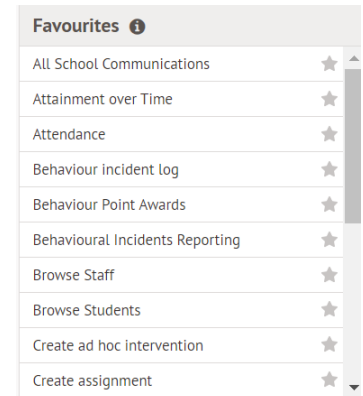
Our school uses Arbor as our management information system. The behaviour module helps us to log and record positive and negative behaviour, our support and actions.

1. To Log either:

- Use your home page favourites:

2. To record Behaviour incident:

- Click log new behavioural incident
- Select students (select create as separate incidents if more than one pupil)
- Summarise incident and action
- Add location
- Add physical intervention if necessary
- Please note that if you want to set and record a detention or internal exclusion e.g. completing work in another class you can do this under the orange actions tab.



Favourites ⓘ	
All School Communications	★
Attainment over Time	★
Attendance	★
Behaviour Incident log	★
Behaviour Point Awards	★
Behavioural Incidents Reporting	★
Browse Staff	★
Browse Students	★
Create ad hoc intervention	★
Create assignment	★

Please note that teachers can also log from their lesson dashboards (My Calendar or Students/Attendance)

APPENDIX C

Shropshire Attachment Aware Schools Pledge

Our school signs up to the following Attachment Aware principles:

1. Attachment is 'everybody's business' and underpins all our practice. We will endeavour to train most of our staff in the Level 1 training.
2. We recognise that all our behaviour is a communication and respond accordingly, with awareness of our own attachment styles.
3. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families is prioritised.
4. We recognise the importance of reflective practice, and support staff to build this into their everyday work, to effectively manage their roles.
6. We will do all we can to enable children and young people to remain securely based in our school, through the vehicle of positive relationships.
7. We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion.

APPENDIX D

Emotion Coaching

In October 2022 staff were given Emotion Coaching training by Dr Eleanor Tomlinson (Educational and Child Psychologist). Full training slides are available in school but below is the 3 step process with examples.

Steps in Emotion Coaching

... a practical three-step approach to dealing with behaviour in the moment

- Step 1** Recognising, empathising, validating the feelings and labelling them
- Step 2** Setting limits on behaviour
- Step 3** Problem-solving with the child or young person

1

Step 1: Empathise, validate and label


- Recognise all emotions as being natural and normal, and not a matter of choice
- Look for physical and verbal signs of the emotion being felt
- Take on the young person's perspective (attunement, mentalising / mind-mindedness)
- Use words to reflect back the child or young person's emotion and help them to label the feeling
- Affirm and empathise, allowing the child or young person to calm down through co-regulation
- Provide a narrative for the emotional experience, creating cognitive links through co-learning



2

Example scripts – step 1

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'
- 'I can see you're out of your seat and aren't focused on your work. I am wondering if you're feeling bored because the work is too easy or frustrated because it is too much?'
- 'I noticed you biting your nails and looking worried. I think you might be feeling nervous right now. Have I got that right?'



3


Step 2: Set limits

FIRST co-regulation

- Establish rapport
- Building on attunement with the child or young person
- Mirror neurones then create engagement with the social and emotional brain
- Important that the adult sets the emotional tone – not the adult reflecting back the angry or distressed face of the child, but the child being able to reflect the calm and empathic face of the adult

THEN teaching / co-learning

- State the boundary limits of acceptable behaviour
- Make it clear that some behaviours cannot be accepted
- Depersonalise if possible, e.g. "it's against our house rules"



4

Example Scripts – Step 2


- 'These are the rules that we have to follow. Doing that is not okay.'
- 'We can't behave like that even though you are feeling annoyed because it is not safe.'
- 'You didn't put the ball away as we agreed and that means you cannot play with Jack right now.'



5

Step 3: Problem-solve with the child


- When the child/young person is calm and in a relaxed and rational state...
- Explore** the feelings that gave rise to the behaviour, problem, or incident
- Remember that all feelings are acceptable
- We manage our feelings by making choices about how we respond
- Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower** the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour



6


Example Scripts – Step 3

- 'Next time you're feeling like this, what could you do?'
- 'How do you think you will react next time if this happens?'
- 'Shall we think about how we can work things out so that we get the work done that we need to, but so that you also have some time to carry on with your project from last lesson?'
- 'You need to sit either by Emily or by Ms. Smith in front of me – which would you prefer?'



Example emotion coaching script

- I can see that you are upset because you cannot find your pencil, I get upset when I lost my things too.
- You cannot carry on sitting on the floor now as that is distracting the other children and it is stopping you from doing your work.
- Perhaps you could use a different pencil for now and then we can look for your pencil together after this lesson?
- If you lose your pencil again in the future, how do you think you could handle it at that time?



Appendix E: Example Behaviour Support Plan (example content left in)

Child's name:	Date of plan:	Review date:							
Behaviour to reduce: <ul style="list-style-type: none"> Activities that distract or prevent the smooth running of the class (e.g. shouting out; heightened response to not following an adult's instruction, intense screaming, throwing chairs, inappropriate assertiveness, unkind behaviour towards peers) Hitting adults when not wanting to follow an adult's instruction 									
Prevention Staff will:	If an incident occurs Staff will:								
Preventing escalation: <ul style="list-style-type: none"> Increase positive praise and proximity praise Increase distraction techniques e.g. helper, job, hold something Monitor interaction with.... Introduce seating plan on carpet and tables Adults to offer 'words to support play' e.g. if we notice an angry face at a peer, sticks out tongue, thumbs down, or turns back on friend - "I can see you are not happy. Do you need help to find your words?" model simple clear sentences 'I need space.' 'I would like to play too' 'can we share?' Communicate to peers nearby '* needs a little bit of help to find the words, let's come back to this in a moment'. Praise * when uses words e.g to solve conflicts. "Great words, your friend knew "x-model what she said" because you used your words." Etc Give and state clearly desired behaviour - be positive not negative on the carpet use listening, focus/ready signs to avoid disrupting the class lesson. Use a logical consequence to develop reasoning skills by linking the behaviour to the consequence Class Breathing - Shorter videos (less than a minute): https://www.youtube.com/playlist?list=PLNw7FtQoucZA5K0tQo8xPh-nWdyIm3Dex 	<ul style="list-style-type: none"> Support positively/guiding to a correct choice using de-escalation strategies. (taken from Positive Management of Behaviour Training -Reach) Adults check your body language, your distance (* can be sensitive to her personal space) give a sideways stance, intermittent eye contact, relaxed body posture, on their level, palms open. Keep the tone of voice you are using - low and calm. Use emotion coaching to validate big feelings, link to the rules and the next steps. "I can see you are angry/sad/upset. I would be upset if Our class rules are this helps us/peers/ you stay safe/learn. Offer two positive choices (no more) to move to calm down use her 'it's okay to be angry' chart e.g deep breathing- rainbow breathing card /timer /jigsaw chime bar, creative grab bag, (stored in her drawer) If she can't make a choice, "its okay I'll make the first choice and then you can make the next choice' aim to move on - watch out for flip flopping. Call for additional adult to support/tag team start emotion coaching with a new adult. If choosing not to follow adults' instructions, state clearly desired behaviour - be positive not negative, give clear step instructions and a time frame to follow instructions. If it is not possible to distract and behaviours are preventing the smooth running of the class or putting others in danger, then the class teacher or senior leader will decide whether the class should be led outside or to the hall or the pupil will be moved with positive handling. When challenging behaviour has been dealt with and everything is calm talk through what has happened and reinforce expectations - de-brief encourage to use independent thinking 'What went wrong? What did you not use? What should we use next time? Praise answers. <div data-bbox="1675 424 2114 687" style="border: 1px solid #ccc; padding: 5px;"> <p style="text-align: center;">De-escalation Strategies</p> <p style="text-align: center; font-size: small;">Saved to this PC</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Distraction • Positive language • Tactical ignoring • Giving space • Reassurance • Processing time • Negotiation • Limited choices </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Humour • Help hug • Change of adult • Reminder of past success • Simple listening • Any more? </td> </tr> </table> </div> <div data-bbox="1720 778 2033 948" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">It's okay to be angry</p> <p style="text-align: center; font-size: x-small;">When I'm angry I can...</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="font-size: x-small;">Take a deep breath</td> <td style="font-size: x-small;">Have a drink of water</td> <td style="font-size: x-small;">Talk to someone</td> <td style="font-size: x-small;">Use sensory techniques</td> <td style="font-size: x-small;">Draw a picture</td> </tr> </table> <p style="text-align: center; font-size: x-small;">This will make me feel calm again.</p> </div>		<ul style="list-style-type: none"> • Distraction • Positive language • Tactical ignoring • Giving space • Reassurance • Processing time • Negotiation • Limited choices 	<ul style="list-style-type: none"> • Humour • Help hug • Change of adult • Reminder of past success • Simple listening • Any more? 	Take a deep breath	Have a drink of water	Talk to someone	Use sensory techniques	Draw a picture
<ul style="list-style-type: none"> • Distraction • Positive language • Tactical ignoring • Giving space • Reassurance • Processing time • Negotiation • Limited choices 	<ul style="list-style-type: none"> • Humour • Help hug • Change of adult • Reminder of past success • Simple listening • Any more? 								
Take a deep breath	Have a drink of water	Talk to someone	Use sensory techniques	Draw a picture					
Parents views/comments:	Date plan agreed: Signature of practitioner: Signature of parent/carer:								

Appendix F: Playground Guidance

- Locks must be put on all gates when children are using the front of the school.
- If we are on the field, KS2 classroom doors should be locked so children use the Reception classroom door and are visible.
- The playground is co-designed with children which activity zones and equipment for these zones stored near by.
- The equipment monitors will open the boxes at the beginning of break/lunch. Line-up quietly to get equipment. Only 3 people to go to the box at a time. Equipment played within zone children get it from.
- If the field is open the top playground zone moves onto the bottom playground.
- Equipment monitors are in charge of blowing up balls.
- Children will only be allowed inside the school to go to the toilet or to get a drink/coat. If children remove coats or jumpers they should take them inside.
- Children should not jump over or stand on the benches; play around the bicycle/scooter racks. There should not be grabbing/pushing/pulling. Games should be played in a zone (not running across playgrounds) and a sponge ball should be used for football or kicking games.
- At break-time put uneaten fruit in the compost bins and monitors take.
- Only Y6 pupils are allowed to safely get equipment that have gone onto the road/off the school property.
- If the whistle blows, children immediately stop and listen to what the adults.
- Toilet reminder whistle at 12.50pm/10.55am. At this point equipment is also tidied away.
- Behaviour management in line with behaviour policy but if repeated reminders needed:
Warning—if repeated again - stand by person on duty.

Appendix G: summary of approach

The behaviour curriculum is a priority:
whole school expectations (what is good behaviour what does it look like) and culture explicit, taught and revisited.

The behaviour curriculum is a priority:
class expectations (what is good behaviour what does it look like),
rules and routines, taught and revisited.

**Positive
recognition
understood
and
prioritised**

Consequences hierarchy is clear,
understood, consistent and active
(logging on My Concern if safeguarding
concerns; logging on Arbor if pattern
emerging or more severe escalation)

Circle time/PSHE used to discuss and
learn from live scenarios.

Additional support in place where
necessary

Restorative approach is embedded

Interventions in place
e.g. behaviour plans;
graduated approach;
bespoke support;
report card; positive
handling; pupil
support unit

External agencies
involved as
appropriate
(Virtual Head;
Social Worker;
Early Help; LA for
EHCP)

Suspension or exclusion as last resort