

Kessingland

Church of England

Primary Academy

Behaviour Policy

Policy Type:	Academy Policy
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Person Responsible:	Headteacher

Summary of Changes

Page Ref.	Section	Amendment	Date of Change
All	Throughout	Removed references to tracks and replaced with hives if appropriate	September 23
All	Throughout	All behaviour to be recorded on Arbor	September 23
6	Classroom rules	Replaced keeping on track rules with be the best you can be rules.	September 23
6	Playground rules	Playground rules removed and incorporated into the be the best you can be rules.	September 23
7	When a child makes the wrong choice	Introduction of Phase Leader support and the child working in a different space.	September 23
8	Definition of unacceptable behaviour	Definition and previous examples replaced with new Trust criteria.	September 23
15	Appendix A – Be the best you can be poster	Existing classroom poster replaced with the new one	September 23
17	Appendix B – Behaviour Consequences	A new list of consequences that align to the new DNEAT criteria	September 23

**“Be the best you can be”
“Live life in all its fullness” (John 10:10)**

We line our school vision with the Church of England. The vision is deeply Christian, with the promise of Jesus of ‘life in all its fullness.’ We believe that each learner is created by God and is unique and special. Our vision is rooted in the idea that everyone as a child of God should be supported and encouraged to flourish and reach their full potential.

By exploring the parable of ‘The Good Shepherd’ we can think more about the vision of ‘life in all its fullness’. Just as the Good Shepherd knows and **LOVES** each of his flock, we want to know each of our children and their unique and individual qualities showing **RESPECT** and **COMPASSION**. We aim that like the Good Shepherd, we ensure each of our flock reach the best pastures where they are able to ‘Thrive’. Just as the Good Shepherd **PERSEVERED** to look for his ‘Lost Sheep’ we aim to nurture and support those who may find things difficult and share together when we achieve great things.

As staff, parents and governors we have a **RESPONSIBILITY** to be loving role models and like the Good Shepherd reassuring and protecting our children to feel safe, have high **ASPIRATIONS** and flourish as individuals in our school community and beyond. With this in mind we want our children, staff and families to ‘be the best they can be’ and live ‘life in all its fullness’ (John 10:10)

General Principles

- The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the Headteacher, school staff, parents and pupils when developing these principles.

Our Principles

- The welfare, well-being and development of children and staff is paramount in our academy.
- All members of our academy will show respect and courtesy towards each other.
- The academy and parent/carers will work together to encourage and support children to be responsible positive citizens.
- Parents/Carers will support the academy’s aim to develop positive behaviour through expectation, recognition and building positive relationships.
- The Headteacher creates a culture of respect by supporting the staff’s authority to respond using fair and appropriate sanctions, ensuring that this happens consistently across the academy.
- The governing body and Headteacher will deal with allegations against academy staff quickly to protect and support those involved (see Safeguarding Policy). Disciplinary action will be taken against pupils who are found to have made false/malicious accusations against school staff.
- All staff will look to enable children to improve their behaviour, whilst promoting a positive, inclusive learning environment.

Aims

We are committed to:

- promoting desired behaviour;
- promoting self-esteem and positive relationships based on mutual respect;
- ensuring equality and fair treatment for all;
- providing a safe environment, free from disruption, bullying, violence or harassment;
- encouraging positive working relationships with parents and carers;
- promoting positive relationships with all pupils within which challenging behaviour can be understood and responded empathically to;
- understanding 'behaviour as communication';
- creating opportunities for children to develop positive, attuned relationships with significant adults to mitigate against behavioural dysregulation;
- enabling children to repair relationships when dysregulation has occurred;
- enabling pupils to move on to the most effective provision, where a maintained school environment no longer meets their needs;

Roles and Responsibilities

In line with the Education and Inspections Act, the governing body, in consultation with the Headteacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. The Headteacher must publicise the behaviour policy, in writing, to staff, parent/carers and pupils once a year (see the academy's website: www.kessingland.dneat.org).

The governing body must provide clear advice and guidance to the Headteacher on which they can base the school behaviour policy. The following should be covered in the behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Headteacher will be responsible for the academy's policies and procedures and may delegate aspects of its day-to-day implementation and management to a designated member of the academy's leadership team. There will be support for staff faced with challenging behaviours.

All academy staff will be responsible for ensuring that the policy and procedures are followed. Staff have a responsibility to inform and advise the Headteacher of the effectiveness of these.

The governing body, Headteacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parents/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside the academy. All parents/carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and to join with their child/ren, academy

and agencies to seek solutions to any difficulties incurred. School staff will always aim to work closely with parents/carers to keep them informed of their child's attainment, progress and behaviour. To this end, if a member of staff has any concerns relating to a child's behaviour, they will liaise with parents and carers at the earliest opportunity.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

The importance of Relationships

Due to a whole range of 'adverse childhood experiences', trusting adults may be a challenge for some children. For these children, it is our actions and not our words which help to build a relationship where children can begin to trust and make different behavioural choices. 'Holding in mind' is one such strategy we apply, where we remember a child over the weekend or holidays, and we reflect this back to them during the school day - e.g. 'I was thinking about you on Sunday....' Where undesirable behaviour is 'low level' staff may choose to acknowledge that they have noticed, but move swiftly on to positive ignoring, and then when appropriate, engage in an attuned conversation with the child. e.g. 'I noticed you were, I wonder if you were feeling.....'. Expressing an interest in hearing what the child can communicate, verbally and non-verbally, without needing a response, also helps to build the possibility that we can be trusted adults.

Where behaviour may be suggesting an unmet need, staff will try to explore this creatively with the individual child. Many children need some additional support at particular times, in particular ways; at Kessingland Church of England Primary Academy we will endeavour to work creatively to provide an alternative narrative for the child.

- If lunchtime is a trigger, alternative arrangements can be made;
- Noise cancelling headphones can reduce the stimulation in noisy environments;
- Flexible timetables can provide opportunities for calm;
- Enrichment activities provide learning opportunities away from the classroom;
- Forest School sessions provide an outdoor classroom;
- Supporting younger children can often have a hugely positive impact on older children who struggle;
- Providing breakfast and healthy snacks can reduce the chances of 'hangry' outbursts; ● Flexibly changing adults to provide an alternative relationship.

Approaches to developing positive relationships

- High quality, differentiated education which involves pupils, builds on success, ensures progression and involves and informs parents.
- Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.
- Whole class THRIVE screenings and use of online tools to enable a strategic response to individual, group and class development.
- A planned programme of 'Skills for Life' used in conjunction with specific THRIVE class targets.

- To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in developmentally appropriate ways (for most children this will be their chronological age).
- Where need is identified, for structured, tailored group and individual programmes to be incorporated into action plans using the THRIVE online tool.
- For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.
- By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.
- By recognising that supporting some pupils appropriately may require adults to develop and employ new skills.
- By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development. Knowing that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and sanctions are understood and reviewed and revisited regularly.

The Vital Relational Functions (VRFs)

In all interactions with pupils, staff endeavour to use the VRFs outlined in the Thrive Approach. These skills provide a relational basis for a child's emotional, social and neurological development. They are:

- **Attune** – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
- **Validation** – demonstrating that their feelings are real and justified.
- **Containment** – Offering their feelings back to them, named and in small pieces.
- **Soothing** – Soothing and calming their distress repeatedly.
- **Regulation** – Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child, is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under recognised and under-used resource so, by using Thrive, this relationship is enhanced. It can help a child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.



Classroom Rules



Academy rules will be discussed at the beginning of each year and displayed in each classroom along with our Core Values of: Compassion, Aspiration, Perseverance, Respect and Responsibility. The class rules should be displayed noticeably in every classroom alongside the Learning hives; teachers should regularly remind children about the rules in order to make sure they understand them.

When a child makes good choices

- 1) Non-verbal acknowledgement; smiles, thumbs up, clapping etc.
- 2) Verbal praise e.g. "Well done for finishing your work to such a high standard", "Thank you for showing kindness to [another child/adult]".
- 3) Stickers and badges.
- 4) Telephone calls home.
- 5) Raffle tickets/House Points for exceptional work. 6) Pupil of the Week.

Teachers choose one child from their class to reward for an aspect of their learning demonstrated during that week. The children receive a certificate. Pupil of the week is from Wednesday to Wednesday. Parents will be informed on a Wednesday evening and invited to our Collective Worship on a Friday.

Our school behaviour policy seeks to promote and foster a positive approach to behaviour and encourages the children to be in the driving seat of their own learning. Our whole school approach is based on three hives and encourages the children to be the best they can be.

Dojo Points

If a child is on the Green all day, they are awarded 2 Dojo points – one at the end of the morning session and one at the end of the afternoon session. We strongly believe that 'always children' should be rewarded. If a child is ALWAYS showing good learning behaviours and ALWAYS showing our school values, then they should be rewarded.

When a child reaches 75 Dojo points, they are awarded a certificate. At 150 points, the child earns a bronze badge, at 225 points a silver badge and 300 points a gold badge. Platinum badges are also awarded to children who are 'always' on the right track for learning and reach 350 points.

House Points

In addition to Dojo points, children will also earn raffle tickets matched to the colour of their house. These will be collated by the class teacher and each week raffle tickets will be drawn. House Captains will count the raffle tickets each week and award House Points. Every time a house accumulates 1200 points, the pupils in that house will have a non-uniform day the following Friday.

When a child makes the wrong choice

For the majority of children, a gentle reminder about making a better choice is all that is needed to support them back into appropriate learning or play. This may be shown visually by moving the child's name between the green and orange. If the behaviour continues, the child's name will be moved on to the orange or if it improves, they move back to green.

If the child moves onto the orange, and remains there for the duration of the session, they will have some reflection time at the end to talk about their behaviour and how they can be supported to make good choices. If their behaviour has improved, they can move to the space between green and orange. At this point, they will not be expected to have reflection time but they will not earn their Dojo point for the session.

For a minority, 'unacceptable behaviour' may be recurrent and 'high level'. If the child continues to make bad choices the child will move to between orange and red and spoken to by the Phase Lead. If the behaviour escalates further, the child will be moved to red and then be expected to work in a different learning space.

Definitions of Unacceptable Behaviour

Level	Severity
Level 5 - All level 5 incidents marked S for safeguarding, internal suspensions, suspensions and permanent exclusion	
Discriminatory language / behaviour: ableist (S)	-5
Discriminatory language / behaviour: homophobic (S)	-5
Discriminatory language / behaviour: racist (S)	-5
Discriminatory language / behaviour: religious (S)	-5
Discriminatory language / behaviour: sexist (S)	-5
Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S)	-5
Sustained verbal abuse / bullying (not online) (S)	-5
Sustained online verbal abuse / bullying (S)	-5
Child on child abuse (S)	-5
Attempting / leaving the school grounds without permission (S)	-5
Severe damage to school property (S)	-5
Spitting with intent	-5
Possession of a weapon or illicit object / banned item (S)	-5
Stealing	-5
Use of aggressive / violent behaviour with intent to cause deliberate injury (S)	-5
Physical assault on a pupil (S)	-5
Physical assault on a member of staff / volunteer (S)	-5
Harmful sexual behaviours (including sexual harassment / violence) (S)	-5
Drugs / alcohol / harmful substances (S)	-5
Level 5 other (S)	-5
Level 4	
Persistent defiance	-4
Ongoing disrespect to adults / peers	-4
Inappropriate language or gestures (including swearing)	-4
Threatening behaviour towards peers	-4
Throwing equipment / objects (e.g. chairs, scissors)	-4
Level 4 other	-4
Level 3	
Persistent disruption of teaching and learning	-3
Use of mobile phone / smart watch on school site	-3
Potential bullying behaviours (not online)	-3
Potential online bullying behaviours	-3
Physical assault (e.g. pushing, rough play)	-3
Level 3 other	-3
Level 2	
Repeated refusal to work / follow instructions	-2
Dishonesty	-2
Name calling	-2
Minor physical assault (e.g. poking, pulling hair)	-2
Level 2 other	-2
Level 1	
Lack of attention	-1
Failure to follow instructions	-1
Low level disruption to learning (e.g. calling out)	-1
Disrespecting resources	-1
Level 1 other	-1

All of the above behaviour must be recorded on Arbor. This will notify all of the appropriate members of staff.

Our first priority will be to ensure everyone is safe. This may mean that, on rare occasions, a child may need to be removed from the situation causing the dysregulation, in order that all parties can calm down and reflect. Understanding that 'behaviour is communication', staff at Kessingland Church of England Primary Academy will always endeavour to understand and attune to the emotion that underlies inappropriate behaviour. Responding empathically to the emotional content of a child's action is known to support some children to reflect more quickly on their choice of behaviour, to understand what has triggered them and often can lead to a rapid repair, through an apology and an acknowledgement of the distress their action may have caused another. Staff will support children through modelling how to apologise and acknowledge what they did was wrong.

Despite feeling compassion for children whose 'adverse childhood experiences' have caused them to struggle relationally, there will be times when they need greater support to regulate.

- If the child is disrupting learning in their own class, they may have to go and learn in another classroom, with a member of the Student and Family Support Team or SLT.

- If a child hurts another child or continues with disruptive behaviour after being given the opportunity to make a better choice, then parents and carers will be contacted.
- If any unacceptable behaviour continues, then a meeting will be arranged between the parents/carers and the class teacher. If the behaviour persists, then the Phase Leader and then the Deputy/Head will talk to parents/carers. We will always look for a creative approach to problem solving where tried and tested strategies are not successful.
- If unacceptable behaviour continues, children may be given an individual risk management plan with explicit and individualised consequences and rewards. Their behaviour will also be closely monitored with a weekly behaviour plan.
- If unacceptable behaviour persists, the school may consider applying for further support from external agencies, implementing a success-based timetable, issuing a fixed term exclusion, or as a last resort, permanently excluding a pupil.

For most children, these interventions are sufficient, along with a responsive adjustment to their needs, to support them in school. Where behaviour continues to be challenging and disruptive, Kessingland Church of England Primary Academy will seek permission from the parent to consult with other settings or specialist services.

In the classroom, children should be praised if they:

- take turns in talking;
- follow the hands up approach in class discussions;
- follow instructions the first time they are given;
- listen to each other;
- demonstrate our School Values;
- move quietly and carefully about the room and corridors;
- enter and leave the room in an orderly and sensible manner; ● respect the carpeted areas as they would other work areas; ● do their best to complete work in a given time.

Good learning behaviours are taught by ensuring that:

- children are working with the appropriate materials for specific tasks;
- children have adequate space in which to work;
- SEND children have the opportunity to work on their identified targets and to understand what they are working towards so they know what is expected of them.

Use of equipment

Great emphasis is placed in teaching children how to care for and use all classroom equipment.

Children are taught to:

- handle books and equipment and their own and others' work with care and respect;
- return all books and equipment to their correct place after use;
- clear and tidy their own surface and floor of learning materials at the end of each session.

Attracting children's attention

Children are expected to work and talk quietly (unless the task specifically requires otherwise). Good behaviour is identified and praised. However, if the noise has risen beyond an acceptable level, staff will need to use certain methods to control this:

- body signals that children follow with the adult;
- emphasise the first word of an instruction e.g. "I WOULD LIKE everyone to look at me..."; ● praise children who are working quietly. "I like the way..."; ● visual signals, auditory signals e.g. bells.
- rhymes.

Corridors

Children are expected to walk quietly and safely when making transitions between lessons and moving around the building.

Collective Worship

Children are expected to:

- enter and leave the hall/ worship space respectfully and reverently;
- listen respectfully, unless chosen to contribute to the assembly; ● contribute to the quality of reflection and worship.

Recognition of Good Behaviour

It is vital that we use good role models regularly. The class can be stopped to watch a group of children demonstrate particular behaviour.

E.g. "I would like everyone to stop now. A's group are going to show us all how they can talk together quietly while they play their reading game."

Children and staff are helped to identify good behaviour and to praise each other for their efforts.

E.g. "I am very pleased that you have all remembered to walk quietly and safely down the corridors; in this way you are showing respect for learners in other classrooms"

We recognise that praise and encouragement are more effective in promoting, developing and maintaining good behaviour than using consequences.

Rewards

If rewards are given for the broadest achievements, then all children receive praise.

Be specific about the behaviour you are praising, as this will also make it clear to others.

Suggested rewards include:

- 'Special Mention' during a Collective Worship or Celebration Assembly;
- sharing work with other children or adults;
- positive marking of children's work (see Marking and Feedback Policy);
- communicating children's successes with parents;

- Community Successes - pupils who have gained achievements outside school need to feel the school community recognises these successful moments too.

Praise must always be about 'LEARNING' and 'RESPECT for others/the environment' and should recognise the effort the pupil has made in line with our School Values.

Setting Individual Behaviour Targets

If a pupil is causing concern, then an Individual Risk Management Plan is written with a member of staff from the Student and Family Support Team and SLT, together with the parents, child, SENDCo and class teacher, where possible. It is vital that the child understands that the school and family want them to be happy and learn and that all children have a right to feel safe in school. It is the school's responsibility to ensure this is a reality for every pupil at Kessingland Church of England Primary Academy.

The process:

1. Teacher to meet with child and establish and agree the behaviour which is inappropriate.
2. Ask the child what he/she intends to do about it.
3. Ask the child how we can help.
4. Discuss with the child the area of behaviour which they need to change in order to improve in class. Set one or two SMART (specific, measurable, achievable, realistic and timely) targets and agree how the plan will be monitored.

Before a consequence is given, adults need to ensure they have:

- reminded the child of behaviour expectation in the classroom and the rules that they are in danger of breaking. NB the flow of your teaching must not be disturbed by poor pupil behaviour.

If a child is given time out they must be:

- accompanied by an adult;
- told the amount of time that they will spend away from class, including time to complete their behaviour form and discuss what has taken place.

IMPORTANT - THE CHILD MUST RETURN TO A FRESH START

Behaviour at Playtime

This is the best part of the day for many children. Pupils love playing with their friends; however sharing friends and equipment can be challenging. All staff on playground duty should try to remember that children come to school with different experiences. This means children are likely to respond to the challenges of 'playtime' very differently.

Staff on duty must:

- arrive on time in the playground;
- be clear with other staff on duty who is responsible for each area and first aid;
- ensure good sight lines across the playground;
- smile and be positive with children;

- model 'good listening' when a child is talking about their play or an issue they are worried about;
- always value the pupils' views and show concern if they are worried or upset; ● ensure play equipment is out and put away;
- ensure all children are back in class before the last adult leaves the playground;
- ensure that behavioural/medical information is shared with the class teacher;
- never take hot drinks onto the playground unless in lidded cups;
- report any health and safety concerns regarding fencing/boundaries to the Office Manager or a member of the office team.

Behaviour at lunchtime in addition to break time guidance above

The school appreciates the challenges which can be faced by Midday Supervisors and works to support members of this team.

Staff Should:

- arrive promptly ready to start work;
- ensure all first aid and play equipment is fit for purpose and ready for use;
- ensure the playground is safe and boundaries are secure;
- follow the rota for location of staffing, including supporting new colleagues to understand our systems;
- encourage pupils to use cutlery correctly, try new foods and eat healthily; ● inform the class teacher if the child has not eaten enough lunch.

Children are expected to play sensibly on the playground.

Children must do as the support staff ask. If there are small disputes, children may be asked to take time out to reflect on their actions. Any disrespect shown towards a member of lunchtime staff should be recorded on Arbor.

Children are asked to resolve problems/conflicts in a non-aggressive way. If they have difficulties, strategies will be modelled to them. For example, children will review the incident and identify where better choices could have been made. References to School Values and the language of rules must be used.

If parents feel that there are ongoing concerns that they feel are not being dealt with they should contact the school immediately. All staff should build a culture of care and partnership around the children.

At playtime all pupils are still expected to adhere to the school rules and demonstrate the School Values.

Rewards

Pupils should be praised and exemplary behaviour will be rewarded with individual raffle tickets.

Consequences

Warnings are given in line with the guidance shared above; including the child using their own time when reflecting on their behaviour. All consequences and behaviour incidents should be

recorded on Arbor. Class teachers and Phase Leaders will support the MDSA team in ensuring pupils in their care behave well in all areas of the school.

Repeated incidents at lunchtime may result in exclusion at lunchtime.

Use of reasonable force

All members of school staff have a legal power to use reasonable force. In our academy, staff are trained by 'Norfolk Steps' and the Headteacher holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder and will always be recorded appropriately.

Exclusions

Fixed Term Exclusion

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the member of the Senior Leadership Team who is acting in that role) Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy.

- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Verbal or physical abuse of other pupils or Academy staff.
- Aggression towards other pupils leading to the possibility of physical or emotional harm ● Indecent behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. Most exclusions are of a fixed term nature and are of short duration.

Following exclusion, parents are contacted immediately where possible. A letter will be sent home (on the same day if possible) giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Trust as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one and is not taken lightly. There are two main types of situation in which permanent exclusion may be considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious criminal act has been committed, the school will involve the police in any such offence eg: dealing drugs or bringing in an offensive weapon.

As with fixed term exclusions, parents will be informed in writing of the decision to exclude and their right of representation and appeal at a disciplinary committee meeting, to be arranged within 15 school days

Pupils Conduct Outside the School Gate

If a child's conduct outside of the school gate is witnessed by a member of staff, reported to the school by a member of the public and the child is identifiable as a pupil of the school, teachers have a statutory power to discipline the pupils in line with the school sanctions and consequences.

Training

Whole staff and individual training needs will be identified through the academy's self-evaluation process and staff appraisal.

Monitoring

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to governors.

Review

The policy will be reviewed every year, depending on changes in circumstance or legislation.

Links to Other Policies

- Anti-Bullying Policy
- Safeguarding Policy
- Exclusion Policy
- Restrictive Intervention Policy





Appendix B – Behaviour Summary

Behaviour Policy - Consequences

LEVEL	Notification	Action	Consequences
Level 1	Class Teacher Phase Lead	Person dealing with the incident and Class Teacher	Orange Reflection time
Level 2	Class Teacher Phase Lead	Class Teacher and Phase Lead	Orange + Phase Lead Conversation
Level 3	Class Teacher Phase Lead	Phase Lead	Red Time out in a different room / Call home
Level 4	Class Teacher Phase Lead Deputy / Head	Phase Lead and Deputy / Head	Possible Internal

Level 5	Class Teacher Phase Lead Deputy / Head	Deputy / Head	Possible Exclusion Incident also reported under safeguarding on CURA

Behaviour Policy – Consequences for EYFS

	EYFS
Rule Reminder	The instruction is repeated and exemplified using modelling.
Off Track	Time to think
Orange Road	The child will be given 2 for 2 using the visual timer. The child will talk about their behaviour and be expected to vocalise. I have had 2 for 2 because...
Off Track	Time to think
Red Road	A conversation with parents/carers If a child has been on red 3 or more times for the same behaviour a parent meeting will be put in place.

In EYFS, we recognise that children need time and lots of modelling in order to understand how to take turns, share resources and follow the expectations and rules of the school day. The children respond well to visual aids and the reward or consequence needs to be instant. It also needs to be made explicit to the children so they understand the behaviour. With this in mind, the whole school Behaviour Policy is differentiated to meet the needs of pupils in EYFS. If a child is reaching red and displaying the same behaviour more than 3 times in a half-term then a supportive behaviour meeting will be held with the class teacher and parents. The right behaviour will be modelled with the child and opportunities to apply this in a small group. If there are further incidents of 'red behaviour' then consequence letters will be issued in line with the rest of the school.

When a child is on the 'Red', the following resources and strategies will be used to help children understand the right behaviour:

- Σ Thinking Books
- Σ Social Stories
- Σ Small group work
- Σ Additional Home/School actions
- Σ Small group activities modelling the right behaviour

If a child is intentionally physical towards others or presents a danger to themselves, staff or property the child will move straight to Red and this will be recorded appropriately.

