

# Jennett's Park CE Primary

## Behaviour Management Policy



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".....You've got to help me. You've got to hold out your hand - even when that's the last thing I seem to want and need. Each time you are kind and gentle and caring, each time you try to understand, because you really care, my heart begins to grow wings, very small wings, very feeble wings - but wings" Eikins 1976

Our work and our life is based on Gospel values as summed up in John 10:10 . 'Live life in all it's fullness''

At Jennett's Park CE Primary School we share a caring Christian ethos and wish for all our pupils to make a positive contribution to the global community.

We promise as a staff and community to try to serve the common good with our work as part of the Church of England.

<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

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### 1) Aims of this policy

- Provide a consistent approach to behaviour management at Jennett's Park CE Primary School
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To emphasise the encouragement of positive behaviour
- To promote consistency of expectation and implementation of behaviour management
- To reinforce the fundamental concepts of understanding rights, mutual respect and awareness and adoption of responsibilities that come with those rights

### 2) Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

➤ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

➤ [Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

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

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

➤ [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3) We aim to as a School

- Educate children in a positive and stimulating environment
- Ensure every member of the school community feels valued and respected and that everyone is treated well and fairly
- Help children become confident and self-disciplined
- Ensure that children have a clear understanding of the place of our Christian values of community, kindness, respect, hope, independence, success and trust and the need for law, rules and order in their lives within the context of a democratic, multicultural society
- Provide a safe environment free from disruption, violence, bullying and any form of harassment

We focus on fostering positive, constructive, and supportive attitudes rather than emphasising negative and destructive behaviours. When the overall environment is friendly yet firm when needed, and when expectations are clear and routines are well-established, alongside engaging learning tasks that suit the children's abilities, disruptive behaviour is considerably less likely to arise.

### 4) High Expectations

Our expectations are very high because our learners deserve the very best. High expectations are flattering; they tell our students that we fully believe they have what it takes to achieve the things we want them to achieve. Low expectations convey the opposite: that they can't achieve, can't behave, and can't get along with each other. High or low, achievement and behaviour moves in the direction of the expectation.

We set three types of high teacher expectations: academic (attainment and progress), behavioural (learning behaviours and conduct) and social (how the students interact with staff and each other). If academic, emotional and physical being is high then there are fewer chances to have issues- this is wellbeing. We are trained to give our children the best and to provide learning

opportunities and experiences that maximise learners' progress. Jennett's Park Church of England School acknowledges its legal duties under the Equality Act 2010 and in respect to pupils with special educational needs (SEN).

### 5) Our Vision and Ethos

We aim here at Jennett's Park are to ensure we live out our vision:

Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10)

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs

At Jennett's Park we are:	Our Promises:
<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
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<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Staff at Jennett's Park recognise that the three core principles of excellent behaviour and high standards are:

- 1) To ensure clarity in both academic and behavioural success
- 2) To maintain momentum through pace and challenge
- 3) To exemplify excellence through their presence.

We treat all children fairly and implement this policy consistently.

A successful behaviour policy is one that guides children towards developing high self-esteem and self-discipline. Thus, effective behaviour stems from fostering strong relationships and establishing clear expectations. We believe that self-esteem influences all aspects of thinking and behaviour, subsequently affecting learning and performance. Our aim is to provide positive everyday experiences that empower our children to achieve their full potential and self-worth.

At Jennett's Park we expect all children to behave appropriately and all adults are required to respond to children and fellow adults in a suitable manner. Adults must embody and model these expectations for all children.

## 6) Definitions

### Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Choosing despite offers of help incorrect uniform

### Serious misbehaviour is defined as:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Repeated breaches of the school rules</li> <li>• Any form of bullying</li> <li>➤ Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)</li> <li>➤ Sexual harassment, meaning unwanted conduct of a sexual nature, such as:               <ul style="list-style-type: none"> <li>• Sexual comments</li> <li>• Sexual jokes or taunting</li> <li>• Physical behaviour like interfering with clothes</li> <li>• Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Vandalism</li> <li>• Theft</li> <li>• Fighting</li> <li>• Smoking</li> <li>• Racist, sexist, homophobic or discriminatory behaviour</li> <li>• Possession of any prohibited items. These include:               <ul style="list-style-type: none"> <li>- Knives or weapons</li> <li>- Alcohol</li> <li>- Illegal drugs</li> <li>- Stolen items</li> <li>- Tobacco and cigarette papers</li> <li>- Fireworks</li> <li>- Pornographic images</li> <li>- 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)</li> </ul> </li> </ul> |
|---|--|

## 7) Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please read our antibullying policy online



## 8) Promoting Excellent Work and Behaviour

### Outstanding Owl and Rainbow Promise Learners

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other. The dove symbolises our need to persevere. In some aspects of life, as it is not always the first time that we find success. It was not the first time that Noah had tried to find dry land so we seek strength within ourselves and from God to achieve.

Our ***Rainbow Values*** are: Love, Honesty Respect, Peace, Forgiveness, Joy, Patience, Support and Kindness

Our ***Owl Learning behaviours*** are:

- C - Collaboration
- O - Optimism
- P - Perseverance
- P - Pride
- I - Independence
- C - Challenge
- MD - Managing Distractions



These lead us to our Code of Conduct (which are displayed around the school) are:

1. We are quiet when others are talking
2. We follow directions right away
3. We let others get on with their work
4. We respect each other

From the outset, we strive to cultivate a moral code of conduct and foster a sense of conscience within every child. We promote positive relationships throughout the school by nurturing an atmosphere of harmony and cooperation, where each child's perspective is appreciated and valued. Our goal is to establish a supportive environment that prioritises praise and internal rewards, while placing less emphasis on sanctions.

## 9) Routines:

An effective routine is a behaviour that has been standardised by the teacher and is consistently followed by students, making it habitual and efficient. Anything that students do regularly should be incorporated into a routine (see Appendix 7). At Jennett's Park, we invest considerable time in establishing routines to minimise low-level disruption in the classroom.

## 10 ) Roles and Responsibility

### a) The Governing Board

The Jennett's Park CE Primary Local Governing board is responsible for reviewing and approving the written statement of behaviour principles. The Jennett's Park CE Primary Local Governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### b) Headteacher

The headteacher is responsible for:

1. Reviewing and approving the behaviour policy.
2. Creating a school environment that promotes positive behaviour.
3. Ensuring staff manage poor behaviour effectively.
4. Monitoring staff implementation of this policy to guarantee that rewards and sanctions are applied consistently across all pupil groups.
5. Ensuring that all staff comprehend the behavioural expectations and recognise the importance of upholding these standards.
6. Providing new staff with a thorough induction into the school's behavioural culture, including its rules and routines, to enable them to support all pupils in their full participation.
7. Offering appropriate training in behaviour management, including the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff members who require it, thereby enabling them to fulfil their responsibilities outlined in this policy.
8. Ensuring this policy aligns with the safeguarding policy to provide pupils with both sanctions and support when necessary.
9. Regularly reviewing data from the behaviour log to ensure no pupil groups are disproportionately affected by this policy.

### c) Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- We believe that a strong home-school relationship is fundamental in ensuring the effectiveness of our Positive Behaviour Policy, benefiting all our children. We will notify parents when their child exhibits positive behaviour, as well as when they consistently breach school rules. We always welcome parents' comments, suggestions, and support.

Parents play a crucial role in their children's education. It is important that they actively support their child's learning and collaborate with the school. We recognise the significance of maintaining robust connections with parents and fostering effective communication between home and school. Therefore, the school works in partnership with parents to ensure that children receive consistent messages about appropriate behaviour both at home and at school.

The School Rules and Policy are shared with all parents during the Induction Process, and we expect full parental support in implementing this policy.

When the school must apply reasonable sanctions to address a child's behaviour, we anticipate parental support. If parents have concerns regarding how their child has been treated, they should initially reach out to the class teacher.

We understand that parents may feel apprehensive about their child's behaviour and may react with worry or defensiveness. We hope that parents recognise that the school is dedicated to supporting children in the best possible way, and that we can achieve this through a collaborative and calm approach. In the rare instance that parents respond with verbal or physical aggression

towards staff or other members of the school community, such incidents will be reported immediately to the Head Teacher, who will take appropriate action.

#### **D) Staff**

Staff at Jennett's Park CE School are positive, enthusiastic, and maintain high expectations for both learning and behaviour. They cultivate a sense of self-esteem in all children while fostering an understanding of the needs of others. They promote a calm and responsive atmosphere, avoiding the need for shouting. The staff recognise that effective classroom organisation and the establishment of routines are vital for encouraging good behaviour, and that a high-quality curriculum enriched with interesting and challenging activities has a significant impact on students' conduct.

All staff members share the responsibility of upholding the behaviour policy. They are expected to engage actively in lessons and to pre-emptively address potential issues through strategic interventions. A successful approach incorporates both authoritative presence and cooperative engagement, characterised by a clear sense of purpose, strong guidance, high expectations, and genuine concern for others. Teaching should be inclusive and accessible to all pupils.

To achieve this, staff should:

- Create a calm and safe environment for pupils
- Implement the behaviour policy consistently
- Model expected behaviours and foster positive relationships
- Address situations promptly by anticipating issues
- Differentiate activities to cater for a wide range of needs
- Communicate the school's expectations, routines, values, and standards through behaviour teaching and in every interaction with pupils
- Establish clear and consistent routines to minimise disruption
- Stay informed about child development
- Provide a personalised approach to address the specific behavioural needs of individual pupils
- Challenge pupils to meet the school's expectations
- Reflect on their own behaviour and its impact on school culture, ensuring they uphold the school's rules and expectations
- Record behavioural incidents promptly

The senior leadership team (SLT) will assist staff in managing behaviour incidents effectively.

#### **e) SMSAs – School Meals Supervisory Adults**

During lunchtimes, School Meal Supervisory Assistants (SMSAs) are expected to adhere to the same codes of conduct as teachers. Alongside the rest of the school community, they will also participate in the reward systems. Lunchtime Supervisors maintain close communication with class teachers, regularly discussing incidents of unacceptable behaviour that may occur during lunchtime. It is essential for children to understand that rough play and potentially dangerous behaviour in the playground are not acceptable.

#### **f) Pupils**

See the child friendly version written by our School council and shared to classes in the Appendices

- . Pupils are polite to all members of our school community.
- Pupils listen to everyone.
- Pupils will carry out an instruction, first time, every time.
- Pupils show kindness to others above everything else.
- Pupils are honest and know that everyone makes mistakes.
- Pupils are forgiving of others' mistakes.
- Pupils mutually respect staff.

- Pupils will travel safely within the school grounds and speak quietly in the school building.
- Pupils will try their utmost not to leave anyone out.
- Pupils show empathy, remembering that everyone's journey is different.
- Pupils will learn when to ignore and not react when they know it is wrong.
- Pupils will strive to 'be the good kid' and to become a pot of gold at the end of our rainbow.

-Pupils will persevere to become the best version of yourself.

Pupils will be made aware of the following during their induction into the behaviour culture in an age-related manner:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### 11) Promoting Excellent Behaviour at Playtime

It is our primary objective to foster a culture of inclusivity and mutual respect during playtime, ensuring that every child feels valued and accepted. To achieve this, we have implemented various measures:

- **Provision of Playground Resources:** Children are provided with a range of playground resources, including a trolley of activities for Key Stage 2 and a specific set of activities for Key Stage 1, distributed by the PE coordinator.
- **Timetabled Football Sessions:** Scheduled football sessions are conducted in the Multi-Use Games Area (MUGA), allowing children to engage in small-sided games (maximum of 5v5) across 3 pitches.
- **Football Skills Sessions:** Additional football skills sessions can be held in other areas of the playground. These are not to include tackling games due to space limitations.
- **Year 5 and 6 Playleaders:** Older students are assigned as Playleaders to guide their peers in playing kindly and demonstrating our school's Rainbow values.
- **Adult Supervision:** Adults are stationed within designated zones of the playground to oversee activities and provide guidance.
- **Teaching Initiatives:** Adults or older children engage younger years in group games to encourage collaborative play.
- **Quiet Inside Provision:** For children who may find the playground overwhelming, arrangements are made for quieter indoor activities (arrangements for staffing will be made in communications with SLT).
- **First-Aid Station:** A designated first-aid station is available outside for the treatment of minor injuries.
- **End of Playtime Routine:** Playtime concludes with a whistle alerting children to calmly return to their classrooms, tidying up equipment along the way and then lining up outside their classroom door. In cases where a child displays behaviour choices contrary to our code of conduct or Rainbow values, the following consequences will be applied:
  - **Reflection Time:** Children are given an opportunity to reflect on their actions. This maybe done either outdoors with a supervising adult or indoors if additional time to compose themselves is required. The child's perspective will always be heard.
  - **Subsequent Reflection:** For instances where a child's behaviour requires further reflection, they will miss a playtime the following day to review their choices.
  - **Repeated Behavioural Concerns:** In cases of recurrent poor choices (3 or more times), the child will miss playtime or lunchtime on three separate occasions.

- **Fresh Air Time:** Whenever a child misses a playtime, separate arrangements are made to ensure they receive fresh air, either by spending time with a different year group or under the supervision of an adult. These measures are integral to maintaining a supportive and respectful environment, fostering positive behaviour among our students during playtime

## 12) Mobile phones and smart devices and Online misbehaviour

Pupils in years 5 and 6 bring mobile phones to school at their own risk and the school accepts no responsibility for items brought on to the school site. Other smart devices, such as smart watches and tablets are prohibited to be brought to school, unless there are extenuating circumstances for which a reasonable adjustment is required to be made with the agreement of the headteacher.

Following completion of a 'mobile phone permission form', pupils in years 5 and 6 may bring a mobile phone to school only if they walk to and from school and are unaccompanied by an adult at this time. The phone must be turned off upon arrival on the school site and put away out of sight, handed to the class teacher at the start of the day and collected at the end of the day. This is each pupil's responsibility.

Any mobile phone found without a pupil permission form completed, or not handed into the class teacher at the start of the day, will be confiscated and the pupil's parent will be expected to collect it from the school office.

Pupils are not permitted to bring mobile phones or other smart devices on any educational or residential visit. The use of a phone or other smart device during the school day will be regarded as a breach of the school's behaviour policy and appropriate sanctions will be enforced.

Through the school's computing curriculum, e-safety is taught to our pupils, as appropriate to their age. Should pupils demonstrate that their online behaviour falls outside what is expected, the school expects parents to support our policy to educate their children to rectify their behaviour.

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Such conduct includes, but is not limited to:

- Bullying or harassment
- Sexting or sharing sexual images
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts

Additional actions that will be considered by the school for inappropriate online behaviour may include, but are not limited to:

- Prohibiting a pupil from bringing a mobile phone into school for a period of time
- Reporting a pupil as being underage to the appropriate social media platforms in order to secure a ban from them using their software
- Taking advice from appropriate agencies, such as Children's Social Care or the police, should the online behaviour be considered a safeguarding issue or a potential criminal offence

### 13) Communication

Communication between all members of the school community is vital in the implementation of this policy.

#### a) Communication with Parents and carers

We encourage and rely on the sharing of information about children and their ever-changing situations, relationships and home life.

#### b) Communication between staff

At Jennett's Park CE School, the staff collaborate as a cohesive team, providing support and guidance to one another in managing behaviour effectively.

Concerns regarding students are communicated among the relevant staff members, ensuring that confidentiality is maintained at all times.

Parents' meetings are scheduled for November and February each year. During the interim, it may be necessary for communication to occur either from the school to parents or vice versa.

Teachers and staff are available each day to meet with parents and children. At the start of the day, a quick message may suffice; however, there are times when a more in-depth discussion or a confidential setting away from students is needed. To arrange a further meeting with your class teacher, Family Support Worker, SENDCO/Inclusion Lead, or Phase Leader, we kindly ask parents to schedule an appointment through the school office.

For appointments with members of the senior team, parents should also contact the office. The office will inquire about the appointment's purpose and, if deemed necessary, direct parents to another staff member more suited to address their concerns.

### 14) Rewards and Sanctions

#### a) **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Whole class rewards
- Special responsibilities/privileges such as prefect status or being entrusted with a particular decision or project
- Recognition within Rainbow moment or Owl Learner
- Earning STAR Ambassadors

#### b) **Responding to poor behaviour choices:**

When a pupil's behaviour falls below the standards reasonably expected of them, staff will take appropriate action to restore a calm and safe learning environment while preventing future incidents of misbehaviour.

Staff will strive to cultivate a predictable atmosphere by consistently addressing behaviour that fails to meet expectations, ensuring students understand that misbehaviour will always be acknowledged in a fair and proportionate manner.

De-escalation techniques may be employed to avert the escalation of behavioural issues, which can include the use of pre-arranged scripts and phrases. All pupils will be treated fairly under this policy, with any contributing factors to the behavioural incident assessed and considered.

In administering behavioural sanctions, staff will also evaluate what support can be provided to help pupils meet behaviour standards in the future. The sanctions imposed will correspond to the severity of the behaviour and may follow the following sequence however due to the severity or repetitiveness of the misbehaviour the consequence may move through the list (see appendix 3 flow chart of behaviour):

- Reminder of expected behaviour

- Quiet warning
- Separation from peers or time-out for up to 15 minutes
- Referral to the Phase Leader or Partner class
- Completion of work at home or during break or lunchtime
- School-based community service, such as tidying a classroom
- Establishment of a behaviour contract
- Suspension from school
- Enhanced monitoring and supervision during lunchtimes and playtimes
- Exclusion from school events, off-site activities, or extra-curricular activities (e.g. football or netball tournaments)

The Headteacher may be involved at any stage of this process. Parents may also be contacted at the discretion of the teacher or Headteacher. If a child consistently displays inappropriate behaviour, the following measures may be implemented:

- Placement on the Special Needs Register and development of an Individual Behaviour Plan or Behaviour Change Plan
- Initiation of a home-school diary
- Regular communication with parents
- Support from designated staff
- Temporary internal or external suspension from the classroom or playground
- Removal of the pupil from the classroom

Internal suspensions are where children work away from classes, possibly in isolation with an adult for a set period of time. External suspensions are outside of school grounds. Both are decided only at discretion of Headteacher or in their absence the person stepping in to fill their role

Parents will definitely be involved if any of the above take place

In extreme circumstances the child may be:

- Referred to Bracknell Forest Behaviour Support Team.
- Have a Personal Support Plan in place.
- Be suspended for a fixed term, such as a lunchtime suspension or for a fixed number of days
- Be excluded permanently - in the most serious of circumstances

The Chair of Governors will be informed if a child is subject to a suspension and it will be recorded in the Headteacher's report to Governors. Suspensions follow the Bracknell agreed policy.

### **c) School Trips**

Please note that if a child's behaviour is considered a Health and Safety risk then they could be excluded from being taken on school trips/journeys. Under some circumstances, participation on a school trip can only be dependent upon a parent accompanying the pupil (at their own expense) and they will then be responsible for their behaviour.

## **15) Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

## **16) Reasonable force (See Use of Reasonable Force Policy)**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others



- Damaging property
- Committing an offence

Incidents of reasonable force 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 (see appendix 1 in reasonable force for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### 17 Confiscation, searches, screening

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

#### a) Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

#### b) Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil



- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the phase lead then as appropriate the headteacher / designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **c) Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 6) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **d) Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 6), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **e) Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

➤ What action the school has taken, including any sanctions that have been applied to their child

➤

#### **f) Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **g) Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### **h) Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### **i) Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### **j) Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **k) Screening**

- We do not operate screening on entry and will issue guidance if this were ever needed that has been agreed by governors.

## **18) Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **19) Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **20) Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## **21) Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **22) Serious sanctions**

### **a) Detention**

Members of staff have been authorised by the headteacher to give pupils detentions include the deputy heads and assistant heads.

Pupils can be issued with detentions during break, lunch or with 24 hours notice after school during term time. The school will decide in each case whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **b) Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by phase leaders and will be removed for a maximum of 1 afternoon per week. IF more than this it will be classified as internal suspension.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of Learning support and Emotional learning support assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **c) Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspension and exclusions policy for more information

## **23. Responding to misbehaviour from pupils with SEND**

### **a) Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Our approach to anticipating and removing triggers of misbehaviour include but are not exclusive to:
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions or ways to support neurodiversity such as autism and ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

#### **b) Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### **c) Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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 programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **d) Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **24) Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This includes measures like:

- Reintegration meetings
- Daily contact with the class teacher lead
- A report card with personalised behaviour goals
- Team around family meetings

## 25) Behaviour Management – Recording and reporting

**Be calm** – children must be dealt with respect at all times and staff must remain calm, and be specific regarding the behaviour which has caused concern.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that a fresh start is possible. Forgiveness is a core value in our school.

To establish that a child understands unacceptable behaviour, it is important that in discussion we try to:

- Check that the child understands why they are in trouble
- Establish that they know why the behaviour was unacceptable
- Explore the effect that the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Ensure the child accepts the sanction and moves on.

Teachers can send contact to parents via Squid using appendix 1, 2, 3, 4. These provide an overview of template letters and standard words to contact the parents in the event of incidents at school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Teachers will be kept informed
- Parents will be kept informed of repeated incidences of bullying and they will be expected to play a key role in supporting their child
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- All racist incidences will be reported in line with BBC policy and parents informed.

For any of the more serious behaviours listed below, an incident form should be completed and given to the Head Teacher who, in consultation with the class teacher, will decide on the appropriate sanction and will inform the parents /carers. A clear account of the incident will be recorded in writing and given to the head teacher. The head teacher or member of the senior team will interview all concerned and will record the incident in writing.

The forms will be filed in an Incident File in the Head Teacher's office/Child's Cumulative File either paper or electronically

## 26) Involvement of other agencies

Agencies who may be contacted include: police, Social Services, Educational Psychology, and Behaviour Support Teams. This is not an exhaustive list. Information shared should follow the schools data protection policy.

## 27) Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## 28) Links to other policies

Anti-bullying, SEND, Whistleblowing, Code of conduct, Mobile Phones, Data protection, Health and Safety, Wellbeing Use of Reasonable Force

## Appendix 1 Message to parents about pupil behaviour (A squid)

Contact to parents sent via sQuid		
Name of child	Class	Date and time of Incident

<b>A. Location (Tick)</b>	
Classroom	
Dining Hall	
Outside School Grounds (Trips)	
Playground	
Sports Hall	
To/From School	
Toilets	
Other describe	

<b>B. Activity (Tick)</b>	
Afterschool & Breakfast Clubs	
In class - lessons	
Playtime/Lunchtime	
School Trips	
Other- describe	

<b>C. Exact message to be sent by text (Please be mindful of the wording)</b>	

<b>D. Category (Tick)</b>	
Assault adult	
Assault pupil	
Bullying	
Damage to Property	
Defiance	
Disruptive behaviour	
Fighting	
Inappropriate behaviour	
Inappropriate language	
Inadequate work	
Insolence	
Lying	
Misuse of school property	
Physical behaviour	
Racist Incident	
Swearing / Bad language	
Theft	
Verbal abuse – adult	
Verbal abuse - pupil	

E. Further action required (Tick)	
Parent to meet teacher	
Parent to meet phase leader	
Parents to meet Mrs Savage	
Parents to meet SENDCO	
Parent to meet Deputy Headteacher	
Parent to meet Family Support	

F. Further comments regarding this incident if required	
Teacher's Name - sending (block letters)	
SLT authorised	
sQuid sent - initials, date & time	



**Appendix 2 First behaviour letter**

Dear INSERT NAMES,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could. It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Second behaviour letter**

Dear INSERT NAMES,

Following my previous letter dated XXXX regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

1. We are quiet when the teacher is talking
2. We follow directions right away
3. We let others get on with their work
4. We respect each other

*I would appreciate it if you could arrange to meet me so we can discuss a way forward. Please make an appointment to meet with me via the school office as soon as is mutually convenient to avoid the possibility of an internal exclusion from Jennett's Park. .*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Third behaviour letter**

Dear INSERT NAMES ,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave. \_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Phase leader /Deputy Head/the special educational needs co-ordinator (AGREE WITH Phase leader level of support) and myself, to discuss how we can best support your child in improving their behaviour.

*Please make an appointment to meet with via the school office as soon as is mutually convenient to avoid the possibility of an internal exclusion from Jennett's Park. .*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 3 Child Friendly flow chart**

You should strive to 'be the good kid' and to become a pot of gold at the end of our rainbow.

You should persevere to become the best version of yourself.

**Rights of the Pupil**

- Right to feel respected and listened to.
- Right to request and explain why you want to change tables or spaces as part of a discussion.
- Success and positive behaviour will be recognised.

**Extreme Behaviour**

Some behaviour is very serious so the Head teacher or Deputy will get involved immediately and will contact the pupil's parents. These behaviours include; bullying, hurting another child or adult very badly, prejudicial abuse to children or staff or carrying a weapon or drugs into the school grounds. Pupils know the Jennett's Park behavioural expectations, so will have one chance to be honest, apologise and consider ways that they can improve or 'make right' the situation.

**Behaviour Steps**

1. One chance to stop the behaviour-reminded to calm down and what will happen next if do not stop behaviour.
2. Move places for a few minutes, come back when ready (in class).  
Talk to an adult, explain, apologise and start afresh. If not –
3. If behaviour hasn't improved or not showing that you are truly sorry for your behaviour, send to other class in year group. Following calm down time,  
Talk to an adult, whether in own or parallel class, explain, apologise and start afresh. If not –
4. Pupil to be offered a calming space and given paper if feel they cannot talk to an adult.  
(Pupil will take home letter if behavioural escalation has been used to this level.)
5. If the pupil is not responding appropriately, send to Phase Leader. For a chance to talk to an adult, explain, apologies and start afresh after an appropriate time to calm and return to class. However, if sent to Phase Lead 3 times already that half term, fast-tracked to Deputy.
6. A chance to talk, explain and apologise. If sent to Deputy, then missing break and some of lunchtime, before returning to classroom, afresh. If pupil is not willing to engage, to explain and apologise then a parent will be telephoned to encourage child to seek forgiveness and to explain the situation. Then Deputy to decide when appropriate to send back to class. However, if behaviour is extreme or forgiveness not sought-
7. Send to Head teacher. Parents invited to talk that day about the situation and the steps the child has ignored. Head teacher to decide if the child should go home or appropriate action to be taken.

## Appendix 4 Red triangles in class

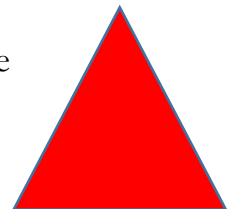
### Dealing with situations

Most situations should be diverted by teacher awareness of their class's needs and habits. Good routines and differentiated activities will in most cases support to reduce low level incidents. A teacher should always try to 'nip it in the bud' i.e. not let a situation happen in the first place. However, following up on incidents is important, even if the consequence is delayed. A normal route for dealing with behaviour is:

- Teacher sets up routines
- Teacher arranges their space to 'nip it in the bud'
- Non-verbal warning ( look/gesture) to indicate change needed
- Verbal warning ( XXX I need you to XXX Thankyou)
- Reminder of Rules
- Diversion/Choice or Consequence offered
- Child directed to move to sit out for amount of time ( this made up at their next break)
- Sent to Partner Class ( message sent by sQuid )
- Spoken to by Class teacher at next break
- Phase Leader speaks to child
- Deputy/SENDCo speaks to child ( if same as Phase leader change so different adult)
- Headteacher contacted

At each stage there is an opportunity for children to allow themselves dignity of calming down and choosing a better choice to fulfil the ability to follow Rainbow Promise. If a situation escalates red triangle sent

Every classroom has a red triangle that has the class name on and it is stuck by the doorway. This is to be used in an emergency situation where another adult is needed (such as a serious accident or injury, a lone adult requiring support to deal with a situation, a dangerous situation is occurring or imminent)



The triangle is given to 2 sensible children who rush to find the nearest adult. A sense of urgency is vital.

It is important that you go through this safeguarding procedure with the children, as you would with a fire drill or lockdown so that everyone is aware of its purpose.

You could decide on 2 sensible 'red triangle' children.

But please tell all children (in case the 'red triangle' children are not available) that they walk quickly to the nearest adult and that they do not need to wait politely as they usually would, as this is an emergency situation.

If you receive a red triangle, please stop what you are doing and go straight to that classroom to assist.

## Appendix 5 TOP 10 TIPS

1	Be emotionally neutral	It is the behaviour and not the child that we talk about. Remain neutral and respectful, if needed deploy another adult and walk away for a breather.
2.	Instil a GROWTH mind set	Help children to realise that intelligence is not fixed and that as we practice and exercise our brain, we raise our intelligence, just as we get bigger muscles going to the gym.
3.	Talk to children about how FAIL is your <b>FIRST ATTEMPT IN LEARNING</b>	Mistakes are how we learn, Model this and learn together.
4.	Always keep children's learning in the stretch zone	They will want the easy way out- the <b>comfort zone</b> –but that does not move their learning on. Guide them to the <b>stretch zone</b> at all times and praise the effort. Avoid the <b>panic zone</b> where possible.
5.	Say no	I am saying no because.... I care about you. I am saying no.... because I want the best for you. I am saying no... because it is not safe.
6.	Direct their attention to learning	Always bring it back to the learning –you are missing out on the learning... in 5 minutes we will go back to the learning. Are you ready to learn?
7.	Praise the effort not the attainment	Praise in detail, praise the progress, praise the process, and try not to praise the intelligence.
8.	Dominance	Clarity of purpose. Strong guidance both academic and behaviour. High expectations. Body language and space used in a positive way so that the child can relax as you are in charge. Give 2 choices and firm, timed boundaries of what will happen with expectations of the behaviour you expect.
9.	Co -operation	Concerned for them. Taking an interest in the students as people as well as learners. Does that child know that you like him/her?
10.	Tenacity	Let that child realise that you will never, ever give up on them. Be consistent, calm –be that 'teacher' or 'adult' they will never forget.

## Appendix 6 Routines to establish and check regularly

student punctuality the way students enter my classroom the way that students settle down where students sit (seating plan) the noise level in my classroom the way students follow my instructions the way students ask for help / my attention the way students move from one task to another the way students move around the classroom the way students move to a specialist area (e.g. library) the way students respond to visitors	the way work is distributed the way work is collected in the way students work individually the way students work in pairs the way students work in groups the level of student effort / on-task behaviour the way students treat / speak to me the way students treat / speak to each other the amount / quality of homework completed the degree to which students keep to deadlines the way students leave my classroom
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**Appendix 7 Behaviour Change Card**

Date

Dear

Name .....of class  
.....has been given this card for the reasons ticked

- 1) Further monitoring after incidents last week
- 2) Being impolite / inconsiderate of others
- 3) Not following instructions given by a member of staff
- 4) Inappropriate talking in class
- 5) Disruptive behaviour class
- 6) Not completing enough work/ Not completing Homework
- 7) Being late for lesson
- 8) Other ... ..

Our code of conduct is

1. I am quiet when another person is talking
2. I follow directions right away
3. I let others get on with their work
4. I respect others

Your child will be monitored on the timetable overleaf. The numbers refer to the above list of reasons. S means satisfactory.

If you wish to discuss the reasons why your child has received this card please make an appointment with your child's class teacher via the school office. You are invited to make a comment in the box below

Please sign and comment

Action

- No improvement
- Some improvement
- Good week

Signed (member of staff)

Agreed targets

1)

2)

Monday	Date			Break		Lunch		
Tuesday	Date			Break		Lunch		
Wednesday	Date			Break		Lunch		
Thursday	Date			Break		Lunch		
Friday	Date			Break		Lunch		

