

# Florence Melly Community Primary School

## Behaviour and Relationships Policy

<b>Policy Title:</b>	Behaviour and Relationships Policy	<b>Date written:</b>	July 2025
<b>Written by:</b>	Aaron Leach (Headteacher)	<b>New or revised policy:</b>	Revised
<b>Implementation:</b>	<b>Date of ratification:</b>	<b>Date presented to staff:</b>	<b>Date of renewal:</b>
	October 2025	September 2025	September 2026

Date of Update	Overview of changes made
<b>September 2024</b>	Additional section to reflect the school's commitment to challenging LGBTphobia and promoting LGBT+ inclusion.
<b>October 2024</b>	Updated guidance on the removal of one Dojo point as a sanction and the inclusion of DREAM Team points. Updated infographics to be displayed in each classroom.
<b>July 2025</b>	Updated to reflect changes made to how pupils are awarded Dojo points/ the process to be followed by staff following incidents of poor behaviour and adaptations to the use of consequences following our IQM assessment.





## **Behaviour and Relationships Policy**

**July 2025**

### **Policy Rationale**

At Florence Melly Community Primary School, we believe that good behaviour is promoted by creating a happy, safe, caring and inclusive learning environment. The most important aspect in helping a child to feel safe and secure is the positive relationships developed between the pupil and members of staff. With this in mind, we have endeavoured to create a more attachment and trauma approach in many aspects of school life, including how we manage, reward and sanction behaviour.

We have high expectations for all of our children whilst recognising that certain children have specific needs. We believe that all behaviours are a form of communication and happen for a reason. We help all of our pupils develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

Our strong DREAMS core values of determination, respect, empowerment, appreciation, motivation and safety permeate all aspects of school life and they help to guide positive behaviour.

### **1. Policy Aims**

This policy aims to set out which behaviours are permitted and prohibited at our school; the values, attitudes, and beliefs they promote and the social norms and routines that will be encouraged throughout the school community. This behaviour policy is the starting point for laying out our vision and is one of the important ways that our school culture is communicated to our pupils, staff, and parents/carers.

The aim of this policy is to implement measures to secure acceptable standards of behaviour. They should ensure the our school's approach to behaviour meets the following national minimum expectation:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and

- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. This behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children including:

- The expectations set out in KCSiE.
- Section 89 (1) of the Education and Inspections Act 2006.
- Sections 88(2) and 89(2) of the Education and Inspections Act 2006.

This policy has taken into account our Governing Body's statement of behaviour principles.

## **2. Governing Body's statement of behaviour principles**

The Education and Inspections Act 2006 and DfE guidance requires our Governing Body to make, and frequently review, a statement of behaviour principles to guide our Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice.

The practical application of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole and is informed by our values and our vision.

Our Governing Body has set out the following principles:

The Governing Body of Florence Melly Community Primary School has the highest expectations of our pupil's behaviour, without exception! They firmly believe that good behaviour in school is central to a good education and ascertains that behaviour must be managed well so that our staff can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.

- All members of our Florence Melly family must uphold and maintain our school's core values of determination, respect, empowerment, appreciation, motivation and safety.
- Every child has the right to learn, free from disruption, in a **safe** environment.
- All members of the school community should behave responsibly and to treat each other with **respect** and free from any form of discrimination.
- Pupils are helped to understand behaviour and they are **empowered** to behave well and appropriately within their context. Leaders must set out a behaviour curriculum to ensure that this is achieved.
- Our school will work in partnership with children, parents/carers and staff to uphold consistently high expectations of their behaviour and the modelling of these expectations at all times.
- Our school's behaviour principles and Behaviour and Relationships Policy is freely available to, and understood, by all stakeholders.
- The school's is **determined** to uphold its legal duties and standards relating to the welfare of children.
- Rewards, sanctions and the use of reasonable force are used consistently by staff, in line with the Behaviour and Relationships policy and will take into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- Suspensions and exclusions will only be used as a last resort but Governors recognise that this is a necessary part of the school's approach to managing and maintain high levels of positive behaviour.
- Leaders are **motivated** to help pupils to take responsibility for their actions and we take a restorative approach to dealing with incidents of misbehaviour.

- We **appreciate** the support of our parent body and we ensure that parents/carers are involved in behaviour incidents in order to foster positive relationships between home and school.
- The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- Governors recognise that some pupils may need additional support to meet and leaders will seek advice and support from appropriate outside agencies to support this belief.

### **3. Aims of our Behaviour and Relationships Policy**

The aims of this policy are:

- (1) To reinforce the school's six DREAMS core values.
- (2) To set high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- (3) To ensure that school leaders are visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- (4) To ensure that measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- (5) To minimise pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- (6) To reiterate to all members of the school community the need to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- (7) To reinforce that any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) will not be tolerated and will be dealt with quickly and effectively.

### **4. This policy contains guidance on:**

- How we create and maintain high standards of behaviour
  - Communicating our behaviour policy
  - Our whole-school approach to behaviour
  - Our school behaviour curriculum
  - The role and responsibilities of school leaders
  - The role of teachers and staff
  - The role of pupils
  - The role of parents/carers
  - Behaviour expectations and pupils with SEND
- How we respond to behaviour
  - Responding to good behaviour
  - Responding to misbehaviour
  - Acceptable forms of sanction
  - Responding to the behaviour of pupils with SEND
  - Supporting pupils following a sanction
  - Detentions
  - The use of reasonable force
  - Searching, screening and confiscation
  - Removal from classrooms
  - Suspension and permanent exclusion

- Behaviour outside the school premises
- Preventing recurrence of misbehaviour
  - Initial intervention following behavioural incidents
  - Reintegration
- Malicious Allegations
- Guidance on specific behavioural issues
  - Bullying
  - Child on child sexual violence and sexual harassment
  - Behavioural incidents online
  - Mobile phones
  - Suspected criminal behaviour

**This policy also sets out measures (as part of our legal duty) to:**

- Promote good behaviour, self-discipline and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

**5. How we create and maintain high standards of behaviour**

At Florence Melly Community Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. Our school has defined a very clear set of standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that our school is a safe environment for all pupils.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults who care for them in school and through well developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents/carers to work with the school in helping to foster positive attitudes and behaviour.

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Trusted adults help our children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. Relationships can be challenging but as a school committed to embedding a more restorative approach, we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

A school's culture and values are manifested through the behaviour of all its members. Creating a culture that promotes excellent behaviour and providing a clear vision of what good behaviour looks like, is our ultimate goal.

**Communicating our behaviour and relationships policy**

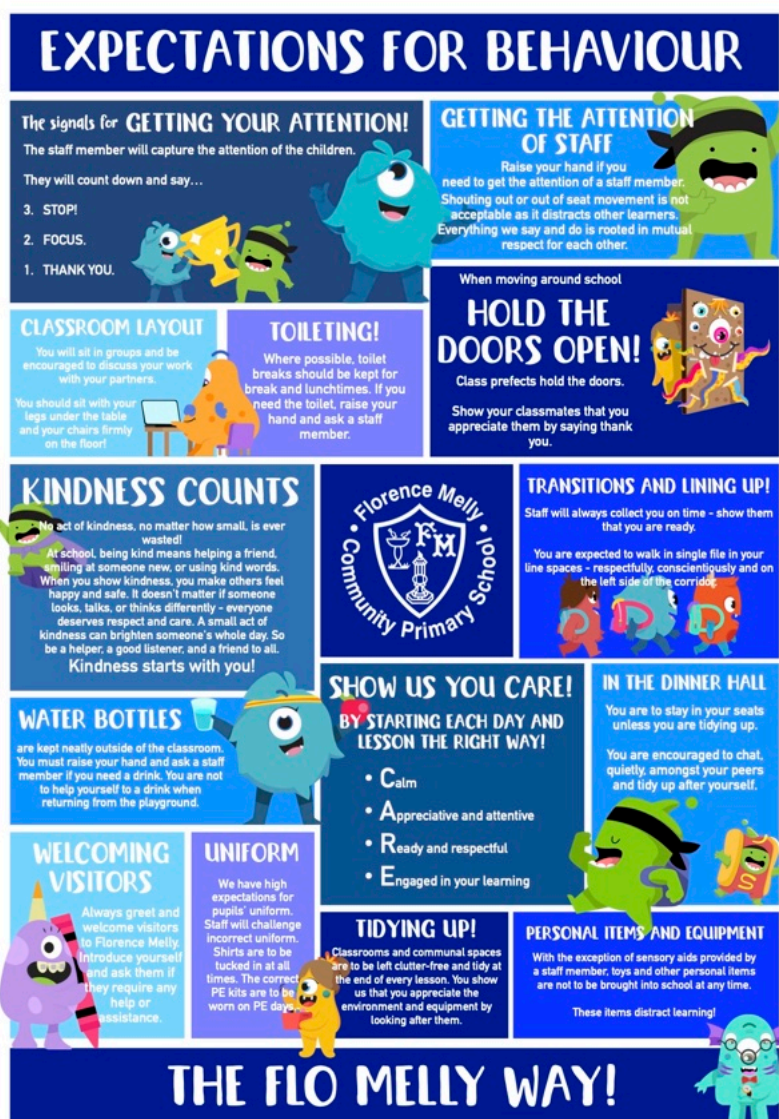
Communicating the school's policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents/carers, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

Our behaviour and relationships policy will be communicated, in writing to parents/carers, staff, and pupils at least once a year but we aim to do this more frequently (every half-term for example). The school's behaviour and relationships policy is also published on the school website: <http://dev.florencemelly.mgl2020.claritycreation.com/information/policies/>.

## **Our whole-school approach to behaviour**

At Florence Melly Community Primary School, we ensure that high standards and expectations of good behaviour pervade all aspects of school life. We achieve this through our 'Expectations for Behaviour - The Flo Melly Way!' posters. These act as a constant reminder of our approach to behaviour to staff, pupils and parents/carers and anyone joining or visiting our school.

We recognise that our 'Expectations for Behaviour - The Flo Melly Way!' are simple; that is intentional and we want them to be clear, memorable and lived.



## **Appendix 1 - 'Expectations for Behaviour - The Flo Melly Way!'**

## **Our school behaviour curriculum**

Positive behaviour reflects the values of our school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. At Florence Melly, this behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while natural consequences/sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'our pupils are expected to transition around school in single file, quietly and conscientiously, on the left hand side of the corridor'.

Our behaviour curriculum is not an exhaustive list, it represents the key habits and routines required in our school.

At Florence Melly, we explicitly teach and reinforce the behaviours expected of all pupils, as part of our strong Cultural Capital Curriculum offer. We do this through:

- Assemblies/collective worship, led by our Headteacher/Cultural Capital Lead, at the start of every half-term.
- Our Cultural Capital lessons. Half-termly assemblies are followed up by our class teachers, who deliver a behaviour focussed lesson in the first cultural capital lesson of each half-term.
- Specific, target workshops, enrichment trips or visits or guest talks to reinforce the expectations set out by our school.
- 1:1 or small group intervention, with our inclusion/pastoral team staff (where necessary).

Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines at our school are simple for everyone to understand and follow.

Adjustments to routines are made for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'.

## **The Hearts Project**

We are proud to be part of Liverpool Hearts Attachment Trauma Responsive School Project which is being facilitated by the Virtual School Liverpool and the Attachment Research Community. We were very lucky to be accepted to participate in the second cohort of this project as we are one of only ten schools that were selected across the city. As part of the project, our Inclusion Lead is studying with Chester University with a focus on Attachment, Trauma and Mental Health. The aim of the project is to equip our school community with the necessary skills to further enhance the support that we offer to our children and families.

## **Attachment**

Attachment is a theory developed by psychologists to explain how a child interacts with the adults looking after them. If a child has a healthy attachment, this means the child can be confident that

the adults will respond to the child's needs, for example if they are hungry, tired or frightened, the adult caregiver will respond to meet the child's needs or reassure and comfort them.

There are times when a carer's ability to look after a child and respond consistently may be interrupted: post-natal depression, bereavement, divorce, misuse of drugs, and alcohol. This has been noted to have potentially very serious and damaging consequences for the adult that child will become. If caregivers are seriously inconsistent or unresponsive in their behaviour to the child, the child may become very anxious as they are not able to predict how the adults around them will act; the child may even give up trying to get their needs met.

It is the role of the adult to guide the pupil in developing confidence to explore their environment and develop a good sense of self-esteem. This will help the child grow up to be a happy and functioning adult.

## **Trauma**

A traumatic event is a frightening, dangerous, or violent event that poses a threat to a child's life or bodily integrity. Witnessing a traumatic event that threatens life or physical security of a loved one can also be traumatic. This is particularly important for young children as their sense of safety depends on the perceived safety of their attachment figures.

Traumatic experiences can initiate strong emotions and physical reactions that can persist long after the event. Children may feel terror, helplessness, or fear, as well as physiological reactions such as heart pounding, vomiting, or loss of bowel or bladder control. Children who experience an inability to protect themselves or who lacked protection from others to avoid the consequences of the traumatic experience may also feel overwhelmed by the intensity of physical and emotional responses.

## **Relationships**

Relationships are paramount to the success of our Relationships and Behaviour Policy and are the most important thing to ensure children feel safe in our setting. It is everyone's responsibility to ensure that all children feel understood, heard and accepted. Positive relationships have been proven to be the most effective way to regulate the nervous system.

When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. Evidence around resilience also suggests that the single most common contributory factor to children developing resilience is having at least one positive and stable relationship with an adult.

As a school we ensure that our pupils feel they belong and are a valued part of our school community, to help them achieve their full potential. Inspired by the words of Brene Brown, we have adopted the motto, **'Be here. Be you. Belong.'**

Students should feel that their relationships with adults in our school are positive, consistent and based on trust and mutual respect. Pupils should always feel that they can voice their worries and that their voice matters.

*"The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others". (TISUK, 2019).*

We aim to build strong, positive relationships (which are rooted in mutual respect), support our children with emotional regulation and commit time to reflecting on behaviour and following a restorative approach to help our children to manage their own behaviour and find ways to repair



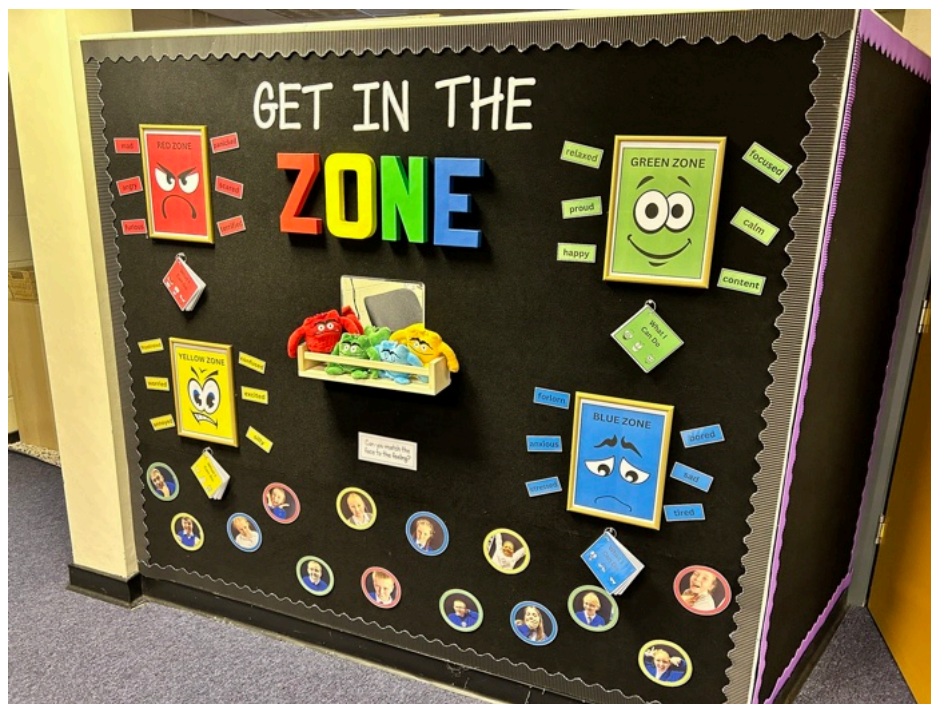
what may have gone wrong, allowing them to move forward. We want to best prepare all our children for their future by supporting them in day-to-day social decision making and rectifying mistakes when they occur. We want to encourage our children to be active in their decision making and recognise that they can impact upon their own behaviour.

We know that the time our children spend in classrooms with their peers, teachers and members of support staff is often more than the time our children spend with their families. It is vital that the pupil-pupil and pupil-teacher relationships are valued and nurtured. During daily registration, the children discuss which zone they are in and why; this supports the children not only with oracy, but with emotional literacy. Every child in the circle has time to share their thoughts whilst the other children practise listening and showing respect. In addition, many children are placed on our TLC list and receive a daily check in with a member of our pastoral team. We hope that where relationships are strong, miscommunications and relationship breakdowns will happen less often, or in the case that they do happen, they can be resolved more quickly.

### **Prioritising Zones of Regulation**

We prioritise the use of 'Zones of Regulation' to help our pupils develop their emotional literacy. Zones of Regulation is a simple way for our children to think about, talk about and regulate their feelings. At the beginning of each day and after lunch, our staff spend time checking in on pupils. From EYFS through to Year 6, our pupils use our 'Zones of Regulation' colours to share how they are feeling. Pupils can request a 1:1 check-in with a trusted adult, allowing them to have an individual conversation away from the class.

Each classroom has a Zones of Regulation display, containing key vocabulary, to support pupils in expressing their thoughts and feelings. Displays for the whole school are evident in communal areas around the site and act as a constant reminder and source of information.



### **LGBT+ Inclusion**

As a school, we are committed to promoting LGBT+ inclusion. Currently, through a process of reflection, we are working with the Rainbow Flag Award to achieve this. We are dedicated to creating a culture and ethos where all members of the LGBT+ community feel welcomed, safe and

positively thrive. As a result of this, we ensure that all incidents of LGBTphobia are challenged, and that restorative follow up work is implemented and reviewed.

### **Roles and Responsibilities**

Managing behaviour and successfully implementing this policy, is the responsibility of **all** stakeholders at Florence Melly Community Primary.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour and relationships policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all stakeholders at all times.

The school leadership team will always be highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

### **The Roles and Responsibilities of the Headteacher**

The Headteacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school.

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher supervises records of all reported serious incidents of misbehaviour (those that sit at Stage 3).
- The Headteacher has the responsibility for issuing suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts misbehaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.
- The Headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- The Headteacher, with the support of the Designated Safeguarding Lead, will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- The Headteacher will consider any appropriate training which is required for staff to meet their duties and functions within this behaviour and relationships policy.

### **The Roles and Responsibilities of other Senior Leaders**

- To be highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- To support the Headteacher in ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- To support the Headteacher and DSL to make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

- To support staff with behavioural incidents that sit at Stage 2 and support the Headteacher with Stage 3 incidents, following the agreed consequence procedures.
- To participate in appropriate training which is required for staff to meet their duties and functions within this behaviour and relationships policy.
- To ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- To engage with specialist support, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, to inform effective implementation of this policy and provide tailored support to our pupils.
- Support pupils who are dysregulated and/or those who require restorative conversations to help develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

### **The Roles and Responsibilities of the Phase Leaders, Teachers and Non-Teaching Staff**

Our staff have an important role in developing a calm and safe environment for our pupils and establishing clear boundaries of acceptable pupil behaviour. Our staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this behaviour and relationships policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Our staff are encouraged to challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Staff should receive clear guidance about school expectations of their own conduct at school.

### **Our Phase Leaders**

- Take responsibility for ensuring that our 'Expectations for Behaviour' are implemented and enforced consistently across their phase.
- Support all staff with matters relating to behaviour within their phase.
- Oversee the application of natural consequences/sanctions for misbehaviour.
- Communicate and report incidents of misbehaviour to parents/carers.
- Oversee and coordinate the awarding of half-termly Dojo prizes (from the Dojo cabinet) for pupils across their phase of responsibility.
- Support the Headteacher and Senior Leadership team with setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Support pupils who are dysregulated and/or those who require restorative conversations to help develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

### **Our Class Teachers**

- Take responsibility for ensuring that our 'Expectations for Behaviour' are implemented and enforced consistently in their classroom and with their pupils.
- Introduce our whole-school 'Expectations for Behaviour' with their class at the start of the new academic year and reinforce these daily but specifically during the first cultural capital lesson at the start of each half-term.
- Ensure that our 'Expectations for Behaviour' and Zones of Regulation approaches are clearly displayed in their classrooms.
- In accordance with the Teacher Standards, our class teachers must manage behaviour effectively to ensure a good and safe learning environment by:

- having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Manage incidents at Stage 1 and Stage 2, following the agreed consequence procedures.
- Seek help and advice from their Phase Leader or a member of the Senior Leadership Team.
- Complete any relevant written accounts of misbehaviour and report these using the school's CPOMS system.
- Contact parents/carers, or be present in meetings with a parents/carers, if there are concerns about the behaviour or welfare of a child in their class.
- Support pupils who are dysregulated and/or those who require restorative conversations to help develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

### **Our Non-Teaching Staff**

- Support the successful and consistent implementation of our 'Expectations for Behaviour' in their classroom and around school.
- Ensure that our 'Expectations for Behaviour' and Zones of Regulation approaches are clearly displayed in their classrooms.
- Manage low level incidents at Stage 1, following the agreed consequence procedures.
- Seek help and advice from their Phase Leader, Class Teacher and/or a member of the Senior Leadership Team.
- Complete any relevant written accounts of misbehaviour and report these using the school's CPOMS system.
- Contact parents/carers, or be present in meetings with a parents/carers, if there are concerns about the behaviour or welfare of a child in their class.
- Support pupils who are dysregulated and/or those who require restorative conversations to help develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential

### **The Roles and Responsibilities of our Pupils**

Our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils will be taught that they have a duty to follow the school behaviour and relationships policy and uphold the expectations set out at Florence Melly Community Primary School and should contribute to our school culture.

Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will help support the evaluation, improvement and implementation of this behaviour and relationships policy.

Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. We frequently revisit this, for all pupils, at suitable points in the academic year.

Provision will be made for all new pupils to ensure they understand our 'Expectations for Behaviour' and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

### **The Roles and Responsibilities of our Parents/Carers**

The role of parents/carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents/carers should be encouraged to get to know the school's behaviour and relationships policy and, where possible, take part in the life of the school and its culture. Parents/carers have an important role in supporting our school's behaviour and relationships policy and they will be encouraged to reinforce the policy at home as appropriate.

Where a parent/carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

We reinforce our whole-school approach to behaviour and relationships by building and maintaining positive relationships with parents/carers, for example, by keeping parents/carers updated about their children's behaviour, encouraging them to celebrate pupils' successes, or holding sessions to help them understand the school's policy. Where appropriate, parents/carers will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

We also set out the expectations we have of parents/carers own conduct in and around our school. Further details can be found through our Parent/Carer Code of Conduct.

### **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

At Florence Melly, our school culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

As a school, we understand that pupils' behaviour may be impacted by a special educational need or disability (SEND) and we recognise all behaviours as forms of communication. When behavioural incidents occur, we 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 behavioural incidents from pupils with SEND, especially where their SEND affects their behaviour, we ensure that we have met all legal duties when making decisions about enforcing the behaviour policy. These 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)

In supporting our pupils with SEND, we strive to 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. These may include:


- Short, planned movement breaks/Sensory Circuits for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or medical needs
- Use of safe/break-out spaces where pupils can regulate their emotions during a moment of dysregulation/sensory overload
- Use of Zones of Regulation, social stories, comic strip conversations and emotion coaching to plan for potentially triggering situations
- Use of learning plans/one-page profiles to plan for and review the impact of any adaptations or interventions used
- Seeking support and advice from outside agencies, as appropriate

If a pupil has an education, health and care plan (EHCP), we ensure that the provisions set out in their plan are in place and we co-operate with the local authority and other relevant agencies. If we are concerned about the behaviour of a pupil with an EHCP, we will make contact with the local authority to discuss the issue as a matter of urgency. If appropriate, we will request an emergency review of their EHCP.

## 6. Responding to behaviour


Maintaining a positive culture requires constant work. At Florence Melly Community Primary School we positively reinforce the behaviour which reflects the values of our school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate natural consequences/sanctions.

## Recognising to Good Behaviour



**FLORENCE MELLY COMMUNITY PRIMARY SCHOOL**  

# RECOGNISING POSITIVE BEHAVIOUR


IF YOU CAN DREAM IT, YOU CAN DO IT!



Dojo Points					
1 Dojo Point Awarded				5 Dojo Points Awarded	10 Dojo Points Awarded
<b>Commitment to your LEARNING and SCHOOL LIFE!</b>  This may include; <ul style="list-style-type: none"> <li>- positively completing tasks,</li> <li>- giving 100%,</li> <li>- returning homework,</li> <li>- contributing to class discussions,</li> <li>- answering questions,</li> <li>- excellent contributions to school life,</li> <li>- great pieces of work.</li> </ul>	<b>Positive acts of KINDNESS!</b>  This may include; <ul style="list-style-type: none"> <li>- being polite,</li> <li>- Showing kindness to others,</li> <li>- holding doors open,</li> <li>- good manners,</li> <li>- being a good friend,</li> <li>- helping your teacher,</li> <li>- looking after each other.</li> </ul>	<b>Show that you CARE!</b>  <ul style="list-style-type: none"> <li>- Calm</li> <li>- Appreciative and attentive</li> <li>- Ready and respectful</li> <li>- Engaged in your learning</li> </ul>	<b>Demonstrating one of our DREAMS CORE VALUES!</b>  <ul style="list-style-type: none"> <li>- Determination</li> <li>- Respect</li> <li>- Empowerment</li> <li>- Appreciation</li> <li>- Motivation</li> <li>- Safety</li> </ul>	Five Dojo points may also be rewarded for exceptional behaviour and outstanding contributions to school life.  Subject specific certificates awarded half-termly.  Only Senior Leaders can award 5 Dojo points.	<b>For winning our weekly, half-termly and termly Core Values Award.</b>  This is the highest number of Dojo points that can be awarded, and awarded only by our Headteacher.



DREAM Team Points				
5 DREAM TEAM Points Awarded	10 DREAM TEAM Points Awarded	25 DREAM TEAM Points Awarded	50 DREAM TEAM Points Awarded	100 DREAM TEAM Points Awarded
Being recognised as an assembly superstar during the weekly celebration assembly.	Winning our weekly Core Values award.  Winning a half-termly subject specific award.  Ten team points awarded to the DREAM team with the best weekly attendance.	Awarded to one child, by our Behaviour Lead, during our weekly celebration assembly.	Awarded to one child, by a Senior Leader, during our weekly celebration assembly.	Awarded to one child, by the Headteacher, during our weekly celebration assembly.



## IF YOU CAN DREAM IT, YOU CAN DO IT!



## **Appendix 2 - 'Recognising Positive Behaviour' poster**

We firmly believe that acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to our pupils. Using positive recognition and rewards sits at the very heart of our approach to behaviour and it provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. This is best illustrated through our 'Recognising Positive Behaviour' posters which are prominently displayed in classrooms and around school.

Our pupils earn Dojo points and DREAM Team tokens for demonstrating good behaviour and for meeting our 'Expectations for Behaviour' and other positive acts in and around school. The number of points awarded for acts of positive behaviour can be seen on the infographic above. This clearly and simply sets out how we award points.

We use a range of other options and rewards to reinforce and praise good behaviour. For example, in place of, or in addition to, Dojo points, pupils may receive:

- verbal praise
- stickers
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and/or
- DREAM Team tokens,
- whole-class or year group rewards, such as a popular activity.

Our children collect Dojo points and will 'cash-in' their points for prizes and treats every half-term.

In EYFS and KS1, once every half term, pupils visit our Dojo Prize cabinet where they exchange their points for prizes, depending on how many they have earned across the half-term.

In KS2, pupils are rewarded through treats and experiences agreed by the Junior Leadership Team and Senior Leadership Team, at the end of every half-term.

Our Headteacher will identify one 'Dojo Champion' each year. This is for a child who epitomises our DREAMS Core Values and consistently demonstrates our expectations for behaviour. This is not necessarily the highest Dojo point earner. This pupil will receive a special reward at the end of the academic year.

Each half-term, when a child reaches the 50 Dojo point milestone, they are rewarded with a certificate and a small prize during our weekly assembly. They receive further certificates and prizes for each subsequent 50 Dojo point milestone e.g. 100, 150 and 200 points.

### **DREAM Team Tokens**

Each pupil, when they join our school, is placed in one of our six DREAM teams. These teams are named after our six core values - determination, respect, empowerment, appreciation, motivation and safety. Pupils can earn 'team points' in addition to their individual points. Team points are awarded during the whole-school celebration assembly - held on a Friday. Pupils earn team points by either:

- Being recognised as an assembly superstar during the weekly celebration assembly.
- Winning our weekly Core Values award.
- Winning a half-termly subject specific award.

- Ten team points awarded to the DREAM team with the best weekly attendance.
- Winning our bronze token - awarded to one child, by our Behaviour Lead, during our weekly celebration assembly.
- Winning our silver token - awarded to one child, by a Senior Leader, during our weekly celebration assembly.
- Winning our gold token - awarded to one child, by our Headteacher, during our weekly celebration assembly.

Our team point system will be displayed prominently in the school hall and reviewed weekly.

At the end of the half-term, the DREAM team with the most points will win a special reward/treat. This may include; an extra playtime, a movie afternoon, hot-chocolate with the Headteacher, the ice-cream van or other similar rewards. These are decided by the Junior Leadership Team.

## The Use of Class Dojo

Our Class Dojo platform sits at the very heart of how we respond and reward positive behaviour. We highly encourage all parents/carers to download and utilise this platform as it is a bedrock for lots of communication from school. Parents/carers can keep track of the points that their child has received and why they have received them and they receive a notification following a positive Dojo point(s) being issued to their child.

## Responding to Misbehaviour

When a member of school staff becomes aware of misbehaviour, they respond predictably, promptly, and assertively in accordance with the school behaviour and relationships policy. The first priority is to ensure the safety of pupils and staff and to restore a calm environment.

To ensure that our staff respond in a consistent, fair, and proportionate manner, we have developed the following guidance:



Stages	Action/Behaviour	Consequences/Process	Who deals with the incident initially?	Process/Consequence	When this would be passed on...	Passed on to...
Stage 1	Actions may include (but not limited to): - swinging on chairs - distracting others - shouting out - talking at the wrong time - unkind remarks/bickering - telling lies/tales - not looking after equipment - other silly behaviour	- The child will be given a warning/verbal reminder and reminded of our expectations for behaviour. - Any warnings will be followed by positive reinforcement/praise for demonstrating the expected behaviours. - If the behaviour persists, a Dojo point may be removed. The child may be asked to sit elsewhere in the classroom/dining hall or asked to temporarily leave the classroom, with a member of staff who will discuss their behaviour with them. Staff should seek support from our Pastoral/Safeguarding Team. - A restorative conversation will be held with the child/children involved. - Pupils will be issued with a natural consequence in line with the severity of the incident. - If the behaviour continues after these consequences have been enforced, the matter may be escalated to a Stage 2.	Support staff and class teacher	Verbal reminder followed	When pupils' display repeated Stage 1 incidents in a short space of time e.g. the same day.	Pastoral or safeguarding staff.
Stage 2	Actions may include (but not limited to): - repeated incidents identified at Stage 1 - fighting - stealing - being disrespectful to staff - refusal to cooperate - answering back - intentionally making someone feel uncomfortable (including on social media) - inappropriate language including swearing - intentionally damaging property	- The child will be removed from the environment/situation by a staff member and taken to a member of our Senior Leadership Team, other than the Headteacher. - The child may be isolated for a specified amount of time with a senior member of staff or a member of our Pastoral/Safeguarding Team and a restorative conversation will be held with the child/children involved. - A consequence will be issued and the child's parents/carers contacted and informed by phone, face to face or via Class Dojo by the class teacher. - Pupils will be issued with a natural consequence in line with the severity of the incident. Privileges may be removed - for instance the loss of a prized responsibility, not being able to participate in a class reward or miss a playtime. - Reflection time will be used during the pupil's break or lunch time. This is to be overseen by the class teacher, with the support of a Senior Leader if necessary. - Work may be completed until it meets the required standard, in the pupil's own time. - Staff dealing with the behaviour must log any incidents and actions on CPOMS. - If the behaviour continues after these sanctions have been applied, the matter may be escalated to a Stage 3.	Class teacher with the support of a Phase Leader	Removed from the environment/ isolated for a specified amount of time.  Restorative conversation.  Parents' contacted by the class teacher (or passed on in more severe cases).  Privileges removed.  Natural consequence issued.	When pupils' display repeated Stage 2 incidents. E.g. the same day or week.  Class teachers may seek support from non-class based staff to help deal and report incidents when they have a teaching responsibility.  If staff are unavailable because they are teaching, children need to be brought back at break time. If this cannot wait, please escalate the issue to the next available member of staff.	In this order...  Phase Leader Behaviour Lead  Deputy Headteacher followed by the Assistant Headteacher  Persistent or severe Stage 2 behaviour must be referred to a member of the Senior Leadership Team.
Stage 3	Actions may include (but not limited to): - repeated incidents identified at Stage 2 - serious assault - complete disregard for school rules - extreme physical or verbal threats - racist or homophobic remarks - leaving the school grounds without permission - child-on-child sexual violence and sexual harassment - repeated bullying behaviour - inappropriate online behaviour - inappropriate use of mobile phones	- The child will be immediately referred to the Headteacher or a member of the SLT in the Headteacher's absence. - A restorative conversation will be held with the child/children involved. - Privileges will be removed in line with the severity of the incident. - The child's parents/carers will be contacted and invited into school to discuss the incident and/or consequences which may include: - a behaviour contract, - involvement of the school's Pastoral Team, SENCo, Designated Safeguarding Lead and/or external agencies, - internal isolation, - a suspension, - a permanent exclusion, - other reasonable and appropriate sanctions discussed and agreed with parents/carers. - Further work with external agencies and/or social inclusion may be necessary and this will be discussed and agreed with the pupil's parents/carers.	Senior Leader and our Headteacher or a member of the SLT in the Headteacher's absence	Privileges will be removed.  Parents/carers will be contacted and invited into school to discuss the incident and/or consequences with the Headteacher.	In the absence of the Headteacher.	A member of the SLT or Governing Body.



## **Appendix 3 - 'Managing Poor Behaviour' guidance**

### **Acceptable forms of consequence**

This behaviour and relationships policy includes a range of possible consequences clearly communicated to and understood by pupils, staff and parents/carers.

Examples of consequences for poor behaviour at Florence Melly Community Primary may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the removal of one Dojo point;
- loss of privileges – for instance, the loss of a prized responsibility;
- reflection time/detention (see 'Reflection Time/Detention' section for further details);
- natural consequences, as a result of poor behaviour. For example, staying in at playtime to finish incomplete work or tidying up your own mess.
- regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;
- internal isolation,
- suspension; and
- in the most serious of circumstances, permanent exclusion.

At our school, we will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, as set out in Part 1 of Keeping children safe in education, our staff should follow our school's child protection policy and speak to the Designated Safeguarding Lead (or deputy). They will consider if pastoral support, a family help intervention or a referral to children's social care is appropriate.

Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. We will always have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

### **The Removal of One Dojo Point**

In managing low level disruption and misbehaviour (Stage 1), staff may (sparingly), remove one Dojo point. The removal of a Dojo point must be done privately and followed by a restorative discussion with the child. Pupils are not to be threatened with the removal of a Dojo point, or any other sanction. The removal of Dojo points will be monitored by our Behaviour Lead to ensure that this consequences is being used effectively and consistently.

### **Natural Consequences**

As a school, we strive to use natural consequences as our main form of sanction. Natural consequences represent the outcomes, positive or negative, resulting from a person's actions. Our reasoning for this is that negative reinforcements and punishments are not always successful with children who have experienced ACEs or those who have SEND as we can never be sure that they reach the right connection between their behaviour and the negative reinforcement; we do, however, understand that young people learn from experiencing the outcomes of their behaviours, the natural consequences. We recognise the importance of allowing children and young people in our care to experience the natural consequences of their behaviour, as this provides valuable learning experiences which enables pupils to establish links between their actions and outcomes.

### **What the law allows**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue consequences any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school (see 'Behaviour outside of school premises').

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, we will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

## **Procedures for enforcing sanctions**

### **Stage 1**

All Stage 1 behaviour will be dealt with by support staff and teachers within their classroom environments.

Persistent Stage 1 behaviour (this would therefore be considered Stage 2 behaviour) should be referred to the Pastoral/Safeguarding Team.

- The child will be given a warning/verbal reminder and reminded of our expectations for behaviour.
- Any warnings will be followed by positive reinforcement/praise for demonstrating the expected behaviours.
- If the behaviour persists, a Dojo point may be removed. The child may be asked to sit elsewhere in the classroom/dining hall or asked to temporarily leave the classroom with a member of staff, who will discuss their behaviour with them. Staff should seek support from our Pastoral/Safeguarding Team.
- A restorative conversation will be held with the child/children involved.
- Pupils will be issued with a natural consequence in line with the severity of the incident.
- If the behaviour continues after these consequences have been enforced, the matter may be escalated to a Stage 2.

### **Stage 2**

Stage 2 behaviour will predominately be dealt with by the class teacher. Phase Leaders, Designated Safeguarding Lead, Pastoral Support Officer or, if necessary, our Assistant or Deputy Head, or our Behaviour Lead will intervene.

Persistent or severe Stage 2 behaviour must be referred to a member of the Senior Leadership Team.

- The child will be removed from the environment/situation by a staff member and taken to a member of our Senior Leadership Team, other than the Headteacher.
- The child may be isolated for a specified amount of time with a senior member of staff or a member of our Pastoral/Safeguarding Team.
- A restorative conversation will be held with the child/children involved.
- A consequence will be issued and the child's parents/carers contacted and informed by phone, face to face or via Class Dojo by the class teacher.
- Pupils will be issued with a natural consequence in line with the severity of the incident. Privileges may be removed - for instance the loss of a prized responsibility, not being able to participate in a class reward, or miss a playtime.
- Reflection time will be used during the pupil's break or lunch time. This is to be overseen by the class teacher, with the support of a Senior Leader if necessary.
- Work may be completed until it meets the required standard, in the pupil's own time.
- If the behaviour continues after these consequences have been applied, the matter may be escalated to a Stage 3.

### **Stage 3**

Stage 3 behaviour will be dealt with by Senior Leader and our Headteacher or a member of the SLT in the Headteacher's absence.

Other staff members may be involved following discussions with parents/carers.

- The child will be immediately referred to the Headteacher or a member of the SLT in the Headteacher's absence.
- A restorative conversation will be held with the child/children involved.
- Privileges will be removed in line with the severity of the incident.
- The child's parents/carers will be contacted and invited into school to discuss the incident and/or consequences which may include:
  - a behaviour contract,
  - involvement of the school's Pastoral Team, SENCO, Designated Safeguarding Lead and/or external agencies,
  - an internal isolation,
  - a suspension,
  - a permanent exclusion,
  - other reasonable and appropriate sanctions discussed and agreed with parents/carers.
- Further work with external agencies and/or social inclusion may be necessary and this will be discussed and agreed with the pupil's parents/carers.

### **Procedures for enforcing sanctions - Quick Guide**

	<b>Who deals with the incident initially?</b>	<b>Process/ Consequence(s)</b>	<b>When this would be passed on...</b>	<b>Passed on to...</b>
<b>Stage 1</b>	Support staff and class teacher	Verbal reminder followed	When pupils' display repeated Stage 1 incidents in a short space of time e.g. the same day.	Pastoral or safeguarding staff.

<b>Stage 2</b>	Class teacher with the support of a Phase Leader	<p>Removed from the environment/isolated for a specified amount of time.</p> <p>Restorative conversation.</p> <p>Parents' contacted by the class teacher (or passed on in more severe cases).</p> <p>Privileges removed.</p> <p>Natural consequence issued.</p>	<p>When pupils' display repeated Stage 2 incidents. E.g. the same day or week.</p> <p>Class teachers may seek support from non-class based staff to help deal and report incidents when they have a teaching responsibility.</p> <p>If staff are unavailable because they are teaching, children need to be brought back at break time. If this cannot wait, please escalate the issue to the next available member of staff.</p>	<p>In this order...</p> <p>Phase Leader</p> <p>Behaviour Lead</p> <p>Deputy Headteacher followed by the Assistant Headteacher</p> <p>Persistent or severe Stage 2 behaviour must be referred to a member of the Senior Leadership Team.</p>
<b>Stage 3</b>	Senior Leader and our Headteacher or a member of the SLT in the Headteacher's absence	<p>Privileges will be removed.</p> <p>Parents/carers will be contacted and invited into school to discuss the incident and/or consequences with the Headteacher.</p>	In the absence of the Headteacher.	A member of the SLT or Governing Body.

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)**

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement on the facts of the situation.

We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the Equality Act 2010 and schools guidance, seeking support from our Inclusion Lead/SENCO.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **Supporting pupils following a consequence**

Following a sanction, we will consider strategies to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted, restorative discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;

- a phone call with parents/carers, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Appropriately trained staff will deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

### **Restorative Conversations**

We use restorative conversations when dealing with incidents of misbehaviour. Pupils will be given opportunity to analyse, change or modify their own behaviour, through discussion with an suitable adult. Staff will always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults will not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative conversations help encourage children to reflect on their behaviour choices. This is a strategy used when tempers have frayed, when manners have disappeared and when things have been said/done that should not have (not every incident needs to be resolved in this way). Where appropriate, the adult who dealt with the event(s) leads the conversation, after the incident and once the child has had a chance to calm down. We do this to teach our children that their behaviour affects the people around them, and it is a prime opportunity to explicitly teach behaviour expectations.

When staff determine that a child is ready to engage in a restorative conversation, they will do so in the following way, through non-judgemental, neutral questions which aim to gain understanding rather than place blame.

### **Enquiry questions:**

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How were you feeling at the time?
- How do you feel since what has happened?
- Who has been affected by what has happened?
- In what way have they been affected?
- What do you think could be done to make things right?

All of the questions are open questions and allow a child to tell their story. They take everyone from the past (what happened) to the future (repairing harm and moving forward). They help the 'harmer' to see the impact of their behaviour on others and to develop a sense of responsibility and empathy.

### **Language**

Staff understand that the way in which they communicate with pupils is extremely important. Communication consists not only of the verbal interactions, but the body language used. Staff are aware that authoritative body language can be counterproductive to the communication between pupils and staff. Reflective responding is considered the most appropriate way to communicate with our pupils, allowing them to feel heard and understood. Reflective responding is defined as

listening and seeing the behaviour and reactions displayed by children and verbally reflecting this back, so the child understands that the adult is with them. When children sense that they are understood by adults around them, they feel safe.

### **General Therapeutic Responses:**

- I can see that (notice what they are doing physically) you are picking your nails/breathing heavily/body language is low in energy. I am wondering how you're feeling right now? I want to understand what going on in your body/mind?
- I'm noticing that you might be finding this tricky/difficult right now. I'm here. Sometimes our brain works too fast and doesn't let our mind think before our body moves. We can work on letting our mind control our body/how our body reacts to help you feel safe and able to let me help you.
- I can see that right now you feel unsafe/alone/not understood. I want to change that and help you feel safe/included/understood.
- I'm wondering how it makes your body feel when (event) happens (physically)? Does it make you feel (name emotion)/I'm wondering if that gives you big feelings? What emotion do you feel in your body when that happens?
- What I'm hearing is (repeat back what they have said) and it seems important to you that I hear/know/understand this.
- Start responses with: I'm wondering if /I'm noticing that/you're letting me know that/you're telling me that/I am seeing that/ I'm hearing...

### **ACT Principal:**

- A – Acknowledge the feeling
- C – Communicate the boundary
- T – Target alternative

Example: You are showing me that you're overwhelmed right now and I see that you've kicked the chair over. We know that school has to be a safe place for everyone and I need to keep you and everyone safe. Let's go somewhere to calm down or take a walk.

### **Reflective responding:**

'BE WITH' attitudes: I am here, I hear you, I understand, I care. This can be communicated through open body language, verbal reflections and eye contact. We must avoid communicating: I will always agree, I must make you happy, I will solve your problems. Adults must communicate that they hear and understand the child, but must be careful to reflect that their feelings are temporary but valid and accepted. We must find opportunities for debate and conversations involving differing opinions and observe and regulate children who struggle with disagreement.

Staff endeavour to notice the physical behaviours and communicate this to children in order to anchor them to their actions, before reflecting how the child may be feeling and showing them that they want to understand the child's emotions. Children may find it helpful to have emotions reflected to them if they struggle to name how they feel. When a child is in a heightened state of emotion, staff are particularly mindful of their communications such as avoiding asking direct questions and allowing the child to calm down before pursuing reflections of their reaction.

### **Reflection Time/Detention**

Reflection time/detention is a commonly used consequence, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to break. When used, it will be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

Teachers have authority to issue detention to pupils, including same-day detentions. This behaviour and relationships policy makes clear that detention can be used as a possible sanction.

- Teachers have a power to issue detention to pupils (aged under 18).
- As stated in this policy that we use detentions as a punishment for poor behaviour (in accordance with Section 90 of the Education and Inspections Act 2006).
- Parental consent is not required for detentions but the school will inform the parents/carers.
- As with any disciplinary penalty, a member of staff will always act reasonably given all the circumstances, when imposing a detention.
- Staff will allow reasonable time for the pupil to eat, drink and use the toilet when serving their detention.
- We will not issue detentions outside of school hours.

A break time detention will be overseen by the class teacher. Repeated incidents requiring further detentions should be referred to either the Phase Leaders, Designated Safeguarding Lead, Pastoral Support Officer or, if necessary, our Assistant or Deputy Head, or our Behaviour Lead (as per Stage 2).

### **The Use of Reasonable Force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Please refer to the school's [Reasonable Force Policy and the DfE Use Of Reasonable Force Guidance \(2013\)](#).
- Key staff have been trained to use positive handling. This training is updated every three years. The last training session took place in September 2021.
- Our Headteacher and other authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Searching, screening and confiscation**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Our Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.

The list of prohibited items is:

- knives and weapons;
- alcohol;

- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see above); or
- is evidence in relation to an offence.

Further information can be found here: [Searching, Screening and Confiscation Advice for schools - July 2022](#).

### **Removal from Classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting.

Removal from the classroom will be considered a serious sanction for Stage 3 behaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents/carers will be informed on the same day if their child has been removed from the classroom by a member of the Senior Leadership Team.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Removal is different from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.



We collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Staff supervising areas used for removal will be suitably trained in both the behaviour and relationships policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

### **Internal isolation**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Our school may use internal isolations, for Stage 3 behaviours. Internal isolation is a measure where a pupil is removed from their regular classroom and learning environment but is still kept within the school building. Instead of being suspended and sent home, the child can be placed in a separate room or area, supervised by a senior member of staff, where they work independently for a set period of time - as a consequence for Stage 3.

When internally isolated, pupils are given time to reflect on their behaviour while avoiding the disruption of their education entirely. Internal isolation can last part of a day or several days, depending on the severity of the behaviour. In addition to this, pupils will receive targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

### **Suspension and permanent exclusion**

Our Headteacher 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.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that we set out within this behaviour and relationships policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **Behaviour outside of school premises**

We have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Our school policies set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

## **7. Preventing recurrence of misbehaviour**

### **Initial intervention following behavioural incidents**

At Florence Melly Community Primary School, we adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. At our school, some pupils will need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

We have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions put in place may include:

- frequent and open engagement with parents/carers, including home visits if deemed necessary;
- providing mentoring and coaching;
- personalised sticker charts linked to clear targets,
- short-term behaviour report cards or longer-term behaviour plans;
- flexible timetabling,
- pastoral support programmes
- pupil support units; and
- engaging with local partners and agencies to address specific challenges.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority will be made about the behavioural issues and an emergency review of the plan might be instigated.

Where we have serious concerns about a pupil's behaviour, we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. At this point, we will seek support from the Local Authority's Section 19 Manager.

## **8. Malicious Allegations**

In the event of a serious breach of school rules, including pupils who are found to have made malicious accusations against school staff, immediate action will be taken by a member of the Senior Leadership Team. This may ultimately result in a suspension or even permanent exclusion.

## **9. Guidance on specific behaviour issues**

### **Bullying**

Bullying, in any form, is not tolerated at Florence Melly Community Primary School. We are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

With pupils, we often refer to bullying using the acronym STOP! (**S**everal **T**imes **O**n **P**urpose)!

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Headteachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, for example on public transport, in a town centre or online.

Some forms of bullying are illegal and will be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Further information can be found in our school's anti-bullying policy.

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5.

Our Designated Safeguarding Lead (or deputy) is the person designated with our initial response to incidents. Each incident should be considered on a case-by-case basis.

At Florence Melly Community Primary School, we do not tolerate sexual violence and sexual harassment. These behaviours are never acceptable, will not be tolerated and those pupils whose behaviour falls below these expectations, they will be sanctioned.

Our staff are encouraged and empowered to challenge all inappropriate language and behaviour between pupils. We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our intention to respond assertively to sexually inappropriate behaviour and we see this as an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual who made it as per our policies.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at a school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur off the school premises.

At Florence Melly Community Primary School, we are clear in our opinion that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to our Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern. In cases where we suspect a pupil of criminal behaviour online, we will follow the guidance below on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the incident will be reported to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and we will follow the principles as set out in Keeping Children Safe in Education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/carers are responsible for this behaviour. However, often incidents that occur online will affect the school culture. At Florence Melly Community Primary School, we will, with confidence, sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Mobile phones**

We have developed and implemented a policy that creates a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during lessons, the time between lessons, break times and lunchtime. Further information can be found in our Mobile Phone Policy.

### **Suspected criminal behaviour**

In cases when a member of staff or the Headteacher suspects criminal behaviour, our school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action we take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the Designated Safeguarding Lead (or deputy) would take the lead.


# EXPECTATIONS FOR BEHAVIOUR

**The signals for GETTING YOUR ATTENTION!**

The staff member will capture the attention of the children.


They will count down and say...

3. STOP!
2. FOCUS.
1. THANK YOU.



**GETTING THE ATTENTION OF STAFF**


Raise your hand if you need to get the attention of a staff member. Shouting out or out of seat movement is not acceptable as it distracts other learners. Everything we say and do is rooted in mutual respect for each other.



**CLASSROOM LAYOUT**

You will sit in groups and be encouraged to discuss your work with your partners.

You should sit with your legs under the table and your chairs firmly on the floor!




**TOILETING!**

Where possible, toilet breaks should be kept for break and lunchtimes. If you need the toilet, raise your hand and ask a staff member.

**HOLD THE DOORS OPEN!**

Class prefects hold the doors.


Show your classmates that you appreciate them by saying thank you.




**KINDNESS COUNTS**

No act of kindness, no matter how small, is ever wasted!

At school, being kind means helping a friend, smiling at someone new, or using kind words. When you show kindness, you make others feel happy and safe. It doesn't matter if someone looks, talks, or thinks differently - everyone deserves respect and care. A small act of kindness can brighten someone's whole day. So be a helper, a good listener, and a friend to all. Kindness starts with you!






**TRANSITIONS AND LINING UP!**


Staff will always collect you on time - show them that you are ready.

You are expected to walk in single file in your line spaces - respectfully, conscientiously and on the left side of the corridor.



**WATER BOTTLES**

are kept neatly outside of the classroom. You must raise your hand and ask a staff member if you need a drink. You are not to help yourself to a drink when returning from the playground.



**SHOW US YOU CARE!**


BY STARTING EACH DAY AND LESSON THE RIGHT WAY!

- Calm
- Appreciative and attentive
- Ready and respectful
- Engaged in your learning

**IN THE DINNER HALL**


You are to stay in your seats unless you are tidying up.

You are encouraged to chat, quietly, amongst your peers and tidy up after yourself.




**WELCOMING VISITORS**

Always greet and welcome visitors to Florence Melly. Introduce yourself and ask them if they require any help or assistance.



**UNIFORM**

We have high expectations for pupils' uniform. Staff will challenge incorrect uniform. Shirts are to be tucked in at all times. The correct PE kits are to be worn on PE days.




**TIDYING UP!**

Classrooms and communal spaces are to be left clutter-free and tidy at the end of every lesson. You show us that you appreciate the environment and equipment by looking after them.

**PERSONAL ITEMS AND EQUIPMENT**

With the exception of sensory aids provided by a staff member, toys and other personal items are not to be brought into school at any time.

These items distract learning!



## THE FLO MELLY WAY!





**FLORENCE MELLY COMMUNITY PRIMARY SCHOOL**

# RECOGNISING POSITIVE BEHAVIOUR

**IF YOU CAN DREAM IT, YOU CAN DO IT!**



Dojo Points					
1 Dojo Point Awarded					
Commitment to your LEARNING and SCHOOL LIFE!	Positive acts of KINDNESS!	Show that you CARE!	Demonstrating one of our DREAMS CORE VALUES!	5 Dojo Points Awarded	10 Dojo Points Awarded
This may include; <ul style="list-style-type: none"> <li>- positively completing tasks,</li> <li>- giving 100%,</li> <li>- returning homework,</li> <li>- contributing to class discussions,</li> <li>- answering questions,</li> <li>- excellent contributions to school life,</li> <li>- great pieces of work.</li> </ul>	This may include; <ul style="list-style-type: none"> <li>- being polite,</li> <li>- Showing kindness to others,</li> <li>- holding doors open,</li> <li>- good manners,</li> <li>- being a good friend,</li> <li>- helping your teacher,</li> <li>- looking after each other.</li> </ul>	<ul style="list-style-type: none"> <li>- Calm</li> <li>- Appreciative and attentive</li> <li>- Ready and respectful</li> <li>- Engaged in your learning</li> </ul>	<ul style="list-style-type: none"> <li>- Determination</li> <li>- Respect</li> <li>- Empowerment</li> <li>- Appreciation</li> <li>- Motivation</li> <li>- Safety</li> </ul>	<ul style="list-style-type: none"> <li>- Five Dojo points may also be rewarded for exceptional behaviour and outstanding contributions to school life.</li> <li>- Subject specific certificates awarded half-terminly.</li> <li>- Only Senior Leaders can award 5 Dojo points.</li> </ul>	For winning our weekly, half-terminly and termly <b>Core Values Award</b> . <ul style="list-style-type: none"> <li>- This is the highest number of Dojo points that can be awarded, and awarded only by our Headteacher.</li> </ul>
DREAM Team Points					
5 DREAM TEAM Points Awarded	10 DREAM TEAM Points Awarded	25 DREAM TEAM Points Awarded	50 DREAM TEAM Points Awarded	100 DREAM TEAM Points Awarded	
<ul style="list-style-type: none"> <li>- Being recognised as an assembly superstar during the weekly celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Winning our weekly Core Values award.</li> <li>- Winning a half-terminly subject specific award.</li> <li>- Ten team points awarded to the DREAM team with the best weekly attendance.</li> </ul>	<ul style="list-style-type: none"> <li>- Awarded to one child, by our Behaviour Lead, during our weekly celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Awarded to one child, by a Senior Leader, during our weekly celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Awarded to one child, by the Headteacher, during our weekly celebration assembly.</li> </ul>	

**IF YOU CAN DREAM IT, YOU CAN DO IT!**

## Appendix 3 - 'Managing Poor Behaviour' guidance



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

# MANAGING POOR BEHAVIOUR

IF YOU CAN DREAM IT, YOU CAN DO IT!



Stages	Action/Behaviour	Consequences/Process	Who deals with the incident initially?	Process/Consequence	When this would be passed on...	Passed on to...
Stage 1	<ul style="list-style-type: none"> <li>Actions may include (but not limited to):                             <ul style="list-style-type: none"> <li>swinging on chairs</li> <li>distraction others</li> <li>shouting out</li> <li>talking at the wrong time</li> <li>unkind remarks/bickering</li> <li>telling lies/tales</li> <li>not looking after equipment</li> <li>other silly behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The child will be given a warning/verbal reminder and reminded of our expectations for behaviour.</li> <li>Any warnings will be followed by positive reinforcement/praise for demonstrating the expected behaviours.</li> <li>If the behaviour persists, a Dojo point may be removed. The child may be asked to sit elsewhere in the classroom/dining hall or asked to temporarily leave the classroom, with a member of staff who will discuss their behaviour with them. Staff should seek support from our Pastoral/Safeguarding Team.</li> <li>A restorative conversation will be held with the child/children involved.</li> <li>Pupils will be issued with a natural consequence in line with the severity of the incident.</li> <li>If the behaviour continues after these consequences have been enforced, the matter may be escalated to a Stage 2.</li> </ul>	Support staff and class teacher	Verbal reminder followed	When pupils' display repeated Stage 1 incidents in a short space of time e.g. the same day.	Pastoral or safeguarding staff.
Stage 2	<ul style="list-style-type: none"> <li>Actions may include (but not limited to):                             <ul style="list-style-type: none"> <li>repeated incidents identified at Stage 1</li> <li>fighting</li> <li>stealing</li> <li>being disrespectful to staff</li> <li>refusal to cooperate</li> <li>answering back</li> <li>intentionally making someone feel uncomfortable (including on social media)</li> <li>inappropriate language</li> <li>including swearing</li> <li>intentionally damaging property</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The child will be removed from the environment/situation by a staff member and taken to a member of our Senior Leadership Team, other than the Headteacher.</li> <li>The child may be isolated for a specified amount of time with a senior member of staff or a member of our Pastoral/Safeguarding Team and a restorative conversation will be held with the child/children involved.</li> <li>A consequence will be issued and the child's parents/carers contacted and informed by phone, face to face or via Class Dojo by the class teacher.</li> <li>Pupils will be issued with a natural consequence in line with the severity of the incident. Privileges may be removed - for instance the loss of a prized responsibility, not being able to participate in a class reward or miss a playtime.</li> <li>Reflection time will be used during the pupil's break or lunch time. This is to be overseen by the class teacher, with the support of a Senior Leader if necessary.</li> <li>Work may be completed until it meets the required standard, in the pupil's own time.</li> <li>Staff dealing with the behaviour must log any incidents and actions on CPOMS.</li> <li>If the behaviour continues after these sanctions have been applied, the matter may be escalated to a Stage 3.</li> </ul>	Class teacher with the support of a Phase Leader	<ul style="list-style-type: none"> <li>Removed from the environment/ isolated for a specified amount of time.</li> <li>Restorative conversation.</li> <li>Parents' contacted by the class teacher (or passed on in more severe cases).</li> <li>Privileges removed.</li> <li>Natural consequence issued.</li> </ul>	<ul style="list-style-type: none"> <li>When pupils' display repeated Stage 2 incidents. E.g. the same day or week.</li> <li>Class teachers may seek support from non-class based staff to help deal with incidents when they have a teaching responsibility.</li> <li>If staff are unavailable because they are teaching, children need to be brought back at break time. If this cannot wait, please escalate the issue to the next available member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>In this order...</li> <li>Phase Leader</li> <li>Behaviour Lead</li> <li>Deputy Headteacher</li> <li>followed by the Assistant Headteacher</li> <li>Persistent or severe Stage 2 behaviour must be referred to a member of the Senior Leadership Team.</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>Actions may include (but not limited to):                             <ul style="list-style-type: none"> <li>repeated incidents identified at Stage 2</li> <li>serious assault</li> <li>complete disregard for school rules</li> <li>extreme physical or verbal threats</li> <li>racist or homophobic remarks</li> <li>leaving the school grounds without permission</li> <li>child-on-child sexual violence and sexual harassment</li> <li>repeated bullying behaviour</li> <li>inappropriate online behaviour</li> <li>inappropriate use of mobile phones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The child will be immediately referred to the Headteacher or a member of the SLT in the Headteacher's absence.</li> <li>A restorative conversation will be held with the child/children involved.</li> <li>Privileges will be removed in line with the severity of the incident.</li> <li>The child's parents/carers will be contacted and invited into school to discuss the incident and/or consequences which may include:                             <ul style="list-style-type: none"> <li>a behaviour contract,</li> <li>involvement of the school's Pastoral Team, SENCO, Designated Safeguarding Lead and/or external agencies,</li> <li>internal isolation,</li> <li>a suspension,</li> <li>a permanent exclusion,</li> <li>other reasonable and appropriate sanctions discussed and agreed with parents/carers.</li> </ul> </li> <li>Further work with external agencies and/or social inclusion may be necessary and this will be discussed and agreed with the pupil's parents/carers.</li> </ul>	Senior Leader and our Headteacher or a member of the SLT in the Headteacher's absence	<ul style="list-style-type: none"> <li>Privileges will be removed.</li> <li>Parents/carers will be contacted and invited into school to discuss the incident and/or consequences with the Headteacher.</li> </ul>	In the absence of the Headteacher.	A member of the SLT or Governing Body.