

Peel Park Primary School

Behaviour policy and statement of behaviour principles



Approved by:	Helen Thompson	Date: March 2024
Last reviewed on:	March 2024	
Next review due by:	March 2025	

Contents

1. Introduction and Aims	2
2. Legislation, statutory requirements and statutory guidance.....	3
3. Definitions	3
4. Bullying	5
5. Roles and responsibilities	6
6. School behaviour curriculum	8
7. Responding to behaviour.....	10
8. Serious sanctions	16
9. Responding to misbehaviour from pupils with SEND	17
10. Supporting pupils following a sanction	18
11. Pupil transition	18
12. Training.....	18
13. Monitoring arrangements.....	19
14. Links with other policies.....	19
Appendix 1: written statement of behaviour principles	20
Appendix 2: Behaviour and Attitudes Curriculum Content	22
Appendix 3: Stepped approaches	29

1. Introduction and aims

We are a community whose values are built on mutual trust and respect for all. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is designed to support the way in which all members of the school can learn and work together in a supportive way.

We expect every member of its community to behave in a considerate way towards others. All visitors to school, including parents and carers are expected to maintain a good standard of behaviour to reflect the mutual respect required between visitors and school staff. Children are expected to take responsibility for their actions and make the right choices. They are encouraged to become responsible members of our school community.

We believe good behaviour is essential for effective teaching and learning to take place.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- In addition, this policy is based on:
 - Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
 - Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
 - [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Peel Park behaviour principles: **Be ready, respectful and safe.**

These three principles guide all children's behaviour at Peel Park Primary School.

- Every child should **be ready** to learn and aim to do their best.
- All members of the school community should **be respectful** towards others at all times.
- All members of the school community should **be safe** and be free from discrimination, harassment, victimisation and any other damaging conduct.

We expect our pupils to demonstrate the following behaviours throughout the school day, and their journeys to and from school.

Be Ready:

Be in school – we aim to be in school all day, every day to give us the best opportunity to learn and achieve.

Be on time – we aim to be at school and in lessons on time so we can make the most of every learning opportunity and develop good habits that will help us in our working lives when we leave school.

Be in uniform – we wear our uniform with pride.

Bring what you need – we have the correct equipment for school so we can engage in the lessons quickly.

Take part - we take advantage of all opportunities for learning and the wider curriculum that school offers.

Be Respectful:

Listen - We listen to each other.

Follow instructions – we follow all adult instructions in school.

Show good manners – we show good manners at all times.

Care for our community – we make sure we are polite and respectful to members of the community on our way to and from school.

Care for our environment – we care for our environment by ensuring that we leave areas tidy.

Be Safe:

Follow rules – we follow all school rules and understand they are there to keep us safe. We walk in the school building and stay on the left in corridors or on staircases

Tell a trusted adult – we report concerns to our teacher or any trusted adult in school if we are worried about ourselves or others.

Talk about worries - we communicate any worries to a trusted adult in school. We know they will listen and do their best to help us.

Report peer abuse – we report any abusive words or actions to a trusted adult. We know that the matter will be taken seriously and dealt with.

Be safe online - we keep ourselves safe online at school and at home – we make sure that strangers can't access to our personal details.

Be safe outside school – We always let our parents know where we are. We keep ourselves safe by following rules we have been taught and staying away from people who might endanger us.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught, modelled and supported by parents, teachers and school staff.
- A child can improve their behaviour and school staff will assist them to manage their behaviour effectively.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence.
- Sexual harassment, meaning unwanted conduct of a sexual nature.
- Vandalism.
- Theft.
- Fighting.
- Racist sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Details of our schools approach to preventing and addressing bullying are set out in our anti-bullying policy which is available on our website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

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

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

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

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

6. School behaviour curriculum

We believe that as our pupils practice these behaviours over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. We develop pupils character throughout our curriculum. In order to build character, we link the behaviours and habits that we expect students to demonstrate to our behaviour expectations. We want to support our pupils to grow into adults who are respectful, resilient, responsible, cooperative, kind and ambitious.

Pupils are expected to:

- **Behave in an orderly and self-controlled way**
- **Show respect to members of staff and each other**
- **In class, make it possible for all pupils to learn**
- **Move quietly around the school**
- **Treat the school buildings and school property with respect**

- **Wear the correct uniform at all times**
- **Accept sanctions when given**
- **Refrain from behaving in a way that brings the school into disrepute, including when outside school or online**

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The step approach that staff can use to manage behaviour is in the appendix section.

6.1 Mobile phones

Our approach to our pupils bringing their mobile phones into school:

- Pupils who walk to school without an adult may carry a mobile phone for their own safety. In these cases, children may bring a mobile phone to school.
- Parents and carers must be aware that whilst there are obvious benefits to peoples having a mobile phone in terms of personal safety, there are also some associated risks such as potential for theft, bullying and inappropriate contact.
- When a child needs to bring a phone into school, the phone must be given to the class teacher upon entering school and be switched off. Phones will be secured in a cupboard throughout the day. The child will be given their phone when leaving the school building at the end of the day. Our pupils are not allowed to bring mobile phones into any other area of the school.
- Any mobile phones discovered to have been brought into the school and not handed into the class teacher will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office.
- Pupils are not allowed to take mobile phones on any school trips.
- If a member of the staff has any suspicion that mobile phone brought into school by pupil has unsuitable material stored on it, parents or carers will be asked to collect the phone from a member of the senior leadership team. In circumstances where there is suspicion that the material on the mobile phone may provide evidence relating to a criminal offence, the phone will be handed over to the school safeguarding lead or to the headteacher for further investigation.
- All phones brought to school are done so at the owners risk and school is not liable for any loss or damage.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. A positive classroom atmosphere together with encouragement, praise and recognition of effort and achievement are key to successful classroom management. Pupils are taught how to make good choices and are given strategies to manage their own behaviour. Teachers and support assistants recognise that effective conditions for learning impact positively on classroom behaviour.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour principles and their own class charter
- Provide a good role model; they co-operate and support one another and treat colleagues and pupils with courtesy, consideration and respect
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information, this is available on our school website.

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a 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
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class for 'time out'
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Supervision at break or lunchtime, or after school
- Loss of privileges

- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil on a behaviour log
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

7.6 Searching and confiscation

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

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

7.7 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information. This can be found on our school website.

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions (supervisions) during break or lunch.

The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team and will be removed for a maximum of one day.

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

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

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

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

- Meetings with pastoral team
- Use of teaching assistants
- Short-term behaviour report logs

- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

8.3 Lunchtimes

In some circumstances, it may be decided to send children home for lunch so that they can regulate their behaviour before the afternoon sessions. Children will return before the afternoon sessions and is put in place so that they are ready for their afternoon learning.

This will be discussed with parents and will be reviewed regularly.

8.4 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Our approach to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for too long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teachers.
- Adjusting uniform requirements for pupils with sensory issues or who has a medical condition that makes it difficult.
- Training for staff in understanding conditions such as ASD.
- Use of separation spaces (sensory rooms or nurture room) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care (EHC) plan

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

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

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Regular contact with the phase leader
- A behaviour log with personalised behaviour goals
- Positive behaviour plan
- Emotional literacy support

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

An induction meeting with parents of all new starters outlines the school behaviour policy and expectations.

11.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every term.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the the chair of governors

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy

- Physical restraint policy
- Mobile phone policy
- Anti-bullying policy

BEHAVIOUR PRINCIPLES: READY, RESPECTFUL AND SAFE

These three principles should guide all children's behaviour at Peel Park Primary School.

1. Every child should be **ready** to learn and aim to do their best.
2. All members of the school community should be **respectful** towards others at all times.
3. All members of the school community should feel **safe** and be free from discrimination, harassment, victimisation and any other damaging conduct.

We expect our pupils to demonstrate the following behaviours throughout the school day, and their journeys to and from school.

Be Ready:

- **Be in school** – we aim to be in school all day, every day to give us the best opportunity to learn and achieve.
- **Be on time** – we aim to be at school and in lessons on time so we can make the most of every learning opportunity and develop good habits that will help us in our working lives when we leave school.
- **Be in uniform** – we wear our uniform with pride.
- **Bring what you need** – we have the correct equipment for school so we can engage in the lessons quickly.
- **Take part** - we take advantage of all opportunities for learning and the wider curriculum that school offers.

Be Respectful:

- **Listen** - We listen to each other.
- **Follow instructions** – we follow all adult instructions in school.
- **Show good manners** – we show good manners at all times.
- **Care for our community** – we make sure we are polite and respectful to members of the community on our way to and from school.
- **Care for our environment** – we care for our environment by ensuring that we leave areas tidy.

Be Safe:

- **Follow rules** – we follow all school rules and understand they are there to keep us safe. We walk in the school building and stay on the left in corridors or on staircases
- **Tell a trusted adult** – we report concerns to our teacher or any trusted adult in school if we are worried about ourselves or others.
- **Talk about worries** - we communicate any worries to a trusted adult in school. We know they will listen and do their best to help us.
- **Report peer abuse** – we report any abusive words or actions to a trusted adult. We know that the matter will be taken seriously and dealt with.
- **Be safe online** - we keep ourselves safe online at school and at home – we make sure that strangers can't access our personal details.
- **Be safe outside school** – We always let our parents know where we are. We keep ourselves safe by following rules we have been taught and staying away from people who might endanger us.

Our policy is based on the belief that:

- Every pupil understand that they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- Good behaviour is not automatically learned but needs to be taught, modelled and supported by parents, teachers and all of the school staff.
- A child can improve their behaviour and school staff will assist pupils to manage their behaviour effectively.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times,
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between school and pupils' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances and will always be dealt with through this policy.

The written statement of behaviour principles is reviewed and approved by the governing body annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

KS2 Behaviour Expectations

We link our behaviour expectations to our Peel Park Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

We are Respectful...

We...	We don't...	Consequence...
• follow instructions	• refuse instruction	warning
• listen to adults	• talk over adults • shout out	warning
• complete our work	• talk instead of working • make disruptive noises • distract others leave our desk without permission	warning
• use appropriate body language	• roll our eyes • shrug shoulders • tip on chairs	warning
• use respectful language	• use rude or aggressive backchat • use derogatory or offensive language related to race, religion, disability, gender or sexuality	supervision/ warning
• comply with school rules	• act defiantly • throw objects	supervision/ warning

We are Kind...

We...	We don't...	Consequence...
• we care for each other	• use offensive remarks • name call • rough play • make physical threats • make verbal threats	supervision
• use kind hands	• fight with others • kick • hit • elbow • touch each other inappropriately (including private areas)	supervision

We are Responsible...

We...	We don't...	Consequence...
• stay on task and complete our work	• fail to stay on task	warning
• complete our homework	• fail to do our homework	warning
• tell the truth	• don't tell lies	supervision
• care for property	• drop litter • leave areas untidy • cause minor damage to property • vandalise property	warning supervision

We are Cooperative...

We...	We don't...	Consequence...
• collaborate with partners and in groups	• leave anyone out • half-heartedly take part in collaborative work	warning

• line up sensibly and walk appropriately	• push in the line • run in the corridor	warning
We are Resilient		
We...	We don't...	Consequence...
• carry on even when things are difficult	• refuse	warning
We are Ambitious...		
We...	We don't...	Consequence...
• we try our best at all times	• have a poor attitude to learning	warning
<p>Warnings: At first you will be given a verbal reminder of the school expectations. If your behaviour does not improve you will be given a warning. If you get two or three warnings you will miss part of your break time. If you receive a fourth warning you will be exited for a full session to work in another class and you will receive a lunchtime supervision. Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence.</p>		

KS1 Behaviour Expectations

We link our behaviour expectations to our Peel Park Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

We are Respectful...

We...	We don't...	Consequence...
• follow instructions	• refuse instruction	warning
• listen to adults	• talk over adults • shout out	warning
• complete our work	• talk instead of working • make disruptive noises • distract others leave our desk without permission	warning
• use appropriate body language	• roll our eyes • shrug shoulders • tip on chairs	warning
• use respectful language	• use rude or aggressive backchat • use derogatory or offensive language related to race, religion, disability, gender or sexuality	lunchtime reflection
• comply with school rules	• act defiantly • throw objects	lunchtime reflection

We are Kind...

We...	We don't...	Consequence...
• we care for each other	• use offensive remarks • name call • rough play • make physical threats • make verbal threats	lunchtime reflection
• use kind hands	• fight with others • kick • hit • elbow • touch each other inappropriately (including private areas)	lunchtime reflection

We are Responsible...

We...	We don't...	Consequence...
• stay on task and complete our work	• fail to stay on task	warning
• complete our homework	• fail to do our homework	warning
• tell the truth	• don't tell lies	lunchtime reflection
• care for property	• drop litter • leave areas untidy • cause minor damage to property • vandalise property	warning lunchtime reflection

We are Cooperative...

We...	We don't...	Consequence...
--------------	--------------------	-----------------------

• collaborate with partners and ingroups	• leave anyone out • half-heartedly take part in collaborative work	warning
• line up sensibly and walk appropriately	• push in the line • run in the corridor	warning
We are Resilient		
We...	We don't...	Consequence...
• carry on even when things are difficult	• refuse	warning
We are Ambitious...		
We...	We don't...	Consequence...
• we try our best at all times	• have a poor attitude to learning	warning
<p>Warnings: Warnings: You will get a verbal reminder of the school expectations. If you do not improve your behaviour you will be given a warning. If you receive 2 warnings you will have a 5-minute timeout. A 3rd warning means you will walk around with an adult at playtime. If you continue and receive a 4th warning you will be exited from class and receive a lunchtime reflection. Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence.</p>		

EYFS Behaviour Expectations

We link our behaviour expectations to our Peel Park Values. We make clear the behaviours that we expect children to exhibit and the consequences when they make the wrong choices.

We are Respectful...		
We...	We don't...	Consequence...
<ul style="list-style-type: none"> • listen to adults and each other • sit and listen to the adult on the carpet • walk down the corridor • follow adult instructions 	<ul style="list-style-type: none"> • shout at others • speak to our friends when the teacher is speaking • run down the corridor • ignore adult instructions 	Spoken to by the teacher – reminder to be kind
We are Kind...		
We...	We don't...	Time out given if it happens again within the same day straight after the incident
<ul style="list-style-type: none"> • say nice things to each other • look after each other • smile at each other • help our friends • have kind hands 	<ul style="list-style-type: none"> • call people names • say mean things • hurt people including children and adults 	
We are Responsible...		
We...	We don't...	If a further incident occurs that day child to remain with adult on duty for 5 minutes of their playtime / lunchtime
<ul style="list-style-type: none"> • tell the truth • take care our belongings and schoolequipment • tidy up after ourselves • bring my book bag to school 	<ul style="list-style-type: none"> • tell lies • don't break or damage equipment • leave things on the floor or tables 	
We are Cooperative...		
We...	We don't...	Further incidents will result in an exit from their class to another class for the remainder of the session
<ul style="list-style-type: none"> • share • take turns • play with others 	<ul style="list-style-type: none"> • push other children • snatch from each other • take other people things 	
We are Resilient		
We...	We don't...	Where your behaviour is very serious a senior leader will be called and you may be removed from class and may be given a more serious consequence
<ul style="list-style-type: none"> • keep going even if we find it hard 	<ul style="list-style-type: none"> • give up without trying 	
We are Ambitious...		
We...	We don't...	
<ul style="list-style-type: none"> • always try our best 	<ul style="list-style-type: none"> • give up without trying 	

Peel Park routines that will be followed by all staff (and fully understood by all children)

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with STAR.

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

Fantastic Walking

Know that we walk around school using **fantastic walking**. Know that Fantastic Walking means -

- Facing forward
- Walking in a straight line and keep up with the person in front of me
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

Know that we use **fantastic walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Fantastic Listening

Know that we use **fantastic listening** in class. This means that we use STAR -

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

Know that we all do **fantastic listening** to ensure everybody is able to learn without distractions.

Know that pupils who do not follow school rules will have a consequence for this.

Fantastic contributing

Know that we expect all children to contribute in class. **Fantastic contributing** means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Arriving at school at the beginning of the day

- Know that I arrive on time to school.
- Know that I walk calmly to our classrooms.
- Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat up, and put my lunchbox where it needs to go.
- Know that once I have entered the classroom, I do not leave again unless I have asked or informed a member of staff.

Transitioning within a lesson and at the end of a lesson

- Know that when the teacher signals (1) I should stop what I am doing.
- Know that when the teacher signals (2) I should took my chair in if seated and stand up if sat down.
- Know that when the teacher signals (3) I should move to my table or lineup.
- Know that when I am lining up, I should be quiet.

Using good manners

- Know that I should always say 'please' when I'm asking for something.
- Know that I should always say 'thank you' when I receive something or someone does something nice for me.
- Know that I should say 'good morning or afternoon' to adults I've spoken to.
- Know that it is important to show gratitude to others by thanking people for what they have done for me.
- Know that a calm and polite tone is respectful.

Playtime Behaviour

- Know that I must walk from my classroom to the playground using fantastic walking.
- Know that I must play safely without hurting anyone.
- Know that I do not 'play fight' because I might hurt someone by accident.
- Know that I must be kind by including people in my games and sharing equipment.
- Know that someone who is kind behaves in it in a gentle, caring, and helpful way towards other people
- Know that when I must lineup in my **lining-up order** straight away.
- Know that I must walk back to my classroom, using **fantastic walking**.

Lunchtime

- Know that I use fantastic walking when walking to the hall.
- Know that I collect my food and sit down straight away.
- Know that I should use a normal talking volume when in the hole. I should not raise my voice.
- Know that I should use a knife and fork correctly.
- Know that I use good manners by saying 'please', and 'thank you' and giving when someone gives me my food or a drink.
- Know that I should not leave my seat once I have sat down.
- Know that once I've finished, I clear any rubbish from my table and empty any leftover food into the correct bin.
- Know that I use **fantastic walking** when walking from the dining hall to the playground

Completing work in books

- Know that I should always work on the next available page unless told otherwise.
- Know that I should date every piece of work.
- Know that if I am writing a title, I must underline it with a ruler the carpet.
- Know that when the teacher signals (3) I should move to my line space quietly.

Stepped approaches when dealing with challenge- KS2

Reminder of our behaviour principles

Be Ready Be Respectful Be Safe

<p>Reminder of choice</p> <p>Give thinking time 5 mins and a thinking card</p>	<p>‘Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.’</p>
<p>Restorative behaviour conversation with teacher/ TA, after thinking time</p> <p>Take the thinking card back</p>	<p>Possible questions:</p> <p>What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today)</p>
<p>If behaviour does not improve warning given – teacher to state what behaviour is expected and what needs to stop</p>	<p>‘We do not (STATE BEHAVIOUR TO STOP). That is a warning- ‘At Peel Park we are (STATE VALUE) and we (STATE SPECIFIC EXPECTATION).’</p>
<p>4th Warning (3rd if TA leading class) – exit from class for a full session (to work in another class) and a supervision</p> <p>On return to class restorative behaviour conversation with teacher/TA</p> <p>Parent/carer to be informed of exit by class teacher</p>	<p>Use prompts above.</p>
<p>Supervision – loss of part of break time and lunch time play for one day. Child to get a 10 minute break in the morning supervised by an adult.</p> <p>During the lunch time supervision behaviour mentoring conversation with SLT.</p>	<p>What happened? What did you try? Why do you think that did not work? What can we do next time?</p>
<p>2 exits within a 6 week period – meeting arranged by teacher to place child on a behaviour log. This is a two week monitoring programme. Two targets set for the child to support improved behaviour. Log sent home regularly to parent. Meeting with parent/teacher after two week period to review. If there has not been any improvement SLT will attend the meeting and appropriate actions agreed.</p>	
<p>Some behaviours result in an immediate supervision (see the behaviour expectations document).</p> <p>Restorative behaviour conversation with teacher/ TA dealing with the incident</p>	<p>Firstly, make it explicit what is not acceptable and what is expected. Then mentor - What happened? What did you try? Why do you think that did not work? What can we do next time?</p>
<p>Serious breaches of the behaviour policy- some behaviours or the frequency of behaviours mean that the stepped process is not followed. For example, SLT may contact parents for a meeting and may place a child on a behaviour log without two exits in a 6 week period due to the nature of the behaviour. We personalise the approach to meet the needs of the child at the time.</p> <p>Some extreme behaviours are not tolerated (see appropriate section in the the policy) and may result in suspension or an exclusion.</p>	

Stepped approaches when dealing with challenge- KS1

Reminder of our behaviour principles

Be Ready Be Respectful Be Safe

<p>Reminder of choice</p> <p>Give thinking time 5 mins and a thinking card</p>	<p>‘Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.’</p>
<p>Restorative behaviour conversation with teacher/ TA, after thinking time</p> <p>Take the thinking card back</p>	<p>Possible questions:</p> <p>What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today)</p>
<p>2 warnings – child will have a 5 minute time out on a thinking spot</p>	<p>‘You have got time out for (STATE BEHAVIOUR). You need to thinkabout how you will (STATE EXPECTATION).</p> <p>Follow with restorative questions as appropriate.</p>
<p>3 warnings – child to miss play. Child to walk round with an adult at playtime.</p>	<p>‘You have missed play for (STATE BEHAVIOUR). You need to thinkabout how you will (STATE EXPECTATION).</p> <p>Follow with restorative questions as appropriate.</p>
<p>4th Warning (3rd if TA leading class) – exit from class for a full session (to work in another class)and a lunchtime reflection</p> <p>On return to class restorative behaviour conversation with teacher/TA Parent/carer to be informed of exit by class teacher</p>	<p>Use prompts above.</p>
<p>Lunchtime reflection – loss of part of lunch break for one day.</p> <p>During the lunch time reflection behaviour mentoring conversation with SLT.</p>	<p>What happened? What did you try? Why do you think that did notwork? What can we do next time?</p>
<p>2 exits within a 6 week period – meeting arranged by teacher to place child on a behaviour log. This is a two week monitoring programme. Two targets set for the child to support improved behaviour. Log sent home regularly to parent. Meeting with parent/teacher after two week period to review. If there has not been any improvement SLT will attend the meeting and appropriate actions agreed.</p>	
<p>Some behaviours result in an immediate supervision (see the behaviour expectations document).</p> <p>Restorative behaviour conversation with teacher/TA dealing with the incident</p>	<p>Firstly, make it explicit what is not acceptable and what is expected. Then mentor - What happened? What did you try? Why do you thinkthat did not work? What can we do next time?</p>
<p>Serious breaches of the behaviour policy- some behaviours or the frequency of behaviours mean that the stepped process is not followed. For example, SLT may contact parents for a meeting and may place a child on a behaviour log without two exits in a 6 week period due to the nature of the behaviour. We personalise the approach to meet the needs of the child at the time.</p> <p>Some extreme behaviours are not tolerated (see appropriate section in the the policy) and may result in suspension or an exclusion.</p>	

Stepped approaches when dealing with challenge- EYFS

Reminder of our behaviour principles

Be Ready Be Respectful Be Safe

Reminder of choice Give thinking time 5 mins. Use a symbol.	‘Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.’
Restorative behaviour conversation with teacher/ TA, after thinking time	Possible questions: What happened? What were you thinking/feeling? What will you do next time? End with positive shared experience
If behaviour happens again child will have a 5 minute time out on a thinking spot	‘You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). Follow with restorative questions as appropriate.
If behaviour continues – child to miss 5 mins play. Child to walk round with an adult at playtime.	‘You have missed play for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). Follow with restorative questions as appropriate.
Further occurrence of behaviour – exit from class for rest of session (to work in another class) On return to class restorative behaviour conversation with teacher/TA Parent/carer to be informed of exit by class teacher	Use prompts above.
Behaviour will be logged and monitored. If there is a cause of concern a meeting arranged by teacher and parent to discuss what the issues are, what needs to improve and what help and support will be provided. SLT will meet with parents when needed.	
Serious breaches of the behaviour policy – some behaviours or the frequency of behaviours mean the stepped process is not followed. For example, SLT may exit a child from the class for the rest of the session to reregulate. We personalise the approach to meet the needs of the child at the time. Some extreme behaviours are not tolerated (see appropriate section in policy) and may result in a suspension or an exclusion.	

- Know that I should wait quietly whilst my class is dismissed.

End of the day routine

- Know that when my teacher signals, I should collect my things for home and return to the classroom immediately and sit on the carpet, sit/stand at my table.
- Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if we are on the carpet.
- Know that when the teacher signals (3) I should move to my line space quietly and quickly.
- Know that I should wait quietly and sensibly whilst my class is dismissed.

General classroom expectations

- Know that I should not leave my seat during a lesson unless I have asked to do so.

Stepped approach lunchtime behaviour

Reminder of our behaviour principles

Be Ready Be Respectful Be Safe

Behaviour	Consequence	
Offensive remarks Elbowing Dropping litter Pulling faces Eye rolling Shrugging shoulders Shouting out/being excessively loud Refusal of first instruction by an adult Running in the corridor Pushing in the line Swearing Rough play Name calling	Lunchtime staff to give a verbal reminder to state the unacceptable behaviour and what the expected behaviour should be. If the behaviour continues: Use of time out for 5 minutes. Ensure there is a timeout area allocated in each playground zone. Children to stay in area. No interaction with others.	'Remember we (STATE VALUE AND BEHAVIOUR). I would like to see (STATE EXPECTATION). Thank you for listening.' You have got time out for (STATE BEHAVIOUR). You need to think about how you will (STATE EXPECTATION). At the end of time out use of a restorative behaviour conversation. Possible questions: What happened? What were you thinking/feeling? What will you do next time? End with positive shared experience
Physical threats Verbal threats Swearing (repeated and targeted) Vandalism Defiance	Seek support from senior lunchtime organiser. Child to be in timeout area until the adult arrives. Child brought to SLT. 1 day supervision	SLT: What happened? What did you try? Why do you think that did not work? What can we do next time?
Rude aggressive backchat to an adult Fighting Spitting Hitting/Kicking Throwing objects The use of derogatory and offensive language relating to race, religion, disability, gender or sexual orientation	Seek support from senior lunchtime organiser. Child to be in timeout area until the adult arrives. Child brought to SLT. 2 days supervision	SLT: What happened? What did you try? Why do you think that did not work? What can we do next time?
Swearing at an adult Serious physical violence Offensive gestures to an adult	Seek immediate support from senior lunchtime organiser and child brought to SLT. Consequence decided upon by SLT	SLT: What happened? What did you try? Why do you think that did not work? What can we do next time?
Persistent lunchtime behaviour incidents.	2 week lunch time exclusion. Child must be collected by parent/carer.	

- Know that I should use the toilet at break and lunchtime (as best I can) so as not to interrupt learning time.
- Know that I should not have any objects on the table that distract me from my learning.

- Know that it is my responsibility to keep my table clear from clutter.
- Know that I have a responsibility to ensure that the classroom is left tidy.
- Know that I should not talk when the teacher is delivering the lesson, or another pupil has been asked to talk, as this will stop myself and others from learning.

British Values

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Protected Characteristics

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics. You are protected under the Equality Act 2010 from these types of discrimination.

Rewards

- Use of regular verbal praise to children – specify what they are doing well e.g. good manners etc.
- Stickers to be given for children demonstrating good behaviour – label the behaviour when the sticker is given.
- Ensure you have a supply of stickers. Recognition of Peel Park Values: respect, resilience, responsibility, ambition, cooperation, kindness.

SEND/Additional Needs

- Some children with SEND may find social interaction challenging due to the nature of their difficulties. Ensure you are aware of the children with SEND in the groups you supervise.
- Support these children by noticing if they need your help to prevent issues, guide them to small group play activities that you can supervise or give them timeout if they become over stimulated.
- If there are any issues seek support from a senior member of staff.

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

This will be sent on Arbor and recorded on our system

Second behaviour letter

Dear [insert parent/carer name],

Following my previous message regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]