



**Asfordby  
Captain's Close**  
Primary School

# Behaviour Policy

January 2024



**This policy was approved as follows:**

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### Document History

Version	Version Date	Author	Summary of Changes
<b>V0.1</b>	8.1.19	Megan Williams	Policy draft created
<b>V0.2</b>	12.3.19	Helen Stockill	Policy formatted for Education Standards Committee approval
<b>V1.0</b>	27.3.19	Helen Stockill	Policy approved by Trustees
<b>V2.0</b>	20.5.20	Sarah Sadler	Policy updated in light of COVID
<b>V3.0</b>	01.09.22	Andie Bailey	Policy updated with changes since COVID
<b>V4.0</b>	10.01.24	Andie Bailey	Policy reviewed and changes made- approved by AB

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## 1. Introduction

At Asfordby Captain's Close we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behavior policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

## 2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying Policy
- E-safety Policy
- Online Safety Policy
- Safety Intervention Policy
- Exclusions Policy
- Relationship & Sex Education Policy
- Child Protection & Safeguarding Policy

## 3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

## 6. School rules

At Captain's Close the behaviour rule has been developed in collaboration with staff and pupils and is the foundation of a positive and consistent approach to behaviour management. At Captain's Close we believe all children should be:

**'Ready, Respectful and Safe.'**

This behaviour expectation applies in all places in school, drop off and pick up point, off site during and after school:

- With teachers, pupils, support staff and midday staff and visitors
- In lessons, at playtime and at drop off and picking up times
- School Trips
- Sport Events
- After School Clubs
- WAC (Wrap Around Care)

## 7. Roles and responsibilities

### **The Advisory Board**

The Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

## **The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems
- The senior leadership team will support staff in responding to behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, linked to the behaviour policy
- Support the school in the implementation of this 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

## **Pupils**

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- To remain safe and to keep others safe
- Accept sanctions when given

## **8. Our Expectations**

In addition to our rules we would like to make it very clear that at Captain's Close we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Refusal to co-operate
- Damage to school property, it is the parents/carers responsibility to pay for damage to school property

These behaviours will usually be recorded as a serious incident and will be dealt with by senior staff.

## 9. Visual system

In order for our children to know regulate their behaviour, a visual system is in place in all classrooms and all working areas of the school (hall, playground, intervention rooms).

This system is a four tiered system which recognises positive behaviour:

### This diagram explains how the staged behaviour system works:

**GOLD** - For pupils that display behaviours and attitudes which are above and beyond the expected levels, they will be moved to gold. Pupils on gold will receive 5 Dojo points, at the end of each day. In Pre-school 3 stamps will be rewarded (20 stamps prize box).

**SILVER**- For pupils that display behaviours and attitudes which are above the expected levels, they will be moved to bronze, to silver then to gold. Pupils on silver will receive 3 Dojo points, , at the end of each day. In Pre-school 2 stamps are rewarded.

**BRONZE**- For pupils that display behaviours and attitudes which are above the expected levels, they will be moved to bronze, to silver then to gold. Pupils on bronze will receive 2 Dojo points, at the end of each day. In Pre-school 2 stamps are rewarded.

**WHITE** - All pupils start the day with their names here. If pupils remain on white for the day, they will receive 1 Dojo points, at the end of each day. Children in Pre-school will receive a stamp on their stamp chart.

**VERBAL WARNING** – if pupils display negative behaviours and/or attitudes they will receive a verbal warning and are reminded of the school rules and expectations, following, '**ready, respectful, safe.**'  
NB, every lesson is a new start.

**1<sup>ST</sup> WARNING** - If negative behaviours and/or attitudes continue, the pupil's name will be taken off white and placed on the teacher's desk. A restorative conversation will be had between the pupil and the member staff, pupils are reminded of the school rules and expectations and what they need to do to get their name back to white. In Pre-school 1,2,3 will be used. First chance- will mean the child's rocket is moved down.

\*If a pupil has an individual behaviour plan, they will have the option to have a check in with their key adult at this stage. (appendix 3)

**2<sup>ND</sup> WARNING** – If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour. The pupil will spend time in the class of their partner class ([Appendix 1](#)) to reflect. For **EYFS and Key Stage 1** this is for **5 minutes** and for **Key Stage 2** this is for **10 minutes**, during this time pupils will complete a reflection sheet ([Appendix 2](#)). After their reflection time, the pupil will return to their class, they are reminded of the expectations and their name is put back onto white.

Pre-school

If appropriate the class teacher may ask the pupil to complete the learning task they missed due to reflecting during social time

(Maximum 5 minutes for EYFS/Key stage 1 and 10 minutes for Key stage 2).

In Pre-school-the pupil will have time out for 3 minutes, this will be with a staff member. After this time staff will discuss why child has had time out and they will discuss the how to make the right choices in a positive manner.

**In the instance of a pupil receiving a 2<sup>nd</sup> Warning the Class Teacher will communicate directly with parents at the end of the day. The incident is then recorded on CPOMs by the member of staff who dealt with the incident.**

**If a pupil receives two 2<sup>nd</sup> Warnings in a day or if be behaviour is deemed to be of a serious nature, this may include, but not limited to:**

- Physically hurting another child or a member of staff
- Causing an incident in the classroom which leads to the rest of the children having to be evacuated
- Throwing furniture
- Absounding from the school property
- Malicious or false allegations
- Displaying extreme insubordination which leads to the child's or others safety being at risk
- Racist, homophobic or sexually offensive language
- Peer-on-Peer abuse

The Headteacher, will be called immediately to speak with the pupil. The Headteacher, or the Assistant Headteacher will communicate directly with parents.

The Headteacher and Assistant Headteacher will monitor 2<sup>nd</sup> Warnings on CPOMs - if a pupil receives several 2<sup>nd</sup> Warnings in a short period of time, parents/carers will be called in for a meeting with the class teacher and the Headteacher and Assistant Headteacher.

### **SEMH Hub (Captain's Nest)**

In the SEMH Hub, there are slightly different behaviour expectations. Each day, pupils receive purple (positive points) and orange tokens, which are represented as a tally chart. One purple token is equivalent to one Dojo point. These points are then linked to a class reward, where the children collaborate as a team to achieve an agreed-upon incentive. Additionally, each pupil has a behavior plan tailored to support their individual needs.



## **10. Sanctions-**

Sanctions may be imposed on the children by teachers and Senior Management Team – this may include loss of privileges or lunch/break time, depending on the severity and reasons for the sanctions. In some cases letters may be sent home asking parents/carers to come to school for a meeting with the Head Teacher/teacher to discuss possible options. This may include:

- Use of a daily Behaviour Sheet
- Behaviour Plan
- Reduced Timetable- LEA needs to be informed
- Asking for parental support at home and/or school
- The time that the pupil spends at school through a fixed term exclusion (e.g. morning or afternoon sessions only), linked to the procedures in the exclusion policy
- Daily contact (in person or by telephone) with home
- Lunchtime restrictions (restricted movement on playground or field)
- Exclusion – (in extreme circumstances), linked to the procedures in the exclusion policy

We may use an internal seclusion in response to serious or persistent breaches of this policy, following the exclusion policy and through discussions with the pupils parents/carers. Pupils may be sent to the Headteacher's office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the Headteacher and parents/carers so that all other possible avenues are explored first, and exclusion from the trip the last resort.

## **11. Playtime and Lunchtime behaviours**

Playtimes and lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. In consultation with the SENDCo and school leaders, support structures that meets the needs of these pupils may be identified and implemented, linked to individual behaviour plans.

Lunchtime staff will reward children with a dojo point at lunchtime for positive behaviour. If negative behaviours are displayed at lunchtime, lunchtime staff use this system:

<p><b>Verbal Warning</b> – if pupils display negative behaviours and/or attitudes they will receive a verbal warning and are reminded of the school rules and expectations.</p>
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<p><b>Stop and think</b> – If negative behaviours and/or attitudes continue the pupil will be asked to walk with the adult to think about their behaviour. The pupil needs to share what they need to do to recitify the incident</p>
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Referral to Headteacher, Assistant Headteacher, SENDCo – if a pupil is fighting with others, absconding, bullying or using verbal abuse (including sexism and racial language) a member of the senior leadership team will be called.

*\*This is not a complete list and there may be other incidents that are not covered here. However, we ensure that we are consistent in our approaches at all times.*

## **12. Online Behaviours**

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

## **13. Rewards**

**All staff should** take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ School leaders will visit pupils in class for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Postcards home
- ✓ Special responsibilities given
- ✓ Golden Book
- ✓ Top Table Award- Lunchtime Behaviour Award
- ✓ Dojo's half term award

## **14. Consequences**

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- × A verbal reprimand
- × Sending the pupil to another class
- × Expecting work to be completed at home, or at break or lunchtime
- × Missing some of their social time to reflect
- × Referring a pupil to a senior member of staff
- × Letters or phone calls home to parents
- × Agreeing a behaviour plan (examples of these can be found in the Appendices, SENDCo, develop this as a school. Weekly timetable first )

When a behavioural incident occurs we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

## **15. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

## **16. Suspension/Exclusion**

On rare occasions there may be a need to directly suspend a pupil. This means that the staged behaviour systems would have bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion, following the Trusts Exclusion Policy. Only the headteacher can suspend or permanently exclude a child from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort, following the Trusts Exclusion Policy and procedures.

There are three types of exclusions used:

**Lunchtime suspension/Internal suspension**— If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime or in class a lunchtime internal exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. The pupil will be suspended in school away from their peers. If the behaviour persists at lunchtime, the pupil will then be suspended from the school premises during lunchtimes, for a set period of time agreed with the parents/carers. Parents/carers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.

**Fixed term suspension** – This is a temporary suspension, in line with the Trusts Exclusion Policy, which can be between 0.5 and 5 school days. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience. This is reported to Leicestershire County Council Inclusion Team and documented on the pupils attendance.

**Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would not be taken lightly and would ultimately be sanctioned by the headteacher

after discussion with the Deputy CEO of the Trust and following the Trusts Exclusion Policy . Further information regarding exclusions is stated in the Trusts Exclusion Policy.

### **17. Off-site behaviour**

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or, misbehaviour at any time, whether or not the above conditions apply, that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- In any of the above circumstances the Headteacher, will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed.

### **18. Malicious allegations against school**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always BE informed of their child's behaviour and sanctions applied.

The Headteacher will consider whether any disciplinary action is appropriate against the pupil the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

### **19. Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint 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

Our Physical Intervention Policy contains further details.

## **20. Confiscation**

### **1. Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

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

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

## **21. Pupil transition**

To ensure a smooth transition to the next year and/or school settings, 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAA trained. However, behaviour management forms part of whole staff continuing professional development.

## **Review**

This behaviour policy will be reviewed by the Headteacher, Assistant Headteacher and the Advisory Board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years

## 22. Appendices – Captains Close

### Appendix 1: Partner Class

Class	Reflection class
Pre-school	Yr.1
EYFS	Yr. 1
Yr. 1	EYFS
Yr. 2	Yr. 3
Yr. 3	Yr. 4
Yr. 4	Yr. 5
Yr. 5	Yr. 6
Yr. 6	Yr. 2



# Appendix 2: Reflection Sheet

## Key Stage 1

Name: \_\_\_\_\_

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



1. What happened?



2. What were you thinking about at the time?  
How did it make you feel?



3. What have your thoughts been since the incident?



5. What do you need to do to put things right?

4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



Key Stage 2

Name: \_\_\_\_\_

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



1. What happened?

2. What were you thinking about at the time?  
How did it make you feel?



3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



**Appendix 3 – Behaviour Plan to be completed with the pupil and then shared with the parents/carers and reviewed**

Weekly Behaviour Chart

Child's name

Week Beginning:	Morning Work/meet and greet	Assembly Time	Before playtime	Play Time	After playtime	LUNCHTIME	First part of the afternoon	Second part of the afternoon	
Monday		Class Assembly		Play Time		LUNCHTIME			
Tuesday									Whole School Assembly
Wednesday		Whole school Assembly							
Thursday		Class singing Assembly							
Friday		Celebration Assembly							

**N.B.-** The Behaviour Chart for the week needs to be edited to the pupil's interests and uploaded on to CPOMS, at the end of each week as evidence, shared with the parents/carers and the pupil. Once this implemented, it needs to be communicated to all staff involved with the child and all need to ensure it is implemented for continuity.

## Behaviour Plan Example

**Pupil Name:**

**Year:**

Date of birth:  
Date plan starts: 17/09/21  
Date of next review: A month later

Medical conditions/needs:  
Staff working with the pupil: In class  
Additional Support: ELSA, SENDCo etc.

### All about Me

I love playing games like Top Trumps, ball games and computer games. I like to race cars and play with dinosaurs. I like the room to not be too noisy. I like to fiddle with toys like poppits or squeezey balls.

## **Targets**

### **What are we working towards?**

- Listening appropriately to adult instructions
- Staying in the classroom/ school grounds
- Communicating what is making Pupil's name cross

### **How do we get there?**

- Small instructions – one step at a time, use of visuals and timetables
- Now and Next boards
- Use of choosing
- Building engagement with focused tasks
- Use of fidget toys

## **(Green) Strategies for positive behaviour**

When Pupil's name is in the green phase, he will use now and next pictorials and follow instructions. He will attend to and complete tasks. He will listen to where he needs to be in the playground or classroom and follow those instructions. Pupil's name shows he is in the green zone because he smiles and giggles. In this stage, he likes to play reciprocally with adults and children.

### **How do we maintain positive behaviour?**

- Show full attention – ask questions about his learning such as “Can you show me what you are doing?”
- Repeat the visual timetable “Now ....and Next.....”
- Praise for good listening
- Good pace

### **Rewards, motivators**

- Pupil's name's choice (2 activities)
- Quiet area in class
- Time on laptop games
- Box of toys picked by Pupil's name

## **(Amber) Early warning signs**

### **Behaviours I might Display**

#### **What does it look like?**

- Shouting no repeatedly
- Crying
- Quiet and withdrawn
- Curling up into a ball

#### **What triggers it?**

- Change in activity or change in staff
- Engaging in a task he does not want to do, especially reading and/or writing
- Tiredness
- Morning times (if it hasn't gone well on way to school)

### **How do we prevent an incident?**

- Look out for the early warning signs and act quickly. Direct Pupil's name to worry monster and feed it with sad or angry thoughts
- Quiet space
- Use of calm down box
- Offer food (banana works well)
- Zones of regulation breathing exercises
- Use fidget toy

### **(Red) Reactive strategies**

#### **What does it look like?**

- Kicking objects
- Banging lockers with head, body or feet
- Hurting himself
- Shouting
- Running away (normally outside if possible)
- Curling into a ball and seeking objects to hide under such as a chair or table.

#### **What triggers it?**

- Saying no
- Conforming to school rules and being told to
- Firm tone of voice (to tell reprimand) and loud voices
- Any perceived unfairness of reprimands (eg Pupil's name getting 'told off' and not someone else who he thinks was also doing something)

### **How do we diffuse the situation?**

#### **What to do**

- Encourage Pupil's name to leave the class- go to a bigger space where you can give him room but somewhere he is safe
- Keep a distance but watch.
- Do not talk or engage at this point, talking will escalate the situation
- Tell Pupil's name that he has space and time to calm.
- If Pupil's name is kicking, explain that you are taking shoes off because he will hurt himself
- Only talk to Pupil's name again when he has come to you or is looking like he wants to play with you. At this point suggest going outside to play football or play Top Trumps. Give warning that he will be returning to classroom after 10 minutes.

#### **What not to do**

- Use humor
- Try and interrupt
- Use empty threats

#### **Phrases to use**

- I can see that you are feeling ...
- Is it possible that...
- I think that...
- Do you think if...
- You have time and space to calm

#### **Calming techniques**

- Calm breathing (bunny breaths, blowing out birthday candles)
- Throwing (safely)

### **At what stage should another member of staff be informed? Who should this be?**

- When he is causing a danger to himself or others.
- Disrupting learning using behaviour that can't be ignored.

- Inform Kelly, Olivia or Andie

**(Blue)Support after an incident**

**How do we help Pupil's name reflect and learn from the incident?**

- Talk about how it makes others feel? Let him say sorry
- Model your feelings on Zones of Regulations and talk about how you get out of red, yellow or blue zones.
- Tidy up anything that was thrown/left untidy
- Do not mention a previous day – start a fresh

**Is there anything that staff can learn about working with Pupil's name?**

- Read the All about me separate document.
- Be mindful of Zones of Regulation as a way of supporting Pupil's name to understand his emotions
- If you are not involved in the calm down process, walk past without speaking to Pupil's name as this increases his behaviour and takes longer to get back to green

**Is there anything we can implement to support Pupil's name?**

- Meet and Greet in the morning from the office.
- Teach Pupil's name about his feelings
- Refer for support from Oakfield Inclusion unit.
- Refer to educational psychologist and pediatrician.

**Agreement:**

Parent name

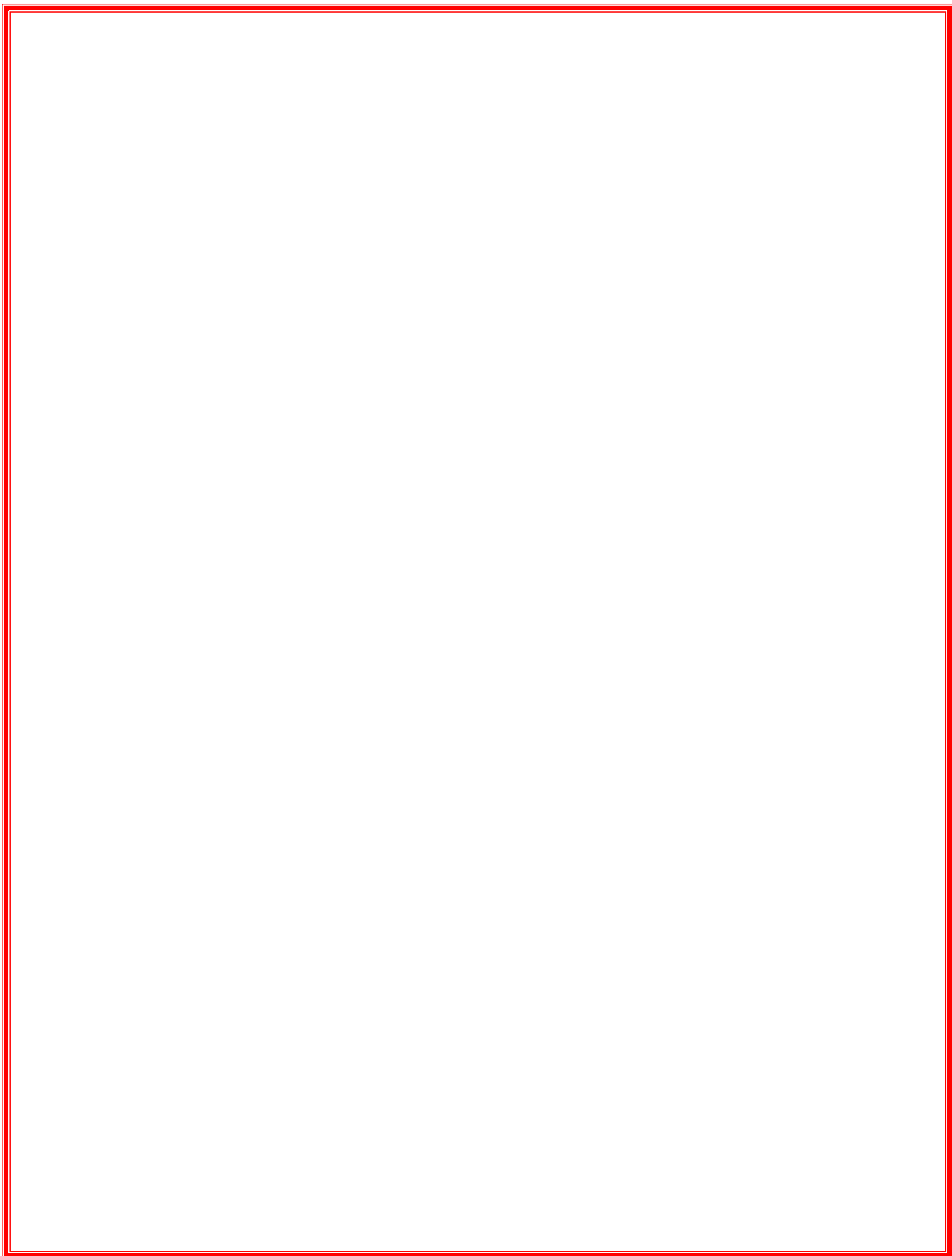
Parent signature

Date

Staff name:

Staff signature:

Date:





#### Appendix 4: Example behaviour Report letter example

Due to the recent negative behaviours displayed by (child's name), we will be placing them on a behaviour plan. This will allow us to work with you to ensure that your child follows our expectations and school rules to enable them to be safe and reach their learning potential.

(Child's name) will need to show an improvement in their behaviour by:

- making sure that they play in the correct zone for their year group (being in the correct place at the right time)
- making sure they take care of school property
- using kind words to pupils in school
- listening and following adult instructions

This report plan will be completed in school. To help us to know about how home is going too, we would like you to sign to say you have seen this tracker every day and also reflect on good behaviour at home too.

We hope to see an improvement in (child's name) behaviour. We would like to review (child's name) behaviour with you on (insert date) at (time).

Thank you for your support with this matter. I am sure that we can work together to make sure that (child's name) behaviour is improved.

( Headteacher)

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#### **Parental Agreement Statement**

I agree to support the school with helping to improve (child's name) behaviour. I will discuss with (child's name) behaviour choices and sign the behaviour chart and ensure it is returned to school each day. I understand that improvements in behaviour are needed to ensure that (child's name) can achieve her very best and also be safe at school.

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

## Appendix 5- -Guidance for behaviour management for Lunchtime Play Leaders

Your role is very important in many different ways, it contributes to improved learning, calmer atmosphere, better working atmosphere (children and adults) and if we engage with people in a positive and supportive manner it will become a better place than it is now.

1. Even if children are not in the playground **we must be at our starting places on time.**
2. All Play Leaders are assigned to a zone each day. It is your responsibility to follow the activity card for this zone to provide a fun, active lunchtime activity.
3. **There should be no time whereby play leaders are clustering together** – only if an urgent message needs to be passed on, hand over a child or to receive instructions if unsure of something.
4. While in your zone, **constantly talk and engage with the children** – ask them how they are? Has anything good happened in school today? Your relationship with pupils is crucial and they need to feel a connection with you.
5. **ANY HARMFUL CONTACT BETWEEN PUPILS** should be dealt with by:
  - a) Removing any pupils at risk of harm by asking them to join a different zone to ensure that they are being supervised
  - b) If the situation cannot be resolved independently, calling for a member of SLT to support you
  - c) Sending the pupil causing harm inside for discussion with SLT members and consequences
  - d) **Slide tackles = no football for the remainder of the day** – clear rule and easy to apply, **BUT** you must see it happen. Children must stay on their feet at all times during football.
6. Where children have fallen out with one and other or are arguing:
  - a) get the children together and **calm the situation** – listen to both points of view
  - b) can the situation be resolved between the pupils? Can they compromise? If so, allow them to continue to play together. If not, find an alternative solution but ensure that both parties have people to play with.
  - c) Do not assume that pupils can sort out problems by themselves – they need you to support them so do not ask them to try to sort it independently. This will help them trust and value your opinions.
7. The **visual system of stars and cards** must be followed in the hall. Look for pupils who may be able to sit on the golden table for the following week, on a Friday. Consider which character traits they have shown. Also, remember to add pupils to the golden book for showing good character traits outside.
8. For pupils who are not following the rules, they must be given a warning. If behaviour continues, they must be sent inside for 10 minutes time out on a bench. Please send a pupil with the child to ensure that they reach their destination.
9. We have identified several pupils who have challenging behaviour and need greater support, there will be **VERY SPECIFIC** instructions on what to do regarding the management of their behaviour. (details of these pupils will be discussed and on the whiteboard outside the HT office)

### 10. SAFEGUARDING & CONFIDENTIALITY IS ESSENTIAL AT ALL TIMES

