

# Behaviour and Relationships Policy

## Wooden Hill Primary and Nursery School



<b>Approved by:</b>	Governing Board	<b>Date:</b> October 2024
<b>Next review due by:</b>		
<b>Signed Headteacher:</b>	October 2025	
<b>Signed Chair of Governors:</b>	<i>I. GOSNEY</i>  <i>[Signature]</i>	

At Wooden Hill Primary School all children are treated with unconditional respect. There are high expectations for both adults' and children's learning and social behaviours in order for the school to be a calm, purposeful place. We understand that positive behaviour needs to be explicitly taught and modelled and recognise that all behaviour is a form of communication. We ensure children are supported to achieve the expectations when necessary.

### **Aims**

Our aim is that the behaviour of the children at Wooden Hill Primary School will reflect our vision for all members of the school community to be READY. They will be:

- Respectful to themselves, others and property.
- Empowered to engage with their learning fully, understand their rights and feel confident to share their views.
- Active in engaging in all areas of school life and in taking responsibility for their own actions.
- Dedicated to their learning and keeping the school a positive place to be.
- Yourself – children will develop a sense of worth and identity.

### **Legislation, statutory requirements and statutory guidance**

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

### **Definitions**

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour like interfering with clothes.

- Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
- Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
- Fireworks.
  - Pornographic images.
- 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).

### **School Behaviour Curriculum**

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn, support and promote a disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures,

### **Classroom management**

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own classroom rules.
- Will 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.
  - Following the school procedure for dealing with low-level disruption.
  - Using the rewards procedures to encourage positive behaviours.

## **Mobile phones**

- In year groups where they are allowed, mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day and whilst on site, in accordance with the school's procedures.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site.
- School procedures will follow DFE guidance on the confiscation of mobile phones.

## **Safeguarding**

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

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Responding to good behaviour**

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

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

## **Responding to unacceptable behaviour**

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

Staff expect classrooms and learning environments to be disruption free.

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

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

All pupils will be treated equitably, 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 in the future to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when deciding on consequences and with regard to the impact on perceived fairness.

## **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school 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.

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.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

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

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#) (July 2022).

### **Off-site unacceptable behaviour**

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour 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 the school.

Sanctions may also be applied where a pupil has behaved unacceptably 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.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Online misbehaviour**

School staff 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.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff 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 decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police action taken. However, school staff may continue to follow their 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 the LADO if appropriate.

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

The Headteacher 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.

See safeguarding policy for 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 and 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.

### **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 the School Safeguarding Policy for more information.

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. Pupils who

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

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. 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.
- Maintain the learning environment for 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 will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

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

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

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

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

### **Detention**

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

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

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

### **Suspension and permanent exclusion**

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022*).

The process of suspension and permanent exclusion will be carried out in accordance with the Suspension & Exclusions Procedure.

## **Anti-Bullying**

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

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

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.



Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

### **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, school staff will consider them in relation to a pupil's SEND, although recognising 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, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.
- As a 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. This may include approaches such as:
  - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
  - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
  - Adjusting uniform requirements for a pupil with sensory issues.
  - Training for staff in understanding conditions such as autism.
  - Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any preventative measure will consider the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of any support being provided.

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

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

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

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

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

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

The special educational needs co-ordinator (SENCO) 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, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the Headteacher will cooperate with the local authority and other bodies.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will contact the local authority to discuss the concerns and if any additional support that might be required. If appropriate, the Headteacher may request an emergency review of the EHC plan.

## **Supporting pupils following a sanction**

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

## **Inducting incoming pupils**

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

## **Preparing outgoing pupils for transition**

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.

## **Training**

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

## **Monitoring and evaluating school behaviour**

Data will be collected on the following:

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

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

- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

## **Suspensions and Exclusions**

### **Definitions:**

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
  - in response to a serious breach or persistent breaches of the school's behaviour policy; and
  - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **The decision:**

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022*).

### **The process:**

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email*).
- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

### **Review by a governors' Exclusions Committee:**

- For:
  - i. a **permanent exclusion**;
  - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
  - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term **or** would not bring the pupil's total number of days out of school to **more than 15 school days in one term**:

Then an Exclusions Committee will consider any representations from the parents/carers, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk to the Governing Body, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

#### **Following a suspension or permanent exclusion:**

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

## Rewards and Consequences

Rewards for positive choices towards work, attitude or behaviour:	
Example of positive behaviours	Rewards
Demonstration of expectations within a child's work or behaviours	Verbal praise from the staff member Star sticker
Repeated demonstration of a READY value or repeated expectation within a child's work or behaviour	Verbal praise from the staff member Star sticker Sharing with parent/carer
Repeated and consistent demonstrations of a READY value or repeated expectation, and exceptional piece of work, a series of good behaviour choices.	Visit to a senior leader to share the positives. READY certificate Sharing of learning with parent
Going above and beyond any previous demonstration of a value or expectations with their learning or behaviour choices, being an exemplary child and role model to others	Visit to Head Teacher to celebrate the positives Head Teacher certificate Celebrated in whole school assembly Phone call home from the Head Teacher.

Proactive Strategies and Consequences for unacceptable choices towards work, attitude or behaviour:		
Stage	Example of misbehaviour	Proactive Strategies/Consequences
1	Ignoring instructions Lack of cooperation or poor attitude Disturbing the learning of others Interrupting or interfering Shouting out Behaving in an unsafe way such as swinging on a chair/running in corridors	Whole class reminders Standing near the child Private verbal reminder Links made to expectations and values. Child is given the opportunity to change the behaviour and praise is given when the behaviour is turned around.
2	Repeated unacceptable behaviours from stage 1 Refusing to follow the instructions of a member of staff. Rough or dangerous play	Second verbal reminder given. Recording of behaviour on class recording chart Restorative conversation with a natural consequence. Where appropriate class teacher may implement a 5-minute time out or short reflection time to reset. Child is given the opportunity to change the behaviour and praise is given when the behaviour is turned around.
3	Repeated unacceptable behaviours from stage 2 Dangerous behaviour such as hitting, kicking, violence, using equipment in a way that endangers others. Harassment or discriminatory behaviour of any type towards adults or children.	Verbal consequence shared. Log on CPOMs Individual attends lunchtime reflection with SLT. Where an incident takes place in the afternoon, the child may attend reflection time the following day. Where appropriate, either a phone call home or end of day conversation from class teacher

	<p>Neglect or causing damage to another child's or school property  Rudeness and disrespectful attitude shown towards staff.  Swearing or using inappropriate language or gestures.  Spitting with intention  Leaving the classroom/designated area without permission</p>	<p>or a member of the SLT will take place with parents/carers.  Contact with parents/carers informing them of the behaviour and consequence.  Possible visit to reflection time for a series of days.  Use of comic strip conversations and behaviour pathways.  Possible internal exclusion from classroom or play/lunchtime.  If a child received four reflection times in a half term, a meeting will be arranged with SLT, class teacher and parent/carer.</p>
4	<p>Repeated unacceptable behaviours from stage 3  Bullying  Racist remarks or behaviour  Homophobic remarks or behaviour  Dangerous behaviour  Physical violence or threatening behaviour towards children or adults  Verbally threatening behaviour towards children or adults.  Wilfully damaging, breaking or destroying other pupil's, staff or school property.  Theft  Leaving the school site without permission.</p>	<p>Behaviour and consequences logged on CPOMs  Individuals to visit Head Teacher (or Deputy Head Teacher in their absence) at the next appropriate time or where behaviours warrant urgent support SLT will be called to the incident immediately.  Head teacher (or Deputy Head Teacher in their absence) will discuss the incident or events with the child and where appropriate an investigation will take place.  Head teacher to call parent/carer on the day of the incident to talk through the situation and consequences.  If a child reaches stage 4 three times in one half term, a meeting will be arranged with the Head Teacher and parent/carer.  The consequences received will be assessed on a case-by-case basis depending on the severity of the incident, the behaviours shown by the individual and the needs involved.  The Head Teacher/ member of SLT will decided on the appropriate consequence – this may take the form of additional lunch time reflection time, internal exclusion from classroom, play times of lunch times.  Following on from a behaviour incident at Stage 4 possible next steps may be: a meeting with parents, a behaviour plan, an individual behaviour chart, an internal exclusion, a suspension or a permanent exclusion.  Example of consequences will be:  First instance – 30 minute internal exclusion  Second instance – 1 hour internal exclusion  Third Instance – half a day internal exclusion</p>



## **Appendix 1: Scripts**

Scripts can be used to support a child who requires coregulation or behaviour guidance.

The aim of the scripts is to provide a calm response which allows the adult to connect with the child, acknowledge their feelings, reiterate expectations and move them on from the situation.

### **Script for Calling Out**

\_\_\_\_\_ I can hear you have lots to share/ fantastic ideas.

I know that it can be tricky to wait your turn but we do not interrupt. It is important everyone has their turn.

Let's practise putting up your hand/ Why don't you write what you want to say on a whiteboard so you don't forget?

### **Script for snatching**

\_\_\_\_\_ I just want to check in with you.

I could see that you really wanted/needed \_\_\_\_\_ but we do not snatch. It is important we ask politely and wait until they are finished.

Is there *another colour you could use while you wait?*

### **Script for shouting**

\_\_\_\_\_ I'm here for you.

Sometimes when we are excited/ frustrated our voices can get a little bit loud.

I need you match my voice volume and you can tell me what happened.



Appendix 2: Reset forms to aid restorative conversation

# Reflect and Reset

What happened?

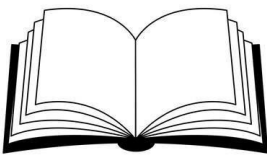


How were you feeling?



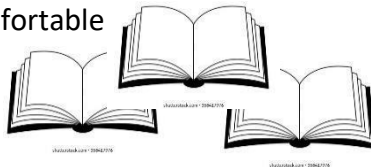
What was the impact of your choice?

Not completing learning.      Stopping the class      Making other children      learning.



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uncomfortable



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What can I do to make it right?

Complete my work      Write an apology letter      Say sorry.      I have an idea



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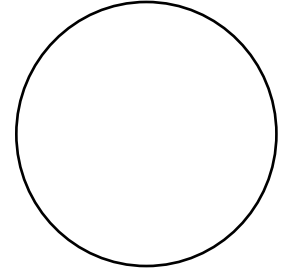
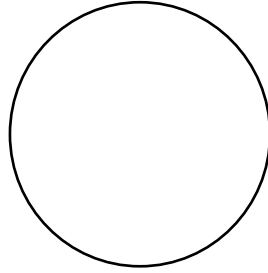
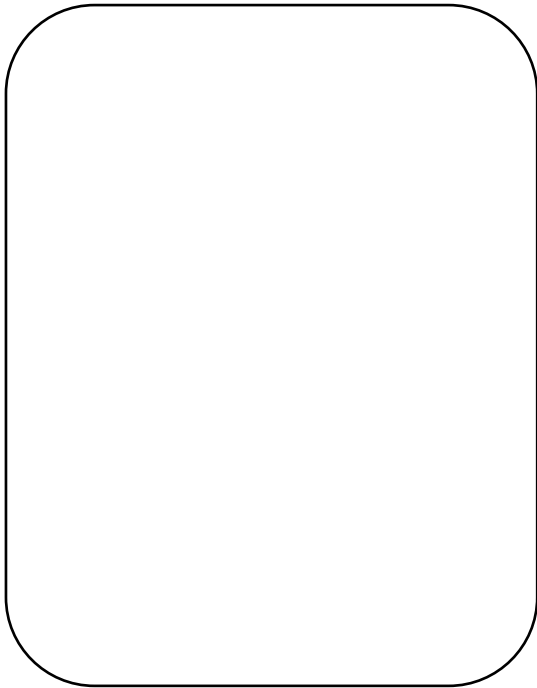
# Friendship Reset

Draw what

Draw or write

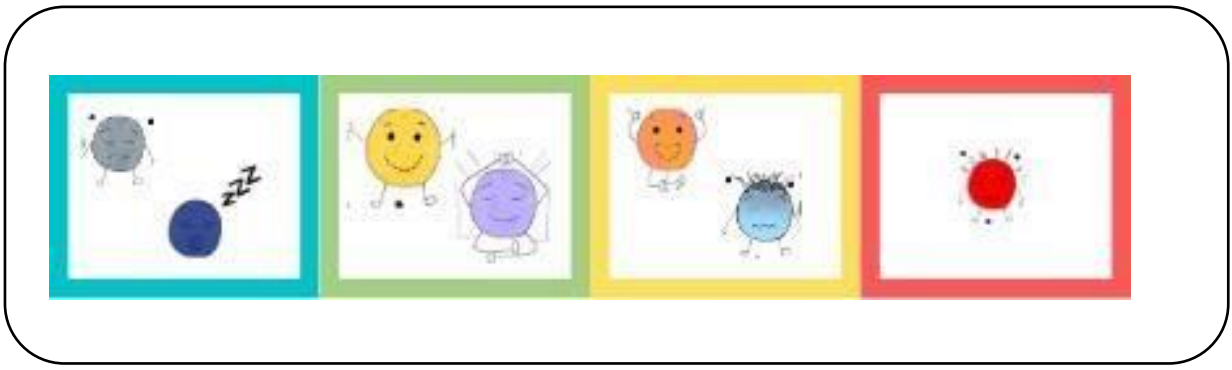
Draw or write how happened  
how you felt

you think they

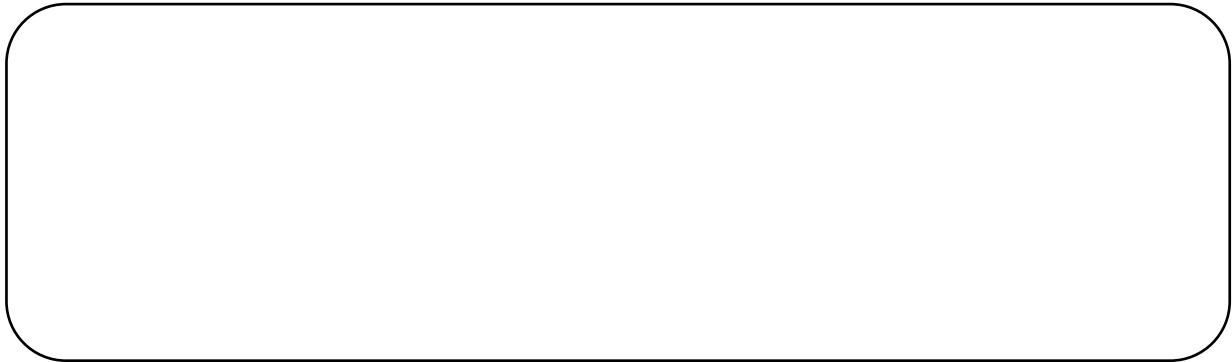


felt.

What can you do now?



What can they do now?



Reflect and Reset

What happened?



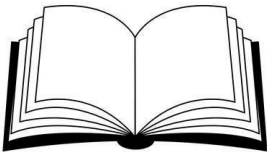
How was I feeling?

How am I feeling now?

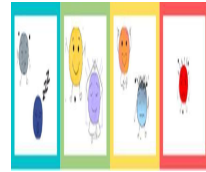


What can I do to make it right?

Complete my work   Write an apology letter   Say sorry. I have an idea



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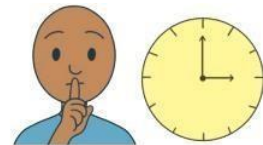
What can I do next time?



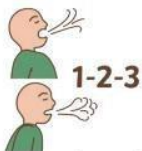
ask for help



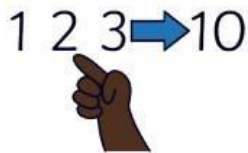
walk away



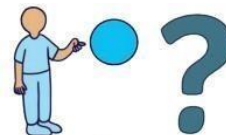
have some quiet time



take some deep breaths



count to 10



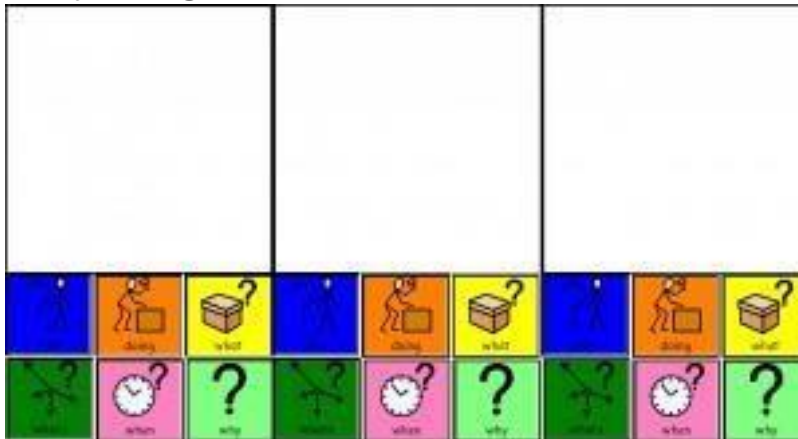
something else

### Appendix 3 Comic Strip Conversation

(information from [Comic strip conversations - Resource Library - Sheffield Children's NHS Foundation Trust \(sheffieldchildrens.nhs.uk\)](http://www.sheffieldchildrens.nhs.uk) ) **How do you create a comic strip conversation?**

Choose a time when heightened emotions have calmed; making a comic strip conversation when a young person is still in crisis will not be effective. Support the young person to lead on the activity, for example, they could do the drawing or labelling.

#### Adult or young person draws



- where the young person was at the beginning of the situation
- who was there
- what people were doing
- speech bubbles to record what people said
- thought bubbles to explore how people may be feeling and what they are thinking

Encourage the young person to apply a colour code to the feelings. This is personal to the young person and could be kept as a key. Colour code the thought and speech bubbles.

Go through the above steps until the key points of the situation are visually recorded in the style of a comic strip or cartoon. The adult or the young person could talk through the situation to ensure they both understand what happened.

Support the young person's social understanding by talking through parts of the situation that they might have misinterpreted, for example: "Maybe 'x' found it frightening not funny when you picked up the chair. So 'x' would feel...?" **Appendix 4- Written Statement of Behaviour Principles:**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- 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 permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing board annually

## Appendix 5 – School expectations for display around the school

# AT WOODEN HILL WE ARE ALWAYS TO LEARN.

This means we are and help others to be:

- **R**espectful to ourselves, others and property.
- **E**mpowered to engage with our learning and share our views
- **A**ctive in taking responsibility for our actions
- **D**edicated to our learning and keeping the school a positive place
- **Y**ourselves

