



Greenholm Values and Behaviour Policy

This policy seeks to lay the foundations for supporting children at our school to develop, over time, a set of values and to experience an ethos consistent with these, allowing them to enjoy, explore and learn at school. This is only possible where the whole school community embraces each value for each individual child. As a school, we will actively teach our values and seek out opportunities for positive recognition when children make choices in line with these.

Having a lasting, positive impact on children's behaviour and the choices they make takes consistency and time. Children will, at times, make choices that are not in line with our values and, where this occurs, this policy details the actions we take in response to these choices and how we support children to make more positive choices as they learn and grow.

As pupils move through primary school, they will make many choices which will affect their behaviour, and that these choices may be made due to several factors. Some of these factors will be within the control of the pupil, some partially within their control, and others beyond their control. The school recognises every pupil as an individual and does not seek an entirely universal approach to behaviour, but rather a tailored approach where appropriate, which both considers factors which affect the choices made by pupils, and maintaining a safe, supportive and nurturing environment, free from bullying, abuse and intimidation, where all are respected. (Department for Education: Behaviour in Schools. February 2024)

We promote five core values that all children learn and experience throughout their journey at Greenholm:

Be Responsible. Be Kind. Be Respectful. Be Curious. Be Resilient.

We will provide a safe, supportive and nurturing environment so that all children can receive a good education and leave our school happy, confident, motivated and ready for success.

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1. Aims

- Create a safe, supportive and nurturing environment (physically and emotionally) which supports pupils to make positive behaviour choices and supports staff to expect responsibility, kindness, respect, curiosity and resilience from all pupils.
- Ensure that all members of the school community feel safe, supported and valued at all times.
- Outline consistent, whole-school procedures and strategies to aid staff in creating an environment where the behaviour of all children is managed in a safe, supportive and nurturing manner.
- Define what is considered positive behaviour, unacceptable behaviour and bullying.

This policy operates in conjunction with other Greenholm policies:

- PSHRE Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Procedure Policy

2. Legislation, Statutory Guidance and Requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- Advice and research from the Education Endowment Foundation's ['Improving Behaviour in Schools' Guidance Report](#)
- Advice and research from school leaders support website [The Key](#)
- Research from ['Discipline in Schools', Elton \(1989\)](#)
- Guidance from [OFSTED Below the Radar: low-level disruption in the country's classrooms \(2014\)](#)
- Advice and Research from the Education Endowment Foundation's [A School's Guide to Implementation](#)
- Advice and Research from the Education Endowment Foundation's [Improving Social and Emotional Learning in Primary Schools](#)

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

Definitions

3.1





These are defined as

Be Responsible	
What we will see in school	What you can see at home
<p>We are responsible for taking care of our school, our friends and our world by making thoughtful choices.</p> <ul style="list-style-type: none"> - Having a positive attitude to work, others and the environment. - We tell the truth - Making sensible choices and being a good role model - We own up to what we do and make things right 	<ul style="list-style-type: none"> - Taking care of yourself <p>Personal care is important, such as getting enough sleep, eating healthy foods, being active and practicing good hygiene.</p> <p>Cleaning up after yourself</p> <p>Look after your items and treating them well</p> <p>Getting your own bag and items ready for the day</p>

Be Kind	
What we will see in school	What you can see at home
<p>We are kind by making sure our school is a happy place for everyone.</p> <ul style="list-style-type: none"> - Helping others and looking out for each other - Understand and respect how others are feeling - Kind words, kind actions, kind face - We make sure everyone is included, and no-one feels left out 	<p>Sharing with others</p> <p>Helping others in your home and community</p> <p>Looking after your animals</p> <p>Using considerate words at home</p>



Be Respectful	
What we will see in school	What you can see at home
<p>We are respectful by acting and speaking in a way that values everyone.</p> <ul style="list-style-type: none"> - Listening to others and waiting our turn to speak - Using our manners - Following the school values - Embracing other people's differences 	<p>Using your manners</p> <p>Using respectful language</p> <p>Apologise when needed</p>

Be Curious	
What we will see in school	What you can see at home
<p>We explore, question, and discover the world around us.</p> <ul style="list-style-type: none"> - Not being afraid to ask questions - Eager to learn and investigate something new - Experiment and problem solve - Challenge yourself to discover more 	<p>Asking questions about the world we live in</p> <p>Reading about things you would want to find out more about</p> <p>Use the environment around you to find out more.</p>

Be Resilient	
What we will see in school	What you can see at home
<p>We are resilient, we face challenges and bounce back when things are hard.</p>	<p>Not quitting as soon as the activity or task gets difficult</p> <p>Tell an adult how you overcome the challenge</p>



<p>-Facing challenges, getting things wrong and trying again</p> <p>- Always being positive despite any challenges</p> <p>- Asking for help when needed</p> <p>- Use your problem-solving skills to succeed</p>	<p>Learn from my mistakes so I can overcome problems.</p> <p>Accept criticism</p> <p>Rising above any negative comments especially in social situations.</p>
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We expect all members of the school community to work towards and show these values at all times. The school community includes everyone who associates with Greenholm Primary School, including visitors.

3.2 Pupils showing these values will result in positive behaviours.

Positive behaviours are defined as

- Politeness
- Kindness
- Sharing
- Positive mindset towards activities and learning
- Reflecting well on choices (both positive and negative)
- Taking responsibility for our own actions
- Telling the truth
- Helping others

3.3 Positive behaviours can also be seen as ‘positive learning behaviours’.

We define learning behaviours as behaviours necessary in order for the pupil to learn effectively in the group setting of the classroom.



Positive learning behaviours are defined as

- Listening carefully to instructions
- Taking turns in group work respectfully
- Encouraging others to participate
- Engaging with the learning activity in a resilient and curious manner
- Asking for help when needed
- Showing resilience when finding the learning challenging

Learning behaviours can be influenced by the school and its staff. Staff members will seek not just to promote positive learning behaviours, but to actively teach them in the classroom.

This may be through

- Discussing times when pupils have given up through setbacks
- Challenging pupils to stick with a task
- Actively listening to pupil concerns about achievement and motivation
- Ensuring work is appropriately pitched for all pupils to achieve
- Offering praise when pupils succeed
- Highlighting resilience when pupils succeed, particularly with difficult tasks
- Encouraging pupils to say they found a task difficult
- Setting a culture where mistakes are valued in the learning process
- Talking with pupils about their inner voice
- Promoting positive self-esteem, self-worth and self-competence
- Having a keen awareness of the cognitive load on pupils
- Communicating effectively with all pupils
- Praising pupil effort over the person or final outcome

3.4 As they learn and grow, there will be occasions where pupils make choices which do not show these values and result in unacceptable behaviour. This has the potential to disrupt the safe, supportive and nurturing environment for themselves and other pupils.



These choices may be

- Disruption of learning in class
- Disruption in corridors and other spaces, or at lunch or break times
- Poor attitude towards other members of the school community
- Poor learning behaviours
- Failure to follow reasonable requests from an adult
- Non-completion of classwork or homework
- Incorrect uniform (in line with school uniform policy)

Occasionally, pupils make choices which result in serious unacceptable behaviour.

Serious Unacceptable Behaviours are defined as

- Repeated unwanted behaviours or failure to follow school/ class rules
- Any form of bullying
- Physical violence towards any member of the school community
- Vandalism
- Theft
- Swearing
- Persistent lying
- Any discriminatory behaviour based on the protected characteristics laid out in the [Equalities Act 2010](#)
- Possession of prohibited items as detailed in section 10



4. **Bullying**

Greenholm Primary School defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or online. All forms of bullying will be challenged.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Types of bullying behaviour are outlined in the table below

Type of Bullying	Examples of Behaviours
Physical	Pushing, poking, kicking, hitting, biting, pinching and other unwanted deliberately hurtful physical behaviours
Verbal	Name calling, sarcasm, spreading rumours, threats, teasing and belittling
Emotional	Isolating others, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidation, excluding, manipulation and coercion
Sexual	Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate material
Online/ Cyber	Posting on social media, sharing photos, sending nasty messages, online exclusion, verbal abuse or threats through online gaming
Indirect	Exploitation of individuals

A link to the school's anti-bullying strategy can be found [here](#).

5. **Roles and Responsibilities**

5.1 The governing body is responsible for monitoring this behaviour and values policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher and Senior Leadership Team, in conjunction with the Behaviour Lead, are responsible for

- Reviewing and approving this behaviour policy
- Ensuring the school environment is a physically and emotionally safe, supportive and nurturing environment so that all can make choices in line with school values



- Visibly and consistently support all staff in managing behaviour across the school through adherence to this policy
- Ensuring staff are aware of how to effectively and consistently respond to choices which result in unacceptable behaviours
- Ensuring the consistent and fair use of rewards and sanctions
- Inducting new staff into the school's positive behaviour culture
- Offering and leading appropriate training in behaviour management, including the impacting of SEND needs and mental health needs on behaviour, so that all staff can carry out their duties in relation to this policy
- Working alongside the Safeguarding Lead DSL, pastoral team and SENDCo to ensure that support is offered in conjunctions with rewards and sanctions where necessary
- Ensuring CPOMs behaviour logs and Class Dojo trends are regularly reviewed and specific support is put in place for staff and/or pupils where necessary

5.3 Teachers and other staff members are responsible for

- Creating a safe, supportive and nurturing environment which encourages pupils to make choices in line with the school values
- Establishing and maintaining positive, nurturing relationships with pupils, including clear teacher-pupil boundaries around acceptable behaviours
- Implementing the behaviour policy consistently
- Consistently communicating the school's values to pupils in order to promote positive behaviours
- Modelling expected behaviours at all times
- Promptly recording behaviour incidents and actions on CPOMs
- Ensuring their own conduct reflects the school's values
- Prompt communication with relevant parties regarding pupils wellbeing and behaviour, including other staff members and parents
- Providing, where necessary, a personalised approach in line with the behaviour policy, in response to specific behavioural or SEND needs of pupils

The Senior Leadership Team will support all staff in their responsibilities.

5.4 Parents and Carers, as outlined in the Home-School Agreement, are responsible for

- Knowing the school's behaviour and values policy and reinforcing at home where necessary
- Working in partnership with the school to support their child in making choices in line with the school's behaviour and values policy
- Keeping the school abreast of changes that may affect their child's behaviour
- Discussing behavioural concerns promptly with their child's class teacher
- Participating openly in pre-emptive and restorative work related to their child's behaviour, including attending meetings as requested by the school to discuss their child's behaviour
- Raising concerns about the school's behaviour and values policy with the school directly

5.5 Pupils are responsible for

- Knowing and making choices in line with the school's values, rules and routines
- Communicating their feelings in relation to their chosen behaviours



- Taking responsibility for their own behaviour
- Completing their work to the best of their ability

Pupils will be given support by class teachers, Phase Leads, the Behaviour Lead, the Pastoral Team, the Senior Leadership Team and the SEND team, where appropriate, in order to help them meet their responsibilities.

6. Relationships

Positive, nurturing relationships are a key component in helping children to feel safe and supported while at school. All members of staff should seek to create positive and nurturing relationships with pupils. It takes time and effort to form these relationships.

Staff should seek to form these relationships through

6.1 Knowing and understanding pupils

- Knowing that positive and nurturing relationships matter.
- Ensuring effective and timely communication between adults who frequently work with individual children, including parents
- Recognising every child as an individual, who has different needs, and responding to these needs in a way which best benefits the child. This will include staff tailoring their approach for individual children, which may be more effective than the default response detailed in section 8.4
- Staff will use an establish-maintain-restore method to build and preserve positive and nurturing relationships. This is where staff will seek to create this relationship with pupils over time, keep that relationship positive and nurturing, and restore that relationship if the teacher needs to sanction pupils in line with section 8.4 of this policy.
- For pupils who are most difficult to connect with, a more formal version of this approach is detailed below:

Box 2: The Establish-Maintain-Restore (EMR) method			
<p>A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.</p>			
	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	<ul style="list-style-type: none"> Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely 	<ul style="list-style-type: none"> 5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities 	<ul style="list-style-type: none"> R³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

(Education Endowment Foundation. Improving Behaviour in Schools: Guidance Report)



- The school recognises that there are influences on behaviour that staff can affect directly, others they may be able to influence or advise, and there are influences which are beyond the remit of staff.
- All staff must ensure that, when a pupil has been sanctioned in line with section 8.4 of this policy, they seek to restore their relationship with this pupil in line with the table above. This conversation with the pupil or pupils may include, but is not limited to
 - Giving the pupil an opportunity to apologise and have their apology accepted
 - Explaining to the pupil clearly why their behavioural choice was unacceptable
 - Asking the pupil to take responsibility for their actions
 - Praising the pupil for things they have done well (e.g. taking responsibility, showing respect)
 - Praising the pupil's attributes
 - Working with the pupil to seek alternative solutions to problems
 - Allowing the pupil to explain their actions (pupil voice)
 - Exploring why the pupil may be making such choices

Staff will use their professional judgement about which of the above are appropriate for individual pupils and circumstances. Staff must seek the advice of the pastoral lead, behaviour lead, SENDCo, phase lead or DSL (dependent on circumstance and pupil) if they are uncertain what needs to be addressed with pupils.

6.2 Using Simple Approaches as Part of a Regular Routine

To create positive and nurturing staff-pupil relationships, staff members will use simple approaches with classes or groups of pupils. These may include

- Greeting pupils positively in the morning/ at the start of lessons
- Highlighting positive behaviours
- Ending each day positively
- Using regular praise and encouragement (in line with the 5-1 ratio of positive to negative interactions detailed in the EMR method)
- Providing incentives for pupils to show positive behaviours and learning behaviours in line with this policy
 - Actively listening to pupils when they talk
 - Displaying any class rules clearly and ensure both pupils and staff know what they are
 - Praising behaviour they wish to see more of
 - Praising pupils in front of their peers



- Trying, where possible, to discuss poor behaviour choices in private with pupils, rather than in front of their peers
- Praising pupils who are doing the right thing, rather than criticising pupils who are doing the wrong thing
- Giving feedback to parents about pupil successes and behaviour (in line with the 5-1 ratio of positive to negative interactions detailed in the EMR method)

To create a safe, supportive and nurturing environment where staff-pupil relationships can thrive, staff must

- Establish clear teacher-pupil boundaries of acceptable communication
- Establish clear routines
- Communicate with pupils in ways that support their individual needs (for example using Makaton or other visual cues)
- Use rewards and sanctions in line with this policy
- Recognise the individual needs of all pupils and create a 'Class Information Page' (See Appendix A) to support any staff who engage with pupils in their class
- Know the names and roles of any adults in the classroom
- Have a clearly displayed visual timetable
- Learn the names of all pupils in their class or group
- Understand the needs of pupils with SEND
- Ensure resources are prepared in advance of lessons
- Use adaptive teaching to support the needs of all pupils
- Have clear routines for stopping and transitioning the pupils from one place or activity to another

7. **Values and Expectations**

The school has high expectations of pupils' conduct and behaviour. These expectations must be applied consistently and fairly to help create a safe, supportive and nurturing environment.

In order to develop and maintain this excellent standard of behaviour across the school, pupils are supported by staff and the PSHRE curriculum to adhere to the expectations set out in section 3.1 of this policy.

The school will intentionally promote one value each half-term through assemblies, class activities such as circle time and PSHRE lessons in classes. This does not diminish the importance of the other



school values, but rather to highlight the importance of all the school values over time. This will be communicated to parents via a values letter.

Staff will actively seek to highlight and discuss the values in class as part of pupil's learning. This may be through

- Discussing how their current curriculum topic or text links to the school values
- Asking pupils to give examples of where they have or haven't seen the values in and out of school (age and context-appropriate)
- Discussing how the values are displayed in local, national and international news
- Playing games which promote the values in an age-appropriate way
- Referring to values when discussing expectations and class rules
- Setting informal challenges for pupils to display the values
- Informal learning activities linked to promoting the values

8. Responding to Behaviour

All staff are responsible for creating a safe and supportive behaviour culture within the school, which encourages pupils to make positive behaviour choices and nurtures them to develop the skills to be responsible, kind, respectful, curious and resilient.

8.1 Classroom Management

Within classrooms, teachers and support staff will

- Create and maintain a safe, supportive, stimulating environment that encourages pupils to be engaged and help them to feel valued. This is supported by the creation of class rules or a class charter during transition days at the end of each academic year.
- Promote understanding of and choices which align with the school's values
- Develop a positive and nurturing relationship with all pupils in line with section 6 of this policy.

8.2 Rewards and Positive Reinforcement

Positive behaviours are always expected of pupils by staff, and are rewarded and acknowledged in a variety of ways:

- Verbal praise
- Informing parents of positive behaviour
- Visits to Behaviour Lead, Phase Leads or Headteacher to receive a sticker
- Dojo Points (through the use of Class Dojo) are awarded to pupils for showing consistent positive behaviours, positive learning behaviours, school values or good work. Dojo Points can be used to purchase items from the school reward shop. See section 8.3.



- Class teachers may set up individual whole-class reward systems to encourage teamwork and positive behaviours in class. These are individual to year groups and classes.
- Each week, one pupil from each class is rewarded with a certificate for exceptional demonstration of the school's values or for outstanding work in class. These are awarded during weekly celebration assemblies.
- Class teachers and individual year groups may set up formal systems within their classrooms to promote positive behavioural choices. These are at the discretion of the class teacher and phase leader, in agreement with the behaviour lead. They may include
 - Whole-class reward charts/ marble jars
 - Table Points
 - Use of privilege jobs and monitors
 - Stickers
 - Happy/ Sad Sun
 - Line Orders
 - Carpet Spaces

Staff should consider age-appropriate reward systems and ensure they are clear with pupils how they earn rewards in line with the school's values and this policy.

8.3 Class Dojo

As outlined in section 8.2 of this policy, the school uses Class Dojo as its whole school reward system.

Pupils will be rewarded with 'Dojo Points' under the following categories:

- Being Curious
- Being Kind
- Being Resilient
- Being Responsible
- Being Respectful
- Excellent Work*

*This can also be taken to mean excellent effort, to ensure pupils are praised for how hard they work and not just the work itself.

Class Dojo is an online-based system. All staff members will be provided with a log-in and able to reward any pupils across the school with points. Points are awarded for showing the school's values as outlined in section 3.1, 3.2 and 3.3 of this policy.



Pupils save up their points to spend at the school reward shop. Prizes range from small items and bonuses worth ten points to larger items and bonuses worth up to 150 points.

Class Dojo points are reset at the beginning of each academic year. Pupils will be encouraged to spend their points before they are reset.

8.4 Responding to Unacceptable Behaviours

There may be occasions where pupils make choices which result in unacceptable behaviours as outlined in this policy. Staff will respond to ensure all pupils are physically, emotionally and psychologically safe and to prevent recurrence of such behaviours. Where possible, staff will try to address unacceptable behaviours in private, away from pupils' peers.

Before considering actions to take, staff will consider factors which may be driving unacceptable behaviour and respond accordingly. These include, but are not limited to

- Dysregulation
- SEND
- Cognitive Overload
- Deliberate Misbehaviour
- Bullying and/ or cyberbullying
- Discrimination
- Peer Pressure
- Peer-on-peer abuse
- Breakdown in or lack of positive friendships
- Adverse Childhood Experiences (ACEs)
- Change in home circumstances

Staff will challenge behaviour consistently and fairly in line with this policy, so that pupils know with certainty that unacceptable behaviours will always be addressed. This may include challenging low-level (Level 1) behaviours in front of pupils' peers to ensure that disruption to learning is minimised.

All pupils will be treated equitably, with any factors contributing to the incident in question being taken into account.

Staff will always attempt to de-escalate a situation when it occurs and may use one or more of the following sanctions in response to unacceptable behaviour choices.



Examples of Possible Choices	Possible Action
Level 1	
<p>Low-level disruption</p> <p>Talking when asked not to</p> <p>Not following simple instructions</p> <p>Answering back</p> <p>Poor attitude</p> <p>Poor learning behaviours</p> <p>Poor effort</p> <p>Non-completion of class work or homework</p> <p>Calling out</p> <p>Distracting Others</p> <p>Play fighting</p> <p>Being unkind to others</p> <p>Running in corridors</p>	<ol style="list-style-type: none"> 1. Verbal Intervention (reminder) 2. Verbal warning (Visual – whiteboard ‘strikes’). The pupil may be asked to leave the classroom temporarily to regulate. 3. 3 Warnings – loss of break time/ lunchtime* <p>* Warnings are to identify and seek to correct behaviour and encourage sought behaviours. When a pupil receives three warnings and a consequence, this must be logged on CPOMs.</p> <p>Opportunities should be in place for children to earn back warnings through showing positive behaviour at the discretion of the staff member.</p>
Level 2	
<p>Repetitive behaviour from level 1</p> <p>Fighting on playground</p> <p>Swearing/ inappropriate insults</p> <p>Continuously disrupting learning of others</p> <p>Persistent lying</p> <p>Consistent poor effort</p> <p>Discriminatory behaviour</p>	<ol style="list-style-type: none"> 1. Loss of break time/ lunchtime OR loss of specific privilege determined by class teacher 2. Possible time out of class with Phase Lead/ Behaviour Lead to de-escalate 3. Parent/carer(s) contacted by class teacher 4. Class teacher logs CPOMs



	<p>5. Discussion with Behaviour Lead and/or Phase Lead and SENDCo* regarding possible intervention. Possible interventions:</p> <ul style="list-style-type: none"> • One Page Profile • Update class information page • Meeting with pupil to reintegrate into classroom • Referral to nurture group <p>Consider</p> <p>*SEND is not an excuse for poor behaviour choices, however, can sometimes be a mitigating factor</p>
<p>Level 3</p>	
<p>Repetitive behaviour from Level 2</p> <p>Bullying</p> <p>Stealing</p> <p>Repeated or serious discriminatory behaviour</p> <p>Leaving without permission</p> <p>Threatening/ aggressive behaviour towards other pupils</p> <p>Vandalism</p>	<ol style="list-style-type: none"> 1. Discussion with Behaviour Lead and/or Phase Lead and/or SENDCo to determine consequence. Possible consequences: <ul style="list-style-type: none"> • Loss of break time/ lunchtime for an extended period • Loss of specific privileges • Internal Exclusion with Behaviour Lead, Phase Lead or Headteacher • Meeting with pupil to reintegrate 2. Face-to-face meeting arranged with parent/carer(s) by class teacher to discuss behaviour (Phase Lead and/or Behaviour Lead may be present) 3. Class teacher log CPOMs 4. Discussion with Behaviour Lead and/or Phase Lead and/or SENDCo regarding



	<p>possible intervention to prevent recurrence and support pupil. Possible interventions:</p> <ul style="list-style-type: none"> • Individual Behaviour Plan (IBP) • Referral to nurture group or play therapy
Level 4	
<p>Repetitive behaviour from Level 3</p> <p>Combination of Level 3 behaviours</p> <p>Serious physical violence</p> <p>Threatening/ aggressive behaviour towards other pupils and/or staff</p> <p>Physical towards staff</p> <p>Possession of objects specifically noted in the 'banned items' section of this policy (10)</p>	<ol style="list-style-type: none"> 1. Internal Exclusion with Phase Lead, Behaviour Lead, Deputy Headteacher or Headteacher whilst incident is investigated. 2. Possible Consequences to be decided by Behaviour Lead and Headteacher in conjunction with Phase Lead and class teacher: <ul style="list-style-type: none"> • Loss of specific privileges • Loss of break time/ lunch time/ golden time for an extended period • Fixed Term Exclusion (up to 5 days) 3. Face-to-face meeting arranged with parent/carer(s) by Headteacher and/or Behaviour Lead. Class teacher present. 4. Re-integration meeting with parent/carer(s) following exclusion 5. Members of staff involved log CPOMs
Level 5	
<p>Repetitive behaviour from Level 4</p> <p>Serious incident as determined by Headteacher, Behaviour Lead and Chair of Governors</p>	<p>Permanent Exclusion (as determined by governance panel)</p>



Flowcharts have been designed to assist staff in how to deal with low-level unacceptable behaviours (Level 1, 2 and 3). See Appendix B

8.4 Responding to Unacceptable Off-site Behaviour

Actions may be taken where a pupil has made poor behavioural choices off-site when representing the school. This means when the pupil is

- Participating in any school-organised or school-related activity (e.g. school trips)
- Travelling to and from school
- Wearing school uniform
- In other ways identifiable as a pupil of Greenholm

Actions may also be taken where a pupil have made poor behaviour choices off-site, at any time, whether or not the above conditions apply, if the choices

- Could have repercussions for the orderly and safe running of the school
- Pose a threat to another member of the school community
- Could adversely affect the reputation of the school

9. Individual Behaviour Plans

Some pupils, at various points in their time at primary school, may require additional intervention to help them with their behavioural choices. This may be due to a variety of different reasons as detailed in section 8.3. Staff will consider whether some pupils require a more targeted approach to support their behavioural choices and/ or needs. This may be due to a general decline in behaviour of the pupil or in response to certain incidences as detailed in the table in section 8.3. This will take the form of an individual behaviour plan.

Individual behaviour plans are agreed at the discretion of and in conjunction with the headteacher and/ or the school behaviour lead. All staff members who work with the pupil will be involved in the design of the plan, as well as, if appropriate, the pupil themselves. Parents will be informed if their child is placed on an individual behaviour plan through a face-to-face meeting.

The plan is a time-limited intervention which is reviewed half-termly by the class teacher and behaviour lead, and withdrawn when the pupil no longer requires additional support.



9.1 Sample Plan

My Success Chart

Name: Child A
 Date: Jan 2024
 Planned Review: Feb 2024

	Session 1	Session 2	Break	Session 3	Lunch	Session 4
Mon						
Tue						
Wed						
Thu						
Fri						

This table shows all the sessions for the week. Pupils will earn a positive response (eg a tick or smiley face) for a session where they meet their individual targets. Depending on the age of the pupil, they may take responsibility for collecting their responses.

Targets should be clear and obtainable for the pupil. Pupils will have no more than three targets. These will be made clear to the pupil and explained in further detail if necessary.

Sanctions must be in line with the school policy and proportionate to the behaviour choices made. Pupils must be given reasonable opportunities to correct their behaviour before sanctions are given.

My targets:
 To follow all reasonable instructions from a member of staff.
 To be polite to all staff and children.
 To respond appropriately to adults

If I choose not to follow my targets:
 If I receive 3 warnings given. After the third, I will lose 10 minutes of my time.

If I have a poor afternoon session, then I will miss my time the following the next day.

By meeting my targets, I will earn PlayStation time at home and laptop time at school (10 minutes during Golden Time)

Rewards will be clear and the pupil must have a realistic opportunity to earn their rewards. They will be agreed with the pupil based on activities the pupil enjoys.

To support me:

- I can talk to any member of staff to ask for support
- Remind me of my targets at regular intervals
- Staff Member A will check in with me twice a week to discuss my choices in a positive way
- I can be given time to calm down after an incident so not to make the situation worse
- Give me praise when I am getting close to achieving my targets

The support section details the help pupils can access to help them meet their targets, as well as actions staff can take to help the pupil.

Rewards:

- I will earn my PlayStation time at home (one hour a day) and laptop time at school (10 minutes during Golden Time) if I meet my targets.
- Class teacher will contact my parents to let them know I have had a good day.
- My parents may choose to reward me at home if I have a good week.

The plan is written in child-friendly language.

Parents should be a key part of the plan, where appropriate.



10. Responding to Behaviour of Pupils with SEND

Where a pupil has specific needs, initially our code is amended to meet their needs and, following this, an Individual Behaviour Plan may be written in line with section 9 of this policy, with the help of our Behaviour Lead, SENDCo and professional advice as necessary.

Pupils on the SEND register will have a One Page Profile which details, amongst other support, how staff can support them with their behaviour. Where pupils consistently show poor behavioural choices, SEND and a One Page Profile may be considered in line with section 8.3 of this policy.

10.1 Autism, Attachment and ADHD

Pupils on the autism spectrum, with attachment needs or with ADHD are likely to have impaired communication and social skills, a different level of empathy, over or under sensitivity to sensory stimuli and damaged self-esteem. For a variety of reasons, people with these needs are likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration.

Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

10.2 Factors affecting the Behaviour of Pupils with SEND

Factors that may affect different behaviours include, but are not limited to

- **Anxiety:** The behaviour exhibited by pupils with ASD is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused, they are more likely to behave in an inappropriate manner.
- **Communication:** We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each pupil's needs are understood by all staff and that our expectations of each individual are appropriate.



- Environment: We will seek to sensitively and imaginatively manage the environments for the people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties.
- Sensory Differences: We will establish any sensory differences that may be limiting an individual's opportunities and arrange or remove the source of difficulty wherever possible.
- Emotional Regulation: Young people must learn coping strategies to maintain the optimum level of arousal to attend, engage and learn. Equally staff must recognize the signs of dysregulation and recognise behaviour which is part of a pupil's coping strategy if they are to respond appropriately and support the pupil's emotional regulation.

10.3 Wellbeing and Sensory Rooms

The school recognises that pupils are still learning to regulate their emotions whilst at primary school and may need time to de-regulate when their emotions have become heightened. This may be referred to as dysregulation. To support pupils in this, the school has a Sensory Room for Reception pupils, which may be used for pupils who do not yet understand their emotions, and a Wellbeing Room for Upper Key Stage Two, which is used exclusively for pupils to regulate their emotions when dysregulated.

The Wellbeing Room is used exclusively for pupils during the school day, and is available for all pupils. The room is not an exclusion zone for pupils who have made unacceptable behavioural choices, but a place to support the emotional wellbeing of all pupils.

Pupils may be asked or given the opportunity to use the room if

- They are showing extreme anger or another extreme emotion
- They are unable to calm down following an incident
- They are visibly upset by something that has happened in or out of school
- They are asked by staff to take time out of class as they are becoming heightened emotionally

The Wellbeing Room is not formally staffed but monitored by all staff throughout the day. Any staff member who directs a pupil to the Wellbeing Room must log this on CPOMs. These logs are monitored by the behaviour lead.

11. Responding to Serious Unacceptable Behaviours

Repetitive unacceptable behaviours detailed at Level 3 or serious unacceptable behaviours detailed at Level 4 and above in the table in section 8.3 of this policy may require a more serious action in line with the table.

10.1 Red Hands

Red Hands are used in every space on school site. Staff will send a red hand if there is an emergency where one or more pupils are at risk of immediate harm or if pupil behaviour has escalated beyond



the reasonable control of the staff member. The red hand will be responded to, where possible, by a member of the senior leadership team. Where this is not possible, any member of staff may respond.

A red hand may result in pupils being removed from the classroom or their peers. If a pupil refuses to follow these instructions, the staff member will consider this an escalation in behaviour in line with this policy.

10.2 Internal Exclusion

Where a pupil's choices have resulted in the decision to internally exclude the pupil in line with the table in section 8.3 of this policy, pupils will be removed from their classroom, their peers and their regular routine. This is to be differentiated from times where pupils may be asked to leave the classroom for a brief conversation with a staff member, or where they are given time out of the classroom to calm down. Where possible and appropriate, they will be accompanied by a member of the senior leadership team and will be given work which may differ from the mainstream curriculum but still be meaningful for the pupil.

Where pupils refuse to engage with an internal exclusion, the school will consider this an escalation in behaviour in line with this policy.

Parents must be informed if their child has been internally excluded.

10.3 Fixed Term Exclusions

In line with the table in section 8.3 of this policy, a pupil may be given a fixed term exclusion of up to 5 days. This is at the discretion of the headteacher. The safety and wellbeing of all members of the school community will be taken into account when considering fixed term exclusion.

10.4 Permanent Exclusion

In line with the table in section 8.3 of this policy, a pupil may be permanently excluded from the school. Whilst this process is initiated by the headteacher, permanent exclusion is decided by a governance panel to ensure fairness and impartiality. The safety and wellbeing of all members of the school community will be taken into account when considering permanent exclusion.

10.5 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.

12. Online Behaviour

Online behaviour is considered to be any behaviour which takes place on an electronic device, such as a mobile phone or computer. Online behaviours occur both inside and outside of school.

12.1 Positive Online Behaviours

The school will promote and teach positive online behaviours in line with the ICT curriculum and E-Safety Policy.

12.2 Responding to Online Behaviour

Where inappropriate conduct has taken place online, both inside and outside of school, as defined in the E-Safety Policy, this will be responded to in line with section 8.3 of this policy.

13. Pupil Transition

13.1 Inducting New Pupils

The school will support incoming pupils with an induction process to familiarise them with the school's behaviour policy and expectations.

This will include

- Clear explanation of the values and expectations
- A transition activity with a member of the pastoral team*
- A key staff member (usually the class teacher) checking in informally over the pupil's first few days

*This activity is at the discretion of the behaviour lead, the pastoral lead and the Designated Safeguarding Lead, dependent upon communication received from parents, former schools and other professional bodies

13.2 Preparing Outgoing Pupils for Transition

The school will support outgoing pupils, including those who are leaving at the end of Year 6, dependent on the individual needs of the pupil.

This may include

- Communication with the new setting
- An outgoing transition activity with a member of the pastoral team*
- Informal transition discussions with key staff member (usually the class teacher)



*This activity is at the discretion of the behaviour lead, the pastoral lead and the Designated Safeguarding Lead, dependent upon communication received from parents, former schools and other professional bodies

13.2 New Year Groups

When pupils move to a new year group, whole-school transition sessions will take place in the final term of each year. This is an opportunity for pupils to meet their new teacher, see their new working environment and understand the expectations of their new year group.

There will be three transition sessions, including at least one morning and one afternoon session, each year.

During transition sessions, staff will ensure

- Age-appropriate class rules are created with pupils which reflect the values of the school
- New routines are shared clearly with pupils
- Pupils complete at least one transition activity linked to the school's values
- Pupils are reminded of rewards and sanctions
- Pupils complete at least one activity which celebrates them as individuals

14. Mobile Phones

With parental permission, pupils can bring mobile phones to school. These will be switched off when pupils are on site and handed to the school office upon arrival. Pupils then collect their phones when they leave the school site.

Any pupil found in breach of this policy regarding mobile phones will have their device confiscated until they leave school site that day. Repeated breaches may result in pupils being banned from bringing their mobile phone to school.

15. Prohibited Items

The following items are not permitted in the possession of pupils on school premises:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and Cigarette Papers
- Fireworks
- Pornographic Images



- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property
- Any item which a school policy specifies as banned and able to conduct a search for

10.1 Reasons for Searches

A search can be considered if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item for which a search can be made, or if the pupil has agreed. They may also be conducted if the staff member has reasonable grounds to consider serious theft has occurred in line with section 8.3 of this policy. Searches may be of the pupil or any property which the pupil brings onto school site.

Searches can only be conducted with the permission of the headteacher and the knowledge of a designated safeguarding lead.

10.2 Search Procedure

Before conducting any search, the staff member conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include

- Being in possession of a prohibited items
- A lack of understanding of the instruction or explanation
- A lack of awareness of what a search may involve
- Previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search, in line with the school's positive handling policy. A member of staff can use such force as is reasonable to search for any prohibited item, but not to search for items which do not pose a safety or safeguarding risk to the pupil or others. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Where

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



Who

The member of staff conducting the search must be of the same sex as the pupil, in accordance with law. There must be another staff member present to witness the search. Limited exceptions to this rule are if the member of staff has sufficient reason to believe serious harm may be caused if a search is not carried out as a matter of urgency, if it is reasonably impractical in the time available to seek out a member of staff of the same sex as the pupil, or if it is reasonably impractical to conduct the search in the presence of a witness.

Any search carried out, with or without a witness, must be immediately logged on CPOMs.

What

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

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. The school does not have the power to strip search pupils, but will contact the police if there is reason to suspect that not doing so would put the pupil or another person at risk of harm, who may conduct such a search in accordance with the Police and Criminal Evidence Act 1984.

A member of staff can search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

After

Following a search, whether or not a prohibited item has been found, the school must consider whether the pupil is suffering, or likely to suffer harm, and whether follow-up actions and/or support is required in line with the school's safeguarding policy.

Any search should be immediately logged on CPOMs following its conclusions.

Parents and/or guardians must be informed following any search.

10.3 Confiscating Items

A member of staff may confiscate, keep or dispose of a pupil's property as a disciplinary measure where it is reasonable to do so. Provided staff have acted within accordance with the law, staff are not responsible for the loss or damage of such property.



10.4 Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

With permission from the headteacher, a staff member may search an electronic device for any of the reasons detailed above.

10.5 Guidance

All searches, screening and confiscation is conducted in line with the DfE's latest guidance (2022).

16. Behaviour Monitoring

Behaviour is monitored using reporting system CPOMs and reward system Class Dojo.

16.1 Whole School Monitoring

The behaviour lead is responsible for monitoring and responding to whole-school patterns of behaviour. Actions in response to this may include

- Positive praise of a particular value in a whole-school assembly
- Sharing trends with staff in briefings and meetings
- Communicating whole-school positives and concerns with parents through messaging systems such as the newsletter or Class Dojo

16.2 Year Group and Class Monitoring

The behaviour lead and phase leads are responsible for monitoring and responding to year group and whole class patterns of behaviour. Actions in response to this may include

- Visits to the class or year group by the behaviour lead to highlight positive trends
- Formal or informal meetings with relevant staff members to discuss trends in behaviour and action that may be needed as a result, including staff training
- Discussions about trends and reminders in phase meetings
- Whole-class or year group discussions or reminders based on trends

16.3 Individual Monitoring

All staff linked to any individual pupil, including the behaviour lead and the headteacher, are responsible for monitoring the behaviour of individual pupils. Actions in response to this will be in line with the table in section 8.4 of this policy.

17. Staff Training



It is the responsibility of all staff members to be familiar with this policy. Bespoke continuous professional development in relation to behaviour will be provided by the school at least termly.

A log of staff training can be found in Appendix D

Further training may be offered to staff in line with this policy at the discretion of the headteacher and/ or behaviour lead.

Appendix A – Class Information Page

Teachers are responsible for creating a Class Information Page for their class or group which informs any staff working with those pupils of individual needs that will support the behaviour management. It is an online document and the teacher is responsible for sharing with relevant staff members.

An example is below.*

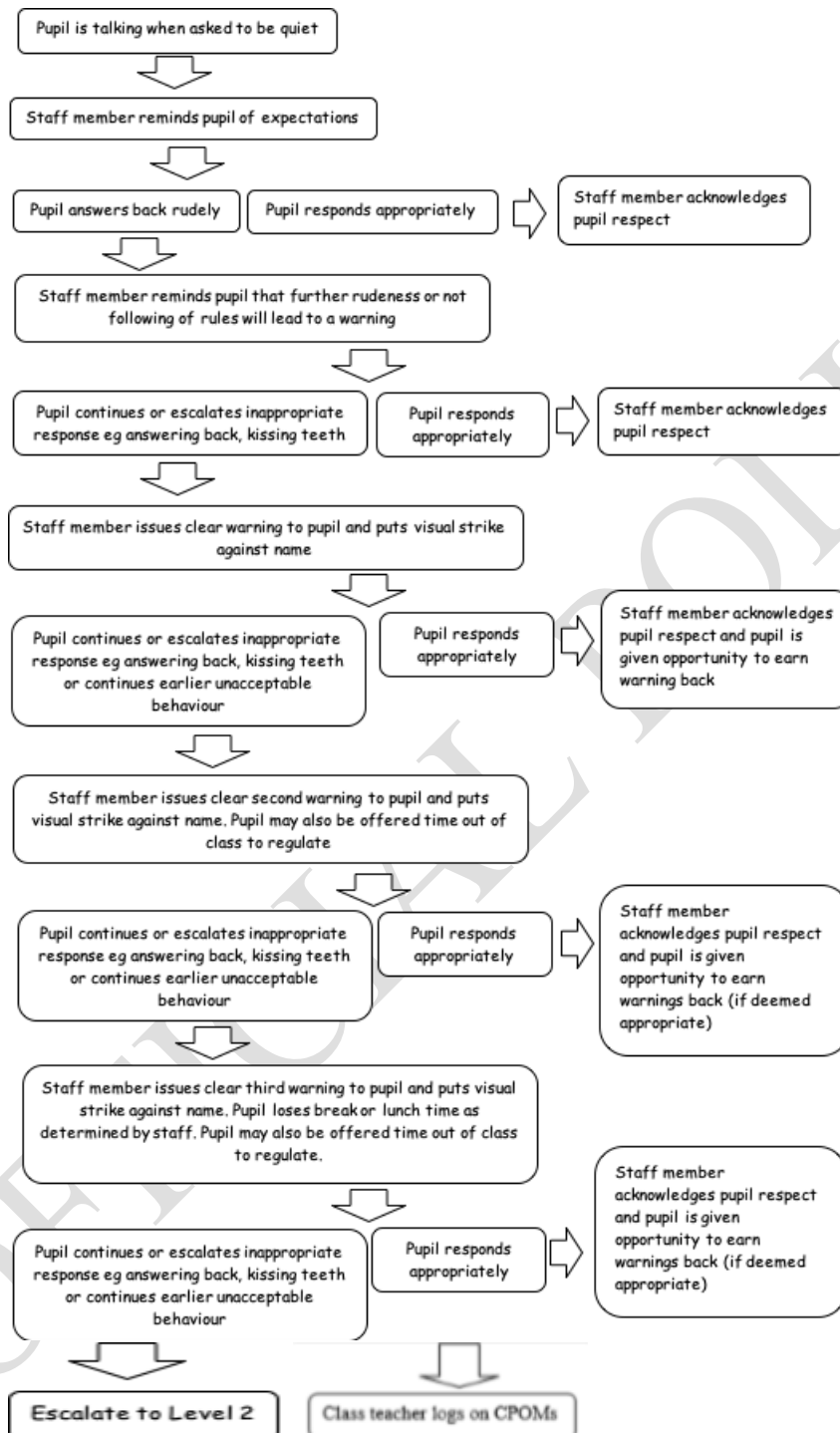
Class 6	
Name	Information
Pupil A	Fidgety. Has blu tac that they 'fidget' with when nervous.
Pupil B	
Pupil C	Must not work with Pupil G
Pupil D	Shouts out and needs reminding to calm down. Can take a minute out of class to calm down when they become overwhelmed. Uses a whiteboard to make notes on the carpet that helps them control this.
Pupil E	
Pupil F	
Pupil G	Must not work with Pupil C

*This is intended as a support mechanism for staff and does not replace Individual Behaviour Plans, One Page Profiles or Education Health Care Plans. It is a first level of intervention for all pupils. It is not an excuse for accepting unacceptable behaviours from pupils and high expectations must be maintained at all times in line with this policy.



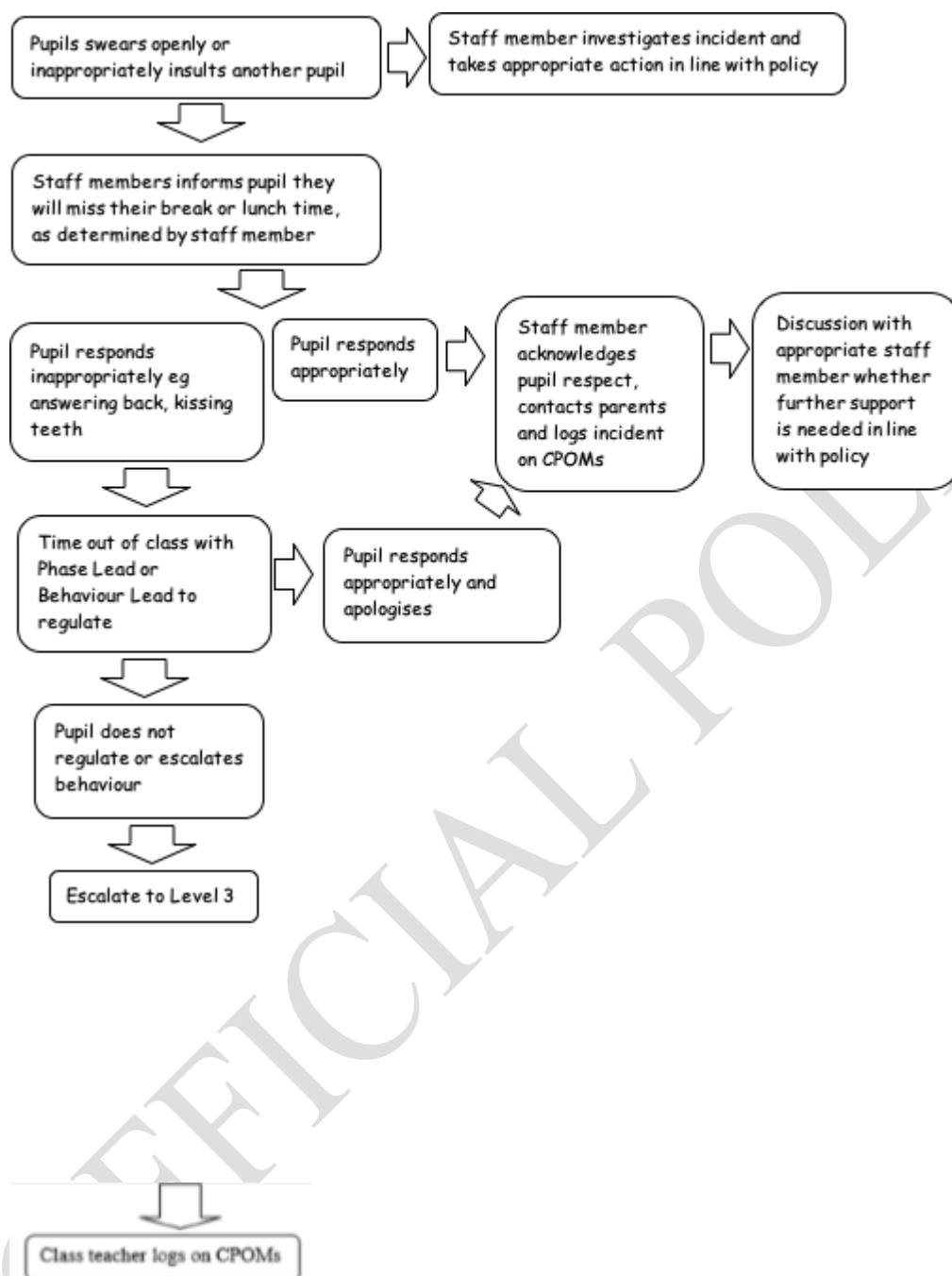
Appendix B – Flowcharts for Responding to Low-Level Unacceptable Behaviours

1. Level 1 Behaviours



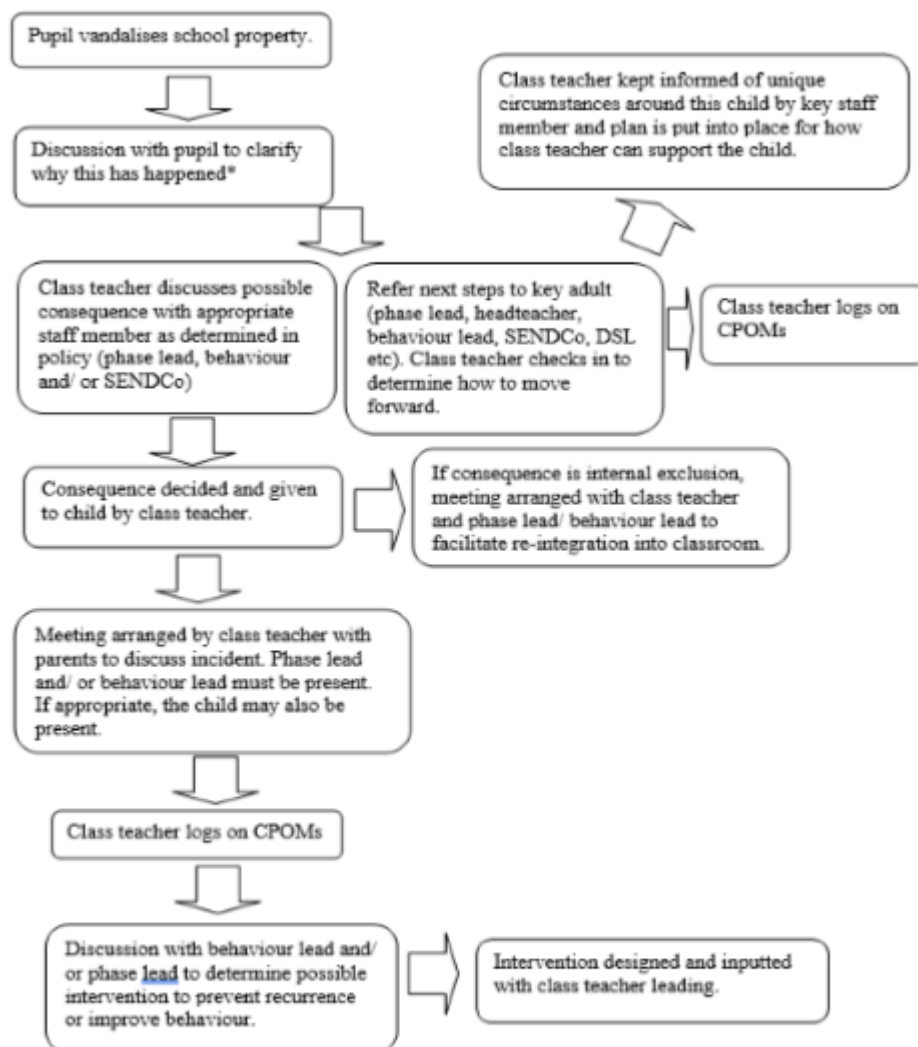


2. Level 2 Behaviours





3. Level 3 Behaviours



*Serious unacceptable behaviours at this level and above may have more context to them and need to be treated sensitively. There may be extenuating or underlying circumstances which need alternative intervention to address the behaviour.



Appendix C – Model Behaviour Log on CPOMs

Model CPOMs Log

← Back

Student: Child A

Incident:

1. Description of Incident – what happened, what did you see, what were you told, Include who was involved/ witnesses (including any staff present).
2. Action Taken – Include what action you have taken (eg speaking to parents, consequence)
3. Mention if this will need further monitoring and who it will be monitored by.
4. Every staff member involved needs to create their own log.
5. Include language exactly as it was used.

Categories:
 RED BOOK Behaviour Log
 Safeguarding
 Vulnerable Folder
 Only click one category and one sub-category. Speak to a DSL if you're unsure which category.

Linked student(s):

Type a student's name to link them to this incident.
Include names of all pupils involved/ witnesses

Maps:

For behaviour and vulnerable logs, change this to closed. Leave active for safeguarding.

Date/Time: 19/02/2024 13:54

Status: Active
 Include the class teacher and any other relevant staff members. DSLs are assigned automatically.

Assign to:

Appendix D – Staff Training Log

Who	When	What
Teachers and Teaching Assistants	Sept 2023	Open discussion on behaviour across the school
Lunchtime Supervisors	Jan 2024	Behaviour Update Training

Appendix E – Scenarios

The following section is intended as a guide only to staff in how they may use this policy to deal with scenarios they may face in the classroom. Staff must always consider the context and the individual pupil when responding to any behaviour incident. The school recognises that no two incidences are the same and staff are not expected to be able to predict pupil's behaviour. These scenarios are designed to help staff reflect on their own practice in line with this policy.

These scenarios have been designed fictitiously and any similarity to real-life pupils or events in school is purely co-incidental.



Scenario A

Context:

Pupil A in Year 5 is suspected of having SEND needs linked to ADHD regarding their behaviour. They regularly shout out, answer back and struggle to sit still in the classroom environment. They are often pulled up by the teachers for talking when they have been told not to. Parents do not believe their child has ADHD and are resistant to outside agencies investigating further. Parents are, however, aware of their child's behaviour and are supportive of the school's actions to monitor and improve it.

Scenario:

Prior to an afternoon lesson, the teacher checks-in with the pupil and calmly reminds them of the expectations in the classroom. The pupil has negative body language and seems moody. During the lesson, the pupil is spotted talking when the teacher is. The teacher reminds the pupil that they shouldn't be talking when somebody else is. The pupil responds with negative body language and appears to mutter under their breath, however, the teacher ignores this behaviour and continues with the lesson.

A few minutes later, the pupil is again spotted talking when the teacher is. On this occasion, the teacher gives the pupil a warning and clearly writes their name on the class whiteboard, with the warning clearly displayed next to the pupil's name. Again, the pupil responds with negative body language, and this time tells the teacher they weren't talking in front of the whole class. The teacher remains calm and tells the pupil they were seen by the teacher and reminds the pupil that answering back shows a lack of respect. The pupil's body language is negative, but they do not answer back again.

When pupils are completing work quietly at tables later in the lesson, the pupil is spotted distracting others and talking when they should be focussed on work as per the teacher's instruction. The teacher gives the pupil a second warning from across the classroom and the pupil responds very negatively, telling the teacher they are picking on them and that other pupils were talking too. The teacher again reminds the pupil about answering back and threatens the pupil with a further warning. This does not de-escalate the situation, and the pupil repeats that they haven't done anything wrong.

The teacher asks the pupil calmly to leave the classroom. The pupil does this, but loudly and aggressively pushing their chair under the table and slamming the classroom door. The teacher ignores this behaviour and continues the session with the pupil outside.

They later speak to the pupil privately outside the classroom, clearly explaining why they were asked to leave and where their behaviour was disrespectful and unacceptable. The pupil apologises respectfully and accepts responsibility for their actions. The staff member accepts the apology, acknowledges the pupil's respect and responsibility, and the pupil misses their break time the next day. The pupil returns to the classroom and completes the afternoon session with some further disruption, which the teacher chooses to ignore.

What the teacher has done well:



- Remained calm.
- Checked in with the pupil prior to the lesson.
- Given clear warnings in line with this policy.
- Maintained high expectations by reminding pupils not to talk when others are talking
- Referred to the school values in their clear explanations of the pupil's misbehaviour
- Does not get into an argument with the pupil.
- Does not challenge the pupil's more serious response (slamming the door, acting aggressively) as the pupil is following the instruction, this may cause further escalation and there is no risk of immediate harm towards other pupils or the staff member.
- The teacher holds a restore conversation with the pupil, allowing and accepting their apology, praising them for respect and responsibility.

Suggestions for how the teacher may have responded differently to the behaviour:

- When the teacher noticed the pupil was moody and had negative body language prior to the session, they could have given the pupil some time to regulate in the Wellbeing Room or discussed with the pupil what was bothering them. The school recognises that this isn't always practical given the time constraints of any given day.
- When the pupil continues to disrupt the lesson at their table, the teacher could call the pupil outside the classroom calmly and, away from other pupils, explain to them that their behaviour is now escalating and further disruption will result in missed time.
- Log the incident on CPOMs.
- Sent another pupil or called the office to ask for the behaviour lead or phase lead to have time out with the pupil when their behaviour did not improve upon returning to the classroom.

Scenario B

Context:

A group of pupils in a Year 3 class have been struggling to play nicely together at break and lunchtimes. They are often pulled up for name-calling, spreading rumours and arguing, including the use of inappropriate language. In the last two weeks, some of this behaviour has been causing low-level disruption in the classroom. As a result, the class teacher and behaviour lead held a conversation recently with the pupils to remind them of how to be kind, class PSHRE sessions have focussed on kindness and the phase lead has led two assemblies on being kind. One of the pupils is on an IBP for use of inappropriate language at school.

Scenario:



The Lunchtime Supervisor leaves the class teacher a note saying two of the pupils have been arguing at lunchtime, and this did not stop when pupils lined up or when they came into the classroom. One of the pupils is on an IBP. When the class teacher arrives for the lesson, one of the pupils is stood outside and the other is sat on the carpet where all other pupils are sat at their desks.

The teacher asks the pupil sat on the carpet to come out of the classroom, and then asks the two pupils to explain what has happened. The two immediately being talking over each other and the pupil on the IBP swears at the other pupil and tries to push them. The staff member sends the pupil on the IBP to the headteacher, and gets the details of what has happened at lunchtime from the pupil outside the room.

There are several witnesses to the argument the pupils had on the playground and the class teacher asks each of the witnesses independently what happened, and there are conflicting accounts. After thirty minutes of investigation, the teacher decides enough is enough and puts both pupils' names on the class whiteboard, saying they will be missing their break time. The headteacher returns the pupil on the IBP to class, who gives an insincere apology for their use of language. The lesson begins forty minutes late and the pupils both miss their break time the next day, where the teacher holds a conversation with both pupils about kindness and they apologise to one another. The teacher logs the incident on CPOMs.

What the teacher has done well:

- Investigated the incident calmly
- Asked all pupils who witnessed or were involved what happened
- Speaks to the witnesses independently
- Holds a restore conversation with both pupils
- Logs the incident on CPOMs
- Refers to the value of kindness when discussing the incident

Suggestions for how the teacher may have responded differently to the behaviour:

- Refer to the pupils IBP before starting a conversation with them, to ensure they are offering the support agreed in line with the plan.
- During the initial conversations, it would have been better to have spoken to the pupils separately, as this would have prevented the escalation from the child on the IBP and perhaps given a clearer account of the incident.
- Get an initial overview of the incident from the two pupils and further investigate the incident with witnesses at a more appropriate time, such as when pupils are working independently, to avoid wasting valuable learning time. The school recognises this isn't always possible and some incidents need to be thoroughly investigated immediately. In these cases, the staff member should send for the behaviour lead or phase lead to ensure other pupils' learning time is not affected.



- The pupil on the IBP has engaged in repetitive behaviour from Level 2 of the table in section 8.4 of this policy. This may mean that actions resulting from this behaviour need to come from Level 3 of the same table, as their misbehaviour is potentially – depending on the context around the incident on the playground – more serious than the other pupil.

Scenario C

Context:

Pupil B in Year 2 is noted for being particularly well-behaved and is well-liked by their peers. They are rarely 'told off' by staff and parents are very supportive. They are working at age-expected in all subjects.

Scenario:

When sat on the carpet at the beginning of a lesson, the teacher notices Pupil B using their hands to push another pupil away from them. The teacher asks the pupils what the problem is, and Pupil B complains that the other pupil is sat too close to them, despite them being on their carpet spots. The teacher tells both pupils to stop and continues the lesson.

A few minutes later, the same incident occurs again. The teacher moves the pupil away from Pupil B and gives Pupil B one warning. Later in the lesson, Pupil B seems to have caused no further problems and is asked to take a message to the office by the teacher.

What the teacher has done well:

- Addresses the behaviour in a succinct way to minimise disruption to learning
- Moves the pupils away from each other to avoid further conflict
- Gives Pupil B a warning in line with the table in section 8.4 of this policy
- Use verbal reminders rather than jumping straight to a warning first time

Suggestions for how the teacher may have responded differently to the behaviour:

- Refer to the value of kindness and explain more clearly that pupils must not put their hands on each other, particularly after the first incident, where pupils are simply told to stop.
- Although there may have been more context to the reasons Pupil B was pushing, given the information the teacher had, they could have moved Pupil B rather than the pupil who was pushed. Moving the pupil who was the 'victim' may have further escalated the problem, or validated the behaviour of Pupil B.
- If Pupil B was still on a warning, and had not yet earned this warning back, then the teacher should have sent another pupil to do the job, as Pupil B was not, on this occasion, deserving of the responsibility.