Wheatley Lane Methodist Primary School

Positive Behaviour Policy

Written by:	S Butterfield
Date agreed by LAB:	October 2025
Next Review Date:	Spring 2027

Mission Statement

We provide quality first teaching in a loving Christian environment where everyone is respected and valued as a unique child of God.

Safeguarding Statement

Wheatley Lane Methodist Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Vision

With God’s help, we do all we can to be the best we can be.

Positive Behaviour Policy

This policy should be read in conjunction with:

- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy

1. **Our Core Christian Values**

Wheatley Lane Methodist Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our behaviour approaches on clear, specific expectations which can be seen in our School Rules, Habits for Learning and also underpinned by our Christian Values.
This unique approach is bespoke to our school in line with our school vision of 'With God's help, we do all we can to be the best we can be' and demonstrates how we 'do all we can' to support pupil development.

Wheatley Lane's Expectations

Ready

Being ready means…

- We have good attendance
- We arrive on time
- We have equipment ready
- We show we are listening
- We follow instructions quickly
- We wear our uniform with pride
- We keep healthy – bodies and minds

Respectful

Being respectful means…

- Use good manners
- Listen carefully to the teacher, visitor or friend who is talking
- Take care of equipment, resources and facilities
- Speak to and treat everyone respectfully in school
- Embrace diversity

<u>Safe</u>

Being safe means…

- We keep our hands and feet to ourselves
- We follow the instructions of staff in school in relation to safety
- We act as positive role models in the school corridors and classrooms
- We inform school staff of any concerns for our own or others' safety.

These are inter woven with our core Christian Value of love as seen in our Love Charter which was designed by our pupils. We understand the importance of giving all pupils a voice. We want pupils to feel they are part of the dialogue when resolving behaviour issues, raising concerns and making suggestions as to how situations can be resolved and improved for the school community.

Love Yourself

We positively interact at every given opportunity with our pupils and teach them that they are valued as a unique child of God both individually and part of a wider team across school.

We thank our children at every given opportunity. We praise the positives and we are specific when we do so. E.g. 'You're showing great respect by looking at me when you are listening, Thank you.'

Love Each Other

We greet our pupils with a smile and welcome them with open arms into school as part of the Wheatley Lane Methodist School family. Teachers greet pupils at the classroom door every day.

We are generous with our time for our pupils. We learn together and play together. Discretionary effort from staff is highly valued and goes a long way towards building positive relationships.

Love to Learn

To maintain a positive environment conducive to learning for all pupils we praise in public and restore in private. We use a restorative approach to overcome conflict and learn from our mistakes.

Love Your Dreams

Our hopes for our pupils are underpinned by a shared aspiration to recognise and celebrate each child's God-given talents and to drive them to fulfill their potential so that they flourish as they grow.

Love Your Community

We show love for everyone in our community in the way that we act towards each other. Everyone is welcome. We value compassion and peace, respecting each other and accepting difference, so as to live in harmony.

We understand that not all pupils have had the same experiences in life and some may require bespoke support in order to flourish. We understand that some pupils have experienced trauma and adverse childhood experiences and we are mindful of how this may present in behaviours at school.

Love God

God's love and forgiveness surrounds us all and is at the centre of all we do.
We are forgiving of the mistakes that we and others make. We use restorative practice to support the process of forgiveness and offer the opportunity of a fresh start following an incident or conflict.

2. Habits for Learning

At Wheatley Lane Methodist Primary School we are **consistent, persistent and insistent** on high expectations for all children. We use our Habits for Learning as our firm foundations for expectations for all.

The Wheatley Way Habits for Learning

Ready | Respectful | Safe

Moving Around School

Walk on the left.

Move around quietly.

Look in the direction of travel.

Line up and walk in single file.

Always accompanied by an adult when moving as a class.

Pupil at the front of the line holds the door.

Carry snacks to the playground instead of eating on corridors.

Showing Respect

Pick items up from the floor.

Hold doors open.

Demonstrate good manners.

Say thank you.

Allow others to pass on corridors.

Respond to the Clap-Response signal straight away.

Follow the 1-2-3 movement signals for all transitions.

Taking Pride

Wear your uniform with pride.

Look after books and belongings.

Hang coat on peg.

Store lunchboxes neatly.

Resources away and chair under table before leaving the room.

Be a positive role model.

Take ownership of the Habits for Learning.

Break Time and Lunch Time

Line up quietly. in a single file line, facing forward when collecting lunch.

Eat quietly having conversations on your table.

Stay seated whilst waiting until directed by an adult to move.

Pick up any dropped food.

Play nicely with others.

Follow instructions given by welfare staff.

Positive Interactions

Make eye contact with adults.

Say 'good morning' or 'good afternoon'.

Say 'please' and 'thank you' when asking for something.

Listen when others are speaking and wait your turn to respond.

Use kind words.

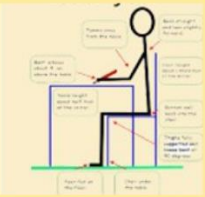
Learning Time

Sit up straight following correct seating model.

Speak at appropriate volumes.

Raise your hand to show you would like to speak.

Have the same high expectations with all adults that teach you.



The expectation of pupils

The Wheatley Way

Ready Respectful Safe

Habits for Learning

Set the Expectation

- Notice and articulate positive behaviours, using a calm tone of voice.
- **Model expectation** of tidying up. Articulate, explain, encourage with a calm tone of voice.
- **Have a presence** in the corridor/around school.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.
- **Teach from feet**, so that movement around the room is routine.

Positive Interactions

- **Meet, Greet, Connect, Correct, Direct.**
- **Greet at the door at the start of every session.**
- Hold doors open, say thank you.
- Provide **clear and specific instructions.**
- **Thank** pupils for their efforts.
- **Clear communication channels** for self regulation.

Essential Routines

- Ensure pupils enter **quickly and calmy.**
- Gain attention **quickly and calmly** , using **Clap-Response.**
- **Clear routines** for transition points and movement.
- **Notice** and **discretely deal with** off task behaviour and reset**.**
- **Consistently** follow the school's Behaviour Policy.
- **Praise in public, restore in private.**
- Teacher leads the line and checks back so that all pupils are supervised.

Resources

- **Sharp pencils**
- Resources **prepared and ready** before the start of the lesson.
- IT equipment **charged up**.
- All resources to be tidied away before pupils leave the classroom.

Playground

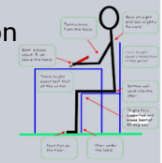
- Staff on duty **engage with pupils** in games and activities **at all times**.
- Ensure **each zone is calm** and pupils are engaging in **appropriate play**.
- Teachers **accompany their class** out onto playground and back inside
- Teacher **always meets and greets** their class at the door.
- **2 whistles** - 1 for stop, second for walk to line. Only blow second whistle once **all children are still**.
- All staff to wear hi-vis and carry a whistle.

Environment

- ***'The standard you walk past is the standard to accept.'***
- Have an **awareness** and **pride** in environment.
- **Tidy work spaces** (including teacher).
- **Cared for classroom** (blinds, teacher desks, displays, prayer spaces).

Pencil Grip, Positioning, Posture

- Check for **correct use** of pencil grip
- **Left-handed awareness** for resources and seating position
- **Teach** deliberate seating posture
- **TNT** - Tummies Near Tables



The expectation of all adults

The Wheatley Way

Ready Respectful Safe

Habits for Learning: Playground

Set the Expectation

- Notice and articulate positive behaviours.
- **Model expectation** of moving around school and entering and leaving the playground calmly.
- Use the Pupil Habits for Learning as a social story script to reinforce regularly.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.

Remember 5 positive comments to every correction!

Essential Routines - Start

- Ensure pupils enter the playground **calmly and promptly, accompanied by an adult** at the right time.
- Children walk in single file to the playground. Adult walks in the middle of the line and regularly checks the line to ensure standards are high and expectations met.
- Children walk until they are on the playground.
- Staff on duty must wear hi-vis vests and have whistles.

Essential Routines - End

- The whistle is blown for the first time. This should be **loud and long** (5-6 seconds) with the adult standing in the middle of the playground so they are visible.
- The children **stop and stand still.**
- A second whistle is blown and children walk to line up **quietly in single file.**
- Children walk in single file to the classroom. Adult walks in the middle of the line and regularly checks the line to ensure standards are high and expectations met.
- Uniforms are checked prior to leaving the playground, ensuring children are wearing them with pride.
- Follow expectations for moving around school.
- It is vital that **staff arrive promptly** on the playground.

Additional Expectations

- Children encouraged to go to the toilet on their way out.
- Staff on duty must engage with children in games and activities.
- Ensure each zone is calm and children are playing appropriately.
- Use a restorative conversation when managing behaviour.
- Staff to ensure they are vigilant at all times.
- Ensure sticks are used appropriately and stay in the den building area.
- Ensure crates are not stacked more than 2 high.
- Always have a member of staff by the trim trail if being used.
- Ensure first aid kit is out at all breaks.
- Follow the Behaviour Policy at all times.
- Always speak calmly to pupils.

Environment

- Play equipment must be returned to the correct place by the children.
- An adult to supervise play leaders in the storage sheds.
- Playground to be free of litter.
- Ensure play equipment is used appropriately by the pupils.

The expectation of all adults

3. Roles and responsibilities

The Local Advisory Board (LAB) has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at this school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

- The day to day implementation and management of this policy.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any consequences for breaking the rules.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the LAB on the implementation and effectiveness of this policy, including its effectiveness in addressing the needs of all children.

The Senior Leadership Team are responsible for:

- Providing guidance and support to staff within the delivery of the positive behaviour policy.
- Coordinating with the SENDCo to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour and refer pupils with SEMH difficulties to external services, e.g specialist children and young people's mental health services (CYPMHS) to receive additional support when required.
- Working with the SENDCo in overseeing the outcomes of interventions on pupil's behaviour, education and overall wellbeing.
- Engaging with parents where children's SEMH difficulties impact on their behaviour,or where behaviour choices create significant barriers to learning.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENDCO is responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- As part of the SLT, collaborate with the LAB and headteacher to determine the strategic development of behavioural and SEMH policies and provisions in the school, including interventions and in-class support.
- Supporting teachers in assessing children's SEMH needs and advising on the effective implementation of support. Where deemed necessary, pupils will have a personal positive handling plan best suited to them and their individual needs – informed by parents, teachers and SENDCo.

All staff are responsible for:

- All members of staff are responsible for **consistently, persistently and insistently** implementing this policy and ensuring that all pupils do too.
- Follow the Habits for Learning (expectations for all adults) consistently.
- All members of staff will create a supportive and high-quality learning environment, teaching and modelling positive behaviour for learning.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum, including using Habits for Learning and ensuring individual plans are followed.
- Through the PSHE curriculum ensure pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills.
- Ensure dedicated time each week is in place to teach behaviour, e.g. reviewing and modelling the Habits for Learning, i.e. practising transitions.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Analyse trends and use the Assess Plan Do Review process to adapt plans over time to see an increased improvement in intended outcomes. Keep SLT and SENDCO updated on outcomes.

Pupils are responsible for:

- Managing their own behaviour both inside school and out in the wider community.
- Their social and learning environment and agree to report any behaviour to staff which is not in line with the school's positive behaviour policy, vision and values.

- Follow the Habits for Learning consistently.
- Follow and respect classroom rules and procedures
- Show respect for the opinions and beliefs of others.
- Demonstrate self-regulation both within and outside the school environment (i.e., residential and school trips, sporting events).

Parents/carers are responsible for:

- The behaviour of their child(ren) inside and outside of school.
- For promoting positive behaviour for learning and modelling acceptable behaviour in the home and in the school playground.
- Ensuring their child(ren) arrive at school on time.
- Working in partnership with school and wider agencies to uphold high expectations for behaviour and to attend meetings, planning reviews and parental consultations as requested.

4.Training of staff

At Wheatley Lane Methodist Primary School we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in prevention, de-escalation techniques and restorative practice.

- All staff, students and volunteers will receive training on this policy as part of their induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.
- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The school will provide training for staff around the specific needs of pupils with continual behaviour needs.

5.Rewarding good behaviour

At Wheatley Lane Methodist Primary School we recognise that pupils should be praised and rewarded for good behaviour, good work and demonstrating the school's Christian Values. An emphasis is given to above and beyond contribution to school life and the wider community.

The following rewards (but not limited to) will be used in recognition of the above:

- Daily drop ins from SLT to publicly praise and celebrate positive behaviour.
- Phone calls home for positive behaviour from all staff.
- Class Dojo points is the main reward system in school
  - For every 100 dojos achieved, a certificate will be presented
- Special Award certificates weekly – shared on school newsletter
- Headteacher award weekly – shared on school newsletter

- Other award systems bespoke to the school. E.g. stickers

6. Unacceptable behaviour

Although positive reinforcement and rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Definitions of some examples can be found in Appendix 1 and 2.

The use of consequences should be characterised by certain features:-

a. It must be clear why the consequence is being applied.
b. It must be made clear what changes in behaviour are required to avoid future consequences.
c. Staff use the language of choice to encourage children to make the right choice.
d. It should be the behaviour rather than the child that is reproved.

If children make the wrong choice they are given the opportunity to turn it around. Consequences will be appropriate and proportionate to the behaviour displayed. They will be agreed in line with the stages of behaviour (see appendix five).

As a school, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Restorative practice is integral to understanding pupils' behaviour and actions.

At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour and restorative practice may be applied.

At Wheatley Lane Methodist Primary School, we are proactive in providing a range of additional support to children with wider behavioural needs and this may run alongside or be an adaption to the step system. This support may include: personalised reward charts, home/school diaries, Individual Behaviour Plans, Personalised Support Plans, Positive Handling Plans, Pastoral support, Early Help. This list is not exhaustive. Teachers will liaise with SLT and SENDCO in the design of this.
We will work alongside parents/carers and other relevant external agencies to ensure the needs of the child are met.
However, some behaviours will not be tolerated at Wheatley Lane Methodist Primary School and this will be deemed as highly unacceptable behaviour.
Depending on the nature and severity of the undesired behaviour, this may include an immediate fixed term suspension or a permanent exclusion. This will be appropriate and proportionate to the behaviour shown. The school may introduce, where agreed with outside agencies, a reduced timetable for an agreed short period of time and reviewed within time scales.

Fixed Term Suspension

A decision to suspend a pupil will be taken only:

a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Wheatley Lane Methodist Primary School complies with current DFE School suspensions and permanent exclusions guidance (August 2024).

- If an incident is deemed serious enough to involve fixed term suspension, the Headteacher will, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked after, the headteacher will notify the social worker and /or VSH, as applicable.
- A letter will be sent home outlining the reasons for the suspension and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT on the day that the child returns to school to ensure such events do not reoccur.
- We ensure a restorative conversation regarding the suspension is had with the child on their return to school with either a member of the SLT.

The Chair of the Local Advisory Board and CEO are notified when a suspension has been made. The Headteacher informs the Local Advisory Board about any fixed term suspensions beyond 5 days in any one term. Suspension information is included in Headteacher's termly report to the Local Advisory Board.

Permanent Exclusion

Only the Headteacher can permanently exclude a pupil on disciplinary grounds. The Local Advisory Board should be kept fully informed as the process goes on. Permanent is not usually considered unless there have been a number of fixed term suspensions first, in extreme cases permanent exclusion may be appropriate. However, permanent exclusion would only be a very last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. (Further information can be found in the Trust's School Suspensions and Permanent Exclusion Policy).

7. Trips, visits and extra-curricular activities

A risk assessment will be carried out prior to any school trips or extended school activities that will include looking at every child's behaviour in school. On rare occasions, it may be necessary for the School to decide that a child is not able to attend the visit due to their behaviour which could lead to health and safety issues. In the event of this happening and as part of the risk assessment the teacher, SLT, Headteacher will

discuss in detail the potential risks and speak directly with parents/carers of their decision.

8.Outside school and the wider community

- Pupils are encouraged to represent their school in a positive manner.
- The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Complaints from members of the public about inappropriate behaviour by pupils at schools within the school, are taken very seriously and will be dealt with in accordance with the Behaviour Policy and Complaints Policy.

9.Monitoring and review

This policy will be reviewed by the Headteacher and the Local Advisory Board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1

Definitions

For the purpose of this policy, Wheatley Lane Methodist Primary School defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Child on child abuse
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, Wheatley Lane Methodist Primary School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others and not keeping hands to oneself

- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Being dishonest
- Not following classroom rules
- Graffiti / defacing books

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach or frequency.

Appendix 2

Zero-tolerance approach to sexual harassment and sexual violence – child on child

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:
Proportionate
Considered
Supportive
Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:
A verbal warning
Keeping the pupil behind after class to apologise to their peer
A letter or phone call to parents
Missed break or dinner time
A period of internal exclusion (length dependent on incident)
Fixed-term (length dependent on incident) or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
Responding to a report
Carrying out risk assessments, where appropriate, to help determine whether to:
Manage the incident internally
Refer to early help
Refer to children's social care
Report to the police
Please refer to our child protection and safeguarding policy for more information.

Appendix 3 Restorative Practice Questions

Restorative Practice

At Wheatley Lane Methodist Primary School we adopt the principles of The Restorative Approach. Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships.

Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Note: Questions should where possible be asked to the harmer/ perpetrator first.

This should be carried out by the class teacher or member of staff dealing with the incident in the first instance for all low-level concerns. Repeated incidents need sharing with SLT and reported home to parents.

Appendix 4 Stages of Behaviour & Actions / Sanctions

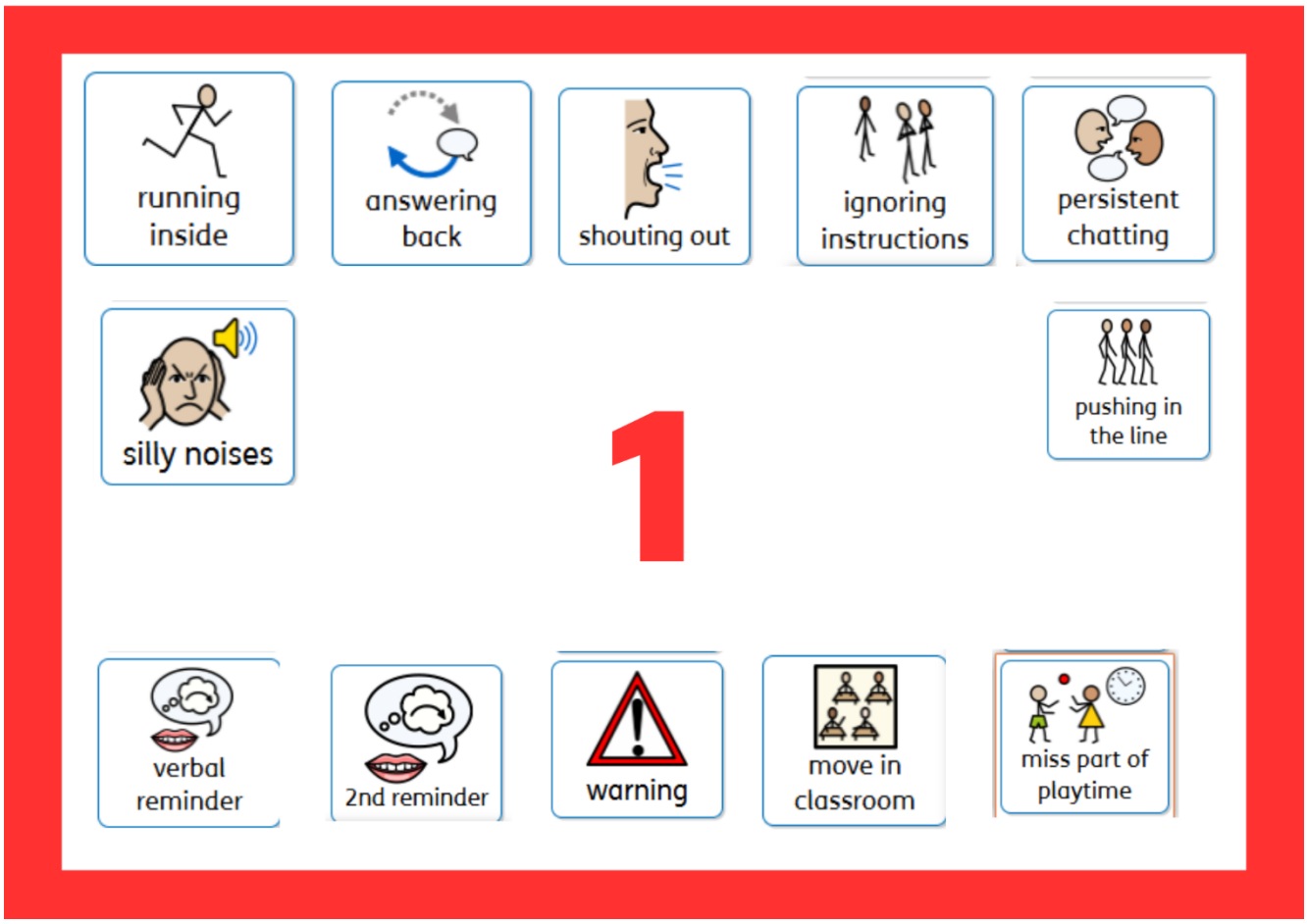
Stages of Behaviour – Wheatley Lane Methodist Primary School			
Example Behaviours	**Possible Actions / Sanctions**	**Person Responsible**	**Response**
Stage 1 -Interrupting - Running inside - Shouting out - Answering back - Distracting others - Ignoring instructions -Persistently chatting - Silly noises - Pushing in line - Not completing work	- Verbal reminder - Second reminder - Warning - Moved to another area of the classroom / change of seating position / line position - Time out in class Relax / Reflect space for child to consider actions or take a moment to regulate (Independently or with support) - Stand with adult on playground for part of playtime - Restorative conversation – as required - Miss part of playtime	Class Teacher Teaching Assistant Welfare Assistant	***Always give thinking time*** **Praise the good behaviour of others, labelling the behaviour. e.g. thank you to all of you who are walking along the corridor sensibly. It has a ripple effect.** You need to … (speak to me at the side of the room). I need to see you … (following the agreed routine). I expect … (to see your table immaculately tidy in the next two minutes). I know you will … (help Kyra to clean the pen off her face). Thank you for … (letting go of her hair, let's walk and talk). I have heard what you said, now you must … (collect your things calmly and move to a quiet area in class) We will … (have a better day tomorrow)!
Stage 2 - Use of inappropriate remarks i.e. name calling, -Walking out of class or away from an adult - Disrupting learning for the class -Damaging school's / pupil's property e.g graffiti on books, breaking things, playing inappropriately with play equipment -Repeated refusal to complete learning -Not listening to	- Parental involvement at the end of the day – message / phone call home to parents from class teacher - Missed part of break or lunch time play *with opportunity to Stop and Think / Reflect* - Move to another class -Restorative conversation - Consider Cpoms log particularly if repeated -Consider pastoral support -Work for that session to be completed at break or during a different lesson	Class teacher Teaching assistant Welfare assistant	You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen … If you choose not to do the work, then this will happen … I'll leave you to make your decision. Do you remember yesterday when you helped me to tidy up? That is the ??? I need to see today, that is the Luke you can be all the time. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success. I am not leaving; I care about what happens. You are going to be brilliant. What do you think the poor choices were that caught my attention? What do you think you could do to avoid this happening in the next lesson? ??? it's not like you to … (kick doors/shout out etc).

an adult			

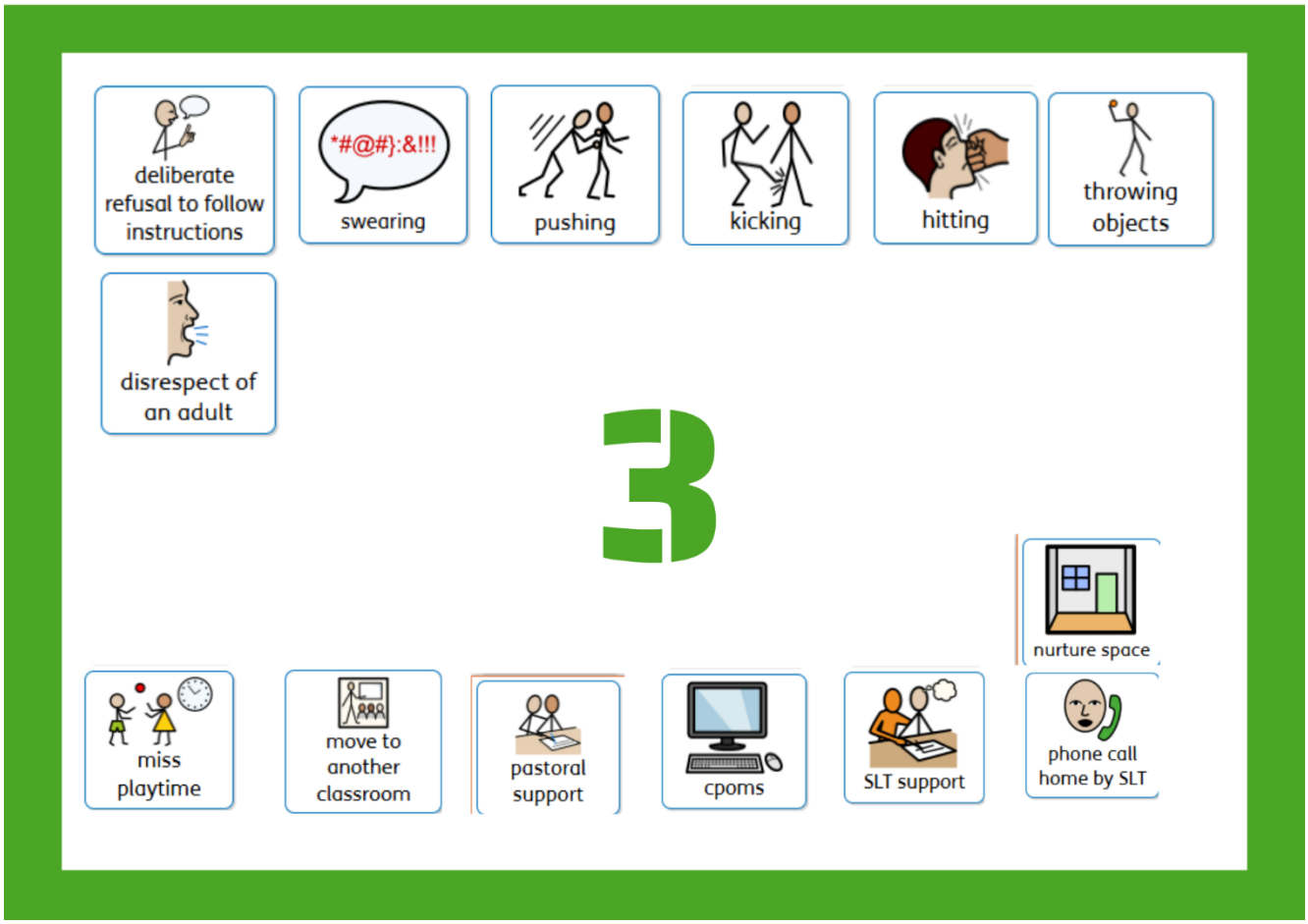
Stage 3 - Disrespecting staff e.g. name calling - Throwing objects with intent to harm - Kicking hitting pushing -Deliberate refusal to follow instructions - Swearing	**Must be logged on CPOMS** - Loss of Playtime / Lunchtime (decide the number) - Sent to SLT/DHT - Parents contacted at end of day by SLT/DHT -Consider individual behaviour management plan if behaviours are often repeated - Consider some class withdrawal – another class or nurture space -Restorative conversation – allow 'cool down' period	Class Teacher SENDCO SLT/DHT	Empathetic scripts: *Connect now, correct later…* It looks like you feel_____ I wonder if you feel like this because… I understand you may feel… When I feel ____these things help me calm down. The child may need time to calm down before a restorative conversation can take place.
Stage 4 - Bullying - Abusive remarks linked to the Equality Duty - Fighting - Repeated kicking or hitting - Malicious use of social media	**Must be logged on CPOMS** - Phone call home by SLT/HT and possible meeting with parents - Class withdrawal (supervised by SLT or in another class) - Possible introduction of behaviour log or individual behaviour management plan - Loss of playtimes/lunchtime (decide on number) - Lose privileges such as role of responsibility, representing school, school visits - Nurture space/pastoral support -Restorative conversation – allow 'cool down' period	SLT /DHT/ HT Possible referral to external agencies	As stage 3 Focus on de-escalation
Stage 5 - Dangerous behaviour - Stealing -Intimidation or violence towards adult or child -Sexually inappropriate language	**Must be logged on CPOMS** - Lose privileges such as role of responsibility, representing school, school visits - Work out of class with DHT/HT - DHT and Head teacher meet with child and parents - Emergency call to parents by DHT/HT	DHT/HT External agencies	As stage 3 Focus on de-escalation

	- Refer to outside agencies - Suspension for a fixed term -Restorative conversation – allow 'cool down' period		
Stage 6 Repeated stage 4 and 5 behaviours	- Permanent exclusion from school	HT / CEO / Govs External agencies	

Appendix 5 Behaviour Rules Display

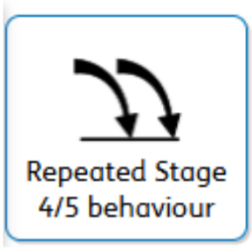


refusing to work
damaging property
disrupting learning for the whole class
unkind comments/name calling
walking away from an adult
not listening to an adult
2
miss part of playtime
finish work
move to another classroom
pastoral support
phone call home
consider cpoms


deliberate refusal to follow instructions
*#@#}:&!!!
swearing
pushing
kicking
hitting
throwing objects
disrespect of an adult
3
nurture space
miss playtime
move to another classroom
pastoral support
cpoms
SLT support
phone call home by SLT

bullying
malicious use of social media
homophobic comments
racism
fighting
repeated hitting or kicking
4
lose privileges
suspension
miss playtime
move to another classroom
work out of class with SLT
cpoms
SLT/HT support
phone call home by SLT/HT
nurture space

stealing
age inappropriate crude language
violence/intimidation towards adult
violence/intimidation towards child
dangerous behaviour
5
outside agency support
suspension
lose privileges
work out of class with DHT/HT
nurture space
cpoms
DHT/HT support
phone call home by DHT/HT
meeting with family



Repeated Stage 4/5 behaviour

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permanent exclusion