



Gladstone Road Primary School

“Learning, caring, growing together”



Behaviour Policy

This policy aims to promote how to behave in an acceptable way in all aspects of learning, of wider school life and life beyond the school.

We recognise that most children behave well in a full range of circumstances but also acknowledge that some children are still learning to behave appropriately.

We aim to develop positive behaviour by

- using positive strategies that reward and reinforce good behaviour
- supporting children’s development in a range of ways
- helping children to make correct choices and become more independent in this
- using strategies that will help children begin to resolve conflicts and disputes on their own
- encouraging self-discipline
- encouraging respect for all and promoting self-worth
- teaching children to accept responsibility for their own behaviour
- modelling expected behaviours and language
- supporting children who may find it difficult to behave appropriately
- providing additional and different support based on the needs of individuals
- supporting staff who may experience difficulties with particular children or groups of children
- providing staff with strategies that can be used to resolve conflict between children
- using sanctions where necessary and appropriate
- creating a school environment in which bullying is not tolerated but confronted
- using a system that tracks and monitors behaviour allowing the correct sanctions, procedures and evidence to be in place for individuals
- promoting a positive link between school and home in order to achieve the best outcomes for pupils

Positive Behaviour and Rewards

Good behaviour is **expected** all the time and will be consistently acknowledged and rewarded. Positive behaviour is highlighted and praised and therefore becomes an incentive for other pupils to behave. (If children do not like public praise other methods will be used to reward them.)

Rewards include (but are not exclusive)

Positive praise – verbal and non-verbal

Explicit language used as to why the behaviour merits praise eg. “Well done – I really like the way you are sitting up ready to learn” – proximal praise

Merit stickers leading to a bronze, silver, gold and platinum award

Selection of a prize from the ‘Brainbox’

Weekly Good News assemblies in KS1

Termly “Brocklehurst” Cup awards in KS2

PE awards across KS2 for the star of the lesson

Children’s names placed on the “sunshine” for exceptional behaviour from EYFS to Year 3

Visits to the Headteacher, Deputy or Assistant Heads to share work or good news

End of year day out or treat linked to attendance

Individual class initiatives including marble pots, golden time, table of the week etc

Individual Year Group initiatives including stars of the week

Informing class teachers about positive behaviour

Giving passes for clubs eg. football, construction etc

Extra responsibilities – helping in KS1, play ambassadors etc

Our School rules state that in our school we:

- are polite and friendly to everyone
- are helpful and thoughtful
- do our best
- play carefully and safely
- look after each other
- care for our school

Responsibilities

Everyone in the school has responsibilities linked to behaviour. Some are common across all staff and some are more specific depending on roles.

<p>All Staff are responsible for</p> <ul style="list-style-type: none"> • the wellbeing of all children • using this policy consistently • teaching and modelling good behaviour • rewarding positive behaviour • communicating successes to all including other staff, parents and children • positively reinforcing the school rules both in class and around the school • treating children fairly, with respect and understanding • helping to reduce or remove barriers to better enable success • building resilience not reliance • listening to children and helping them resolve difficulties independently • using restorative approaches when appropriate • ensuring the safety and welfare of pupils at all times • reporting all incidents following the correct procedures • consulting with colleagues for advice when necessary • implementing differentiated behaviour strategies for children who have difficulty behaving appropriately • avoiding confrontational body language / conversation eg. stand/sit alongside a child if they are behaving inappropriately, do not demand eye contact, speak calmly, avoid shouting where possible • contributing to regular reviews of the policy 	
<p>Teachers are also responsible for</p> <ul style="list-style-type: none"> • providing reports for outside agencies when required • speaking to or meeting with parents and carers to discuss inappropriate behaviour • contributing to risk assessments and adhering to them for children in their class 	<p>Support Staff, including Midday Supervisors are also responsible for</p> <ul style="list-style-type: none"> • teaching children games to play at break/ lunch times, including sharing and turn taking • ensuring all areas of school are supervised at break and lunch times • ensuring children look after and tidy away equipment • giving jobs to children when needed • supporting and promoting children to eat lunch in a positive way • providing a calm inside space at playtimes for their year groups
<p>The Behaviour Manager is also responsible for</p> <ul style="list-style-type: none"> • organising the support team in a reactive and proactive way • speaking to children following more serious incidents • reporting findings to class teachers or SLT • contacting parents where necessary • attending meetings with parents, carers and agencies when needed • liaising with, supporting and reporting to the Assistant Head for Inclusion and Headteacher 	<p>The Support Team are also responsible for</p> <ul style="list-style-type: none"> • supporting individuals in or outside the classroom • reporting to the behaviour manager • keeping a running log of incidents and completing the correct reports following an incident • supporting the behaviour manager during or following an incident eg. talking to children

<p>The Assistant Head for Inclusion is also responsible for</p> <ul style="list-style-type: none"> • having an overview of behavioural needs across school • drawing up the behaviour policy and associated documents • ensuring the policy is reviewed regularly • liaising with the SENCO, outside agencies where necessary and pastoral support staff • reporting on all areas for staff and governors • working alongside the behaviour manager to organise “in school” provision, lunch time provision, social skills etc • being the line management of the behaviour manager and support team • providing training for staff • monitoring and evaluating the provision for pupils and the implementation of the policy • monitoring behaviour for learning and conduct giving feedback to staff and pupils • attending meetings with parents and carers, agencies, etc • meeting with new staff and support staff to refresh / update on strategies, especially restorative practice • providing advice and support to colleagues • overseeing risk assessments for challenging pupils • visiting or speaking to prior schools to gather information 	<p>The SENCO is also responsible for</p> <ul style="list-style-type: none"> • liaising closely with the Assistant Head for Inclusion • liaising with staff and outside agencies, making referrals when appropriate • overseeing the completion of planning for pupils who have significant needs • meeting with parents where needed • providing advice, support and training for particular aspects of needs which are additional and different
<p>The Governing Body is responsible for</p> <ul style="list-style-type: none"> • ensuring the school has a behaviour policy which complies with current legislation • allocating sufficient resources to ensure the safety and welfare of pupils • monitoring the impact of the policy via reports from the Head teacher including information regarding exclusions or the use of restrictive physical interventions • visiting the school during session times to monitor pupil behaviour for learning and conduct around the school • the chair of governors is to receive reports from the EDA for behaviour and attendance and ensure any recommendations are enacted. 	<p>The Head teacher is also responsible for</p> <ul style="list-style-type: none"> • meeting with parents and carers if needed • monitoring behaviour for learning and conduct giving feedback to staff and pupils • making decisions in response to children’s behaviour including the need to exclude • empowering other members of the SLT to make these decisions in his absence • reporting on the impact of the policy to the Governing Body via Head teacher reports including information regarding exclusions or the use of restrictive physical interventions • visiting or speaking to prior schools to gather information <p>Parents/carers are responsible for</p> <ul style="list-style-type: none"> • complying with the behaviour policy and supporting the school aims and ethos • signing the home / school agreement upon starting school • making children aware of appropriate behaviour • encouraging independence and self-discipline • showing an interest in all their child does in school • being aware of the school rules and promoting these with their children • abiding by the parental code of acceptable behaviour
<p><u>Pupils are responsible for</u></p> <ul style="list-style-type: none"> • following the school rules and expectations. • their own behaviour • ensuring their behaviour does not stop other children learning or make them unsafe • engaging with learning and helping others to learn • ensuring they do not bully or allow others to be bullied 	

Negative Behaviours

We encourage pupils to take responsibility for their own behaviours. A positive approach is adopted throughout the school however we are aware that some children will need further help and support and the school makes provision for a differentiated approach for these pupils.

Sanctions aim to show children that there are consequences to incidents of poor behaviour. These are appropriate to the age and level of support that is needed for each individual child.

Staff use a range of strategies to support children including:

- offering choices eg. "I need you begin your work now or you will have to remain inside to complete the task at break time – it is your choice.
- When- Then (first -next) direction eg. When you have completed your writing, then you will be able to draw
- Partial agreement eg. I know that writing is not your favourite thing but try your best
- Take-up time eg. I'm going to give you two minutes and then I will come and look at how you are doing
- Reminders about other children's right to learn and right to be safe

All staff should

- positively discuss inappropriate behaviour so that children understand why it is unacceptable (using restorative practice where applicable) including any behaviour which is discriminatory (eg. racist, sexist, homophobic etc)
- give children the opportunity to improve their behaviour
- carry out discussions/sanctions quietly or in private so as not to humiliate or create kudos

Low level inappropriate behaviour (Level 2) in class should result in

- a reminder for the child – linked to school rules, class charter etc

If there is no improvement this should be followed by:	
EYFS – Year 3	Year 4 – 6
<ul style="list-style-type: none">• moving the child's name to the top of the cloud• moving their name to the bottom of the cloud• moving the name to the storm cloud	<ul style="list-style-type: none">• name and a strike putting on the board• a second strike being added• a third strike

Sanctions can include

- time out in class (EYFS - use a sand timer for younger children)
- time out in another class if reach storm cloud or 3 strikes
- referral to year leader
- walking around with a supervisor at lunch time for a short period (KS1)
- time with Miss Coultas at lunchtime if an incident has occurred or time out is needed (KS1)
- time with Mr Buchan at lunchtime if an incident has occurred or time out is needed (KS2)
- loss of golden time
- loss of break times or lunchtimes
- informing parents
- internal exclusion
- loss of privilege eg. no club pass

Some incidents may need to be worked through using Restorative Practice.

Restorative Practice is used to work through conflict between two or more children. In our school we base this on three questions for the wrongdoer and the victim.

For the wrongdoer – to be asked first	For the Victim
1. What happened? 2. Who has been hurt / affected by what you did? 3. What do you think needs to happen next? Question 2 can include one or both options and can discuss emotional and physical hurt as well as affecting people by wasting time, damaging property etc	1. What happened? 2. How has this made you feel? 3. What do you think needs to happen next?

Restorative Practice can be used by any member of staff to work through a simple problem between children. In more complex cases the Behaviour Manager or SLT will be involved.

Behaviour outside school

We follow up incidents that happen outside school in line with the DfE document - ‘Behaviour and Discipline in Schools’.

Exclusions

Internal exclusions will be used when it is felt that a child needs time outside the classroom setting to continue their education whilst being able to stabilise or reflect on their behaviour.

On occasions, lunchtime exclusions will be implemented. This will be used as a way of supporting a child having difficulties over the lunchtime period to access afternoon lessons more successfully.

In extreme cases external exclusions will be used.

These will always aim to reflect the severity of particular behaviours and will be carried out in line with LA and National guidance.

They will be followed up by a ‘Return to school’ meeting with the parents and pupils.

All the relevant paper work will be completed and returned to the LA.

Exclusions are kept to a minimum and the child will be provided with some work.

Pupils are not allowed out in public during school hours when they are excluded.

Restrictive Physical Intervention (RPI)

We follow both the LA and National guidance on the use of force to control or restrain pupils. It is the policy of this school that only in exceptional circumstances may physical restraint be used on children by any adult employed at the school. Only persons designated by the head teacher may use RPI and may only do so after receiving appropriate training. In all cases RPI should only be used when all avenues have been exhausted and the pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school.

Related policies:

Anti-bullying Policy

Equalities Policy

SEND Code of practice

Teaching and Learning Policy

Parent / carer behaviour policy

Staff code of conduct

Jan 2018

This policy will be reviewed in Aut 18 or sooner if legislation changes or self-evaluation of the policy in practice leads to the need for amendment.

In Class Procedures.

<p>1. Things that momentarily disrupt learning could include:</p> <p>fussing shouting out not listening wandering when should be sat swinging on chairs fidgeting</p>	<p>Class teacher decides on appropriate action:</p> <p>Quick response with reminder of school rules / class charter etc</p> <p>If no improvement is made class teacher decides if needs taking further and moves to 2 if further action or support is needed.</p>
<p>2. Things that disrupt their learning and the learning of others / affecting their right to learn:</p> <p>repeatedly shouting out making disruptive noises shouting across the classroom talking when asked not to task avoidance name calling minor damage of school property passive work refusal provocation purposefully out of seat</p>	<p>Speak to child about behaviour – this may include</p> <ul style="list-style-type: none">• reminding of rules• choices (complete work now or at playtime)• Positive reinforcement• explaining about stopping others learning (their right to learn) <p>If no change</p> <ul style="list-style-type: none">• Use weather signs or strikes• Impose a sanction if needed <p>If this behaviour becomes regular</p> <ul style="list-style-type: none">• Speak to parents• Decide on a strategy to support – daily update, behaviour book, sticker chart etc• Impose sanctions when needed• Log incidents on individual log <p>If no improvement</p> <ul style="list-style-type: none">• Refer to Year Leader• Year Leader to support with child• Continue to log incidents <p>Over time Year Leader will support decisions about involving other staff in school. This may be:</p> <ul style="list-style-type: none">• Behaviour Manager / support team• Learning Mentor• SENCO• Assistant Head <p>Parents should be informed of all incidents and of any changes in plans or provision.</p>

<p>3. Dangerous / aggressive and disruptive behaviour:</p> <p>ignoring adults arguing with adults / answering back not following instructions persistent provocation stealing racist /sexist /homophobic /family name calling throwing things dangerously provoked violence swearing of any kind sexual behaviour aggressive work refusal stopping others from learning climbing on furniture dangerously intentional biting scratching spitting hitting kicking</p>	<p>Class teacher to decide on action to take. This may include:</p> <ul style="list-style-type: none"> • Distraction and de-escalation • Speaking to the child about their behaviour • Positive reinforcement • Giving choices • Restorative Practice • Time out in another class • Time out with behaviour support <p>All level 3 incidents should be logged on the child's individual log. Parents should be informed of all level 3 incidents. Purple slips should be filled in and given to GB if not involved. Year Leaders should be made aware so that they can support if needed</p> <p>If support is needed:</p> <ul style="list-style-type: none"> • Phone Miss Lewis on 247 and ask for the support team • If the child is compliant an adult should escort them to a calm place • If the child is not compliant and there is a risk to safety, the class should be taken to another space. • Reflection and calming activities will take place • The child will return to class when and if appropriate, in consultation with the class teacher <p>If this behaviour is repetitive</p> <ol style="list-style-type: none"> 1. Refer to Year Leader who meets with the child (Year Leader refers to partner Year Leader) 2. Class Teacher and Year Leader decide on actions to use and length of time to have in place (Eg. behaviour book, daily update for parents, daily report to Year Leader, etc) 3. Class Teacher/Year Leader to meet with parents to discuss incident and strategies to be used. This should be logged on a record of conversation and a copy given to parents. 4. Record of conversation to be put in class behaviour folder. 5. Class Teacher and Year Leader monitor actions put in place with regular updates for parents. <p>Keep strategies in place for decided number of weeks. If continued repeats once strategies have been supported for a sustained period of time then:</p> <ol style="list-style-type: none"> 1. Class Teacher meets with Support Manager to look at the evidence and strategies tried. 2. He will support on further strategies with possible involvement from ST, LM, SENCO, PWSO or SLT. 3. In consultation, it may be decided to involve outside agencies at this point. 4. A letter will be given to parents or sent with the child / a phone call will be made or a text will be sent (depending on which is best for the situation and parent) 5. A meeting will take place with parents and all involved to put actions in place. 6. All involved to monitor actions with regular agreed updates for parents.
<p>4. Very dangerous aggressive and disruptive behaviour:</p> <p>Purposeful serious physical assault on anyone. Assault on a member of staff. Targeting another child with serious intent. Threatening behaviour. Defiance towards SLT. Purposefully disrupting the teaching and learning of others or the smooth running of the school Serious intentional vandalism. Swearing at an adult. Racial abuse.</p>	<p>4a. Distraction and de-escalation techniques will need to be used in these situations.</p> <p>Most appropriate person takes the child from the class to a calm place. If the child will not leave alternative solutions will need to be used (e.g. move class) Call for BST, ASSISTANT HEAD, DEPUTY, HEAD (in that order) to assist if needed.</p> <p>If the child will leave call 247 and ask for GB. GB to organise support, gather information and report to SLT. GB to fill in purple form and all witnessing adults will need to write reports of the incident.</p> <p>DEPUTY / HEAD will decide on action and parents will be informed at decided time by phone by designated member of staff. (Internal exclusion, playground exclusion, lunchtime exclusion, parents pick up, fixed term exclusion)</p> <p>SLT will decide on strategies with possible involvement from BST, LM, SENCO, PWSO, outside agencies.</p> <p>An official meeting may take place with parents to put actions in place.</p> <p>If repeated follow actions above.</p>

An individual plan will be drawn up. Consideration will be given to a risk assessment being put in place, exclusion from clubs, events, trips, off site games, reduced timetable, referrals, ECHAR etc. Exclusions will still be used at this point when needed.

Out of Class Procedures.

<p>1. low level</p> <p>running in school</p> <p>piggy backing</p> <p>hanging around in unseen areas</p> <p>not lining up properly</p> <p>in school when should be out</p> <p>non-contact play fighting</p>	<p>Member of staff who deals with incident decides on appropriate action:</p> <p>Quick response with reminder of school rules etc</p> <p>If no improvement is made adult decides if needs taking further and moves to 2 if further action or support is needed.</p>
<p>2. behaviour that may cause harm</p> <p>contact play fighting</p> <p>name calling</p> <p>minor damage of school property</p> <p>spoiling other people's games</p> <p>hurting others whilst playing</p>	<p>Speak to child about behaviour – this may include</p> <ul style="list-style-type: none"> • reminding of rules • choices (stop or there will need to be time out) • Positive reinforcement • explaining about safety including the safety of other children <p>If no change</p> <ul style="list-style-type: none"> • Impose a sanction (time out etc) <p>If continues</p> <ul style="list-style-type: none"> • Fill in Yellow slip and put in class teacher's pigeon hole <p>If this behaviour becomes regular</p> <ul style="list-style-type: none"> • Fill in further yellow slip and put in class teacher's pigeon hole • Class teacher decides on a strategy to support – daily update, behaviour book, sticker chart etc • Impose sanctions when needed • Log incidents on individual log <p>If no improvement</p> <ul style="list-style-type: none"> • Refer to Year Leader • Year Leader to support with child • Continue to log incidents <p>Over time Year Leader will support decisions about involving other staff in school</p> <ul style="list-style-type: none"> • Behaviour Manager / support team • Learning Mentor • SENCO • Assistant Head <p>Parents should be informed of all incidents and of any changes in plans or provision.</p>

<p>3. Dangerous and aggressive behaviour.</p> <p>arguing with adults answering back not following instructions refusal to wear a seatbelt stealing racist/ sexist/ homophobic/ family name calling throwing things dangerously climbing on walls / fencing provoked violence swearing sexual behaviour intentional biting scratching spitting hitting kicking nipping</p>	<p>Child sent or taken to relevant person (Mr Buchan, Miss Coultas) who will deal with incident and complete a purple slip. If child will not go send for support or a member of SLT.</p> <p>Mr Buchan / Miss Coultas decide on action to take. This may include:</p> <ul style="list-style-type: none"> • Distraction and de-escalation • Calming activities • Speaking to the child about their behaviour • Restorative Practice • Reflective work • Not sending straight back to class • Missing next playtime (child sent back with purple card) • Off yard next day <p>Mr Buchan / Miss Coultas to give copy of purple slip to class teacher and Mr Buchan to phone parents if needed. All level 3 incidents should be logged on the child's individual log. Parents should be informed of all level 3 incidents. Purple slips should be filled in and given to GB if not involved. Year Leaders should be made aware so that they can support if needed</p> <p>If support is needed:</p> <ul style="list-style-type: none"> • Phone or send a child to Miss Lewis (247) and ask for the support team • If the child is compliant an adult should escort them to a calm place • If the child is not compliant and there is a risk to safety, the other children should be kept safe and brought in if needed. • Reflection and calming activities will take place • The child will return to class when and if appropriate, in consultation with the class teacher <p>If this behaviour is repetitive</p> <ol style="list-style-type: none"> 1. Refer to Year Leader who meets with the child (Year Leader refers to partner Year Leader) 2. Class Teacher and Year Leader decide on actions to use and length of time to have in place (Eg. behaviour book, daily update for parents, daily report to Year Leader, etc) 3. Class Teacher/Year Leader to meet with parents to discuss incident and strategies to be used. This should be logged on a record of conversation and a copy given to parents. 4. Record of conversation to be put in class behaviour folder. 5. Class Teacher and Year Leader monitor actions put in place with regular updates for parents. <p>Keep strategies in place for decided number of weeks. If continued repeats once strategies have been supported for a sustained period of time then:</p> <ol style="list-style-type: none"> 1. Class Teacher meets with Support Manager to look at the evidence and strategies tried. 2. He will support on further strategies with possible involvement from ST, LM, SENCO, PWSO or SLT. 3. In consultation, it may be decided to involve outside agencies at this point. 4. A letter will be given to parents or sent with the child / a phone call will be made or a text will be sent (depending on which is best for the situation and parent) 5. A meeting will take place with parents and all involved to put actions in place. 6. All involved to monitor actions with regular agreed updates for parents.
<p>4. Very dangerous and aggressive behaviour.</p> <p>Purposeful serious physical assault on anyone. Assault on a member of staff. Targeting another child with serious intent. Threatening behaviour. Defiance towards SLT.</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>4. Most appropriate person takes the child from the yard to the designated space. If the child will not leave alternative solutions will need to be used (E.g. end playtime) Call for suitable familiar person, GB, ASSISTANT HEAD, DEPUTY, HEAD (in that order) to assist if needed.</p> <p>If the child will leave take to GB. GB to organise support, gather information and report to SLT. GB to fill in purple form and all witnessing adults will need to write reports of the incident.</p> <p>DEPUTY / HEAD will decide on action and parents will be informed at decided time by phone. (Internal exclusion, playground exclusion, lunchtime exclusion, parents pick up, fixed term exclusion) SLT will decide on strategies with possible involvement from BST, LM, SENCO, PWSO, outside agencies. An official meeting may take place with parents to put actions in place.</p>

<p>Purposefully disrupting the smooth running of the school. Serious intentional vandalism. Swearing at an adult. Racial abuse.</p>	<p>If repeated follow actions above. An individual plan will be drawn up. Consideration will be given to a risk assessment being put in place, exclusion from clubs, events, trips, off site games, reduced timetable, referrals, ECHAR etc. Exclusions will still be used at this point when needed.</p>
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MSA / TA Behaviour Ladder

<p>1. low level</p> <p>running in school</p> <p>piggy backing</p> <p>hanging around in unseen areas</p> <p>not lining up properly</p> <p>in school when should be out</p> <p>non-contact play fighting</p>	<p>The member of staff who sees the incident decides on action.</p> <p>Distraction Time out Positive reinforcement – ‘Walk please’. Positive praise – ‘Well done for walking’. Model and practise behaviours required E.g. walking through corridors. Discussions about safety. Use of school rules / values as reminders. Restorative practice. Monitor for a period of time. Ignore Non-verbal Signals Redirect behaviour (eg. come and play this game) Offering choices (eg. you can play here or there) When-then direction (eg. when you have had 3 minutes time out then you will be able to play again) Partial agreement (eg. I know you are upset but you still need to have some time out) Take-up time (eg. you have 2 minutes to calm down and go to) Distraction Time out</p>
<p>2. behaviour that may cause harm</p> <p>contact play fighting</p> <p>name calling</p> <p>minor damage of school property</p> <p>spoiling other people’s games</p> <p>hurting others whilst playing</p>	<p>2. Positive reinforcement or restorative practice used in first instance</p> <p>If no change – at the time of the incident the person dealing with the child gives time out and uses restorative questions (length of time decided depending on incident)</p> <p>If continues – fill in yellow referral slip and put in class teacher’s pigeon hole. Ensure date, time and child’s full name (including surname) is on the sheet. Ensure that one of the behaviours is ticked.</p> <p>When allowed to continue playing after time out, the adult dealing with the situation should monitor that child for a period of time to ensure there is no repeat.</p>
<p>3. Dangerous and aggressive behaviour.</p> <p>arguing with adults</p> <p>answering back</p> <p>not following instructions</p> <p>stealing</p> <p>racist/ sexist/ homophobic/ family name calling</p> <p>throwing things dangerously</p> <p>climbing on walls / fencing</p> <p>provoked violence</p> <p>swearing</p> <p>sexual behaviour</p> <p>intentional biting</p> <p>scratching</p> <p>spitting</p> <p>hitting</p> <p>kicking</p> <p>nipping</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>3. Most appropriate person takes the child from the yard to designated space.</p> <p>If the child will not leave, support will need to be sent for (GB, ASSISTANT HEAD, DEPUTY, HEAD)</p> <p>Person taking the child in gives brief explanation about the incident. A written report may be needed.</p>
<p>4. Very dangerous and aggressive behaviour.</p> <p>Purposeful serious physical assault on anyone.</p> <p>Assault on a member of staff.</p> <p>Targeting another child with serious intent.</p> <p>Threatening behaviour.</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>4. Most appropriate person takes the child from the yard to the designated space. If the child will not leave alternative solutions will need to be used (E.g. end playtime)</p>

Defiance towards SLT. Purposefully disrupting the smooth running of the school. Serious intentional vandalism. Swearing at an adult. Racial abuse.	Call for suitable familiar person, GB, ASSISTANT HEAD, DEPUTY, HEAD (in that order) to assist if needed. If the child will leave call for GB. GB coordinates investigation, fills in purple referral form and reports to SLT. A written report will be needed.
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Games Behaviour Ladder (to support Sports Coaches)

<p>1. Things that momentarily disrupt learning:</p> <p>Fussing shouting out not listening wandering when should be sat fiddling with equipment</p> <p>If behaviour continues after 3 attempts to improve move to level 2 and begin giving strikes.</p>	<p>Ignore</p> <p>Redirect behaviour to task</p> <p>Distraction</p> <p>Reminders</p> <p>Positive reinforcement of good behaviour</p> <p>Use of school rules / values</p> <p>Non-verbal signals eg. facial expressions, head and hand signals</p> <p>Offering choices</p>	<p>When-then direction Eg. When you have calmed down then you can join back in.</p> <p>Partial agreement Eg. I agree that you are finding it tricky but try your best.</p> <p>Take-up time Eg. You have 2 minutes to calm down and join back in.</p> <p>Model and practise behaviour required.</p>
<p>2. Things that disrupt their learning and the learning of others:</p> <p>repeatedly shouting out making disruptive noises shouting across the room / space talking when asked not to task avoidance name calling minor damage of school property passive work refusal provocation</p>	<p>Warn the child and use a strategy from the list above in first instance.</p> <p>If the behaviour continues after the warning: Give a verbal strike. Continue giving strikes for further repeats. Allow to lose a strike if improves.</p> <p>If a child reaches 3 strikes: 2-3 minutes time out.</p> <p>If the behaviour continues when allowed to join back in: Refer child to supporting member of staff if with your group. Call or send for support if on site. Child will be spoken to about behaviour and will be monitored or asked to report back at the end of the session.</p> <p>At the end of the session the child will be sent to the Upper Leadership Office:</p>	

	Mrs Jenkinson, Mr Buchan or other SL will talk to the child, impose a consequence and fill in paperwork.
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<p>3. Dangerous and aggressive behaviour:</p> <p>arguing with adults / answering back not following instructions refusal to wear a seatbelt persistent provocation stealing racist /sexist /homophobic /family name calling throwing things dangerously climbing on walls / fencing provoked violence swearing sexual behaviour aggressive work refusal disrupting the teaching and learning of others climbing on furniture dangerously intentional : biting scratching spitting hitting kicking</p>	<p>Distraction and de-escalation techniques will need to be used in these situations.</p> <p>If off site – time out should be imposed and support called for from supporting member of staff.</p> <p>If on site – call for GB, TJ or SLT to support. Depending on incident and frame of mind of child, consideration needs to be given as to whether school should be contacted.</p> <p>Supporting person takes the child from the group to a calm place. If the child will not leave, alternative solutions will need to be used (e.g. allow time, find a quiet space in the room, move class if needed)</p> <p>The steps below should then be followed by supporting person: Calming down time should be used if needed, investigate what happened and carry out reflective work if possible. Depending on the incident, frame of mind, the number of previous incidents, age and Key Stage of the child they may need to be away from the group for a period of time. If appropriate the child may be brought back to class with support for a period of time. If serious or the risk of staying is high, school should be phoned and the child will be picked up and brought back to school.</p> <p>On return to school (if brought back early):</p> <ol style="list-style-type: none"> 1. GB works with child in first instance. 2. GB fills in purple slip and contacts parents by telephone. 3. GB informs Class Teacher. 4. A letter will be sent home as a follow up to the telephone call. 5. Incident / Meetings / phone conversations to be logged in behaviour folder. <p>On return to school (if brought back at the end of the day)</p> <ol style="list-style-type: none"> 1. Child sent to Upper Leadership Office and spoken to by TJ, or other member of SLT. 2. Consequence discussed. 3. Purple slip filled in and letter given to child to give to parents. <p>Depending on severity of incident, number of incidents etc consideration will be given to allowing specific children to access off-site games and alternative plans will be put in place for a decided amount of time.</p>
<p>4. Very dangerous and aggressive behaviour:</p> <p>Purposeful serious physical assault on anyone. Assault on a member of staff. Targeting another child with serious intent. Threatening behaviour. Defiance towards SLT. Purposefully disrupting the teaching and learning of others or the smooth running of the school.</p>	<p>4. Distraction and de-escalation techniques will need to be used in these situations.</p> <p><u>If Off-site school should be contacted straight away.</u></p> <p><u>If On-site support should be called or sent for straight away.</u></p> <p>DEPUTY / HEAD will decide on action and parents will be informed at decided time by phone, letter or both. (Internal exclusion,</p>

<p>Serious intentional vandalism. Swearing at an adult. Racial abuse.</p>	<p>playground exclusion, Games exclusion, parents pick up, fixed term exclusion)</p> <p>SLT will decide on strategies with possible involvement from BST, LM, SENCO, PWSO, outside agencies.</p> <p>An official meeting may take place with parents to put actions in place.</p>
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