



Junior School Behaviour and Well-Being Policy 2025 - 2026

Behaviour and Well-Being Policy

All our policies are written to reflect, support and develop our ethos statement

Honeywell Ethos Statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

- There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
- There is a sense of belonging

There is care

- Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening, is what we expect of each other
- We understand our actions and nurture respect for each other and the environment

There is excellence

- There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,
- There is enrichment and high expectations beyond the curriculum

There is wonder

- Every experience is more memorable than the last
- Learning powers are nurtured and grow and grow
- The implementation of the curriculum is rich, vibrant and creative

There is learning for life

- There is an unstinting dedication to diversity and equality
- There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
- Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

Behaviour and Well-Being Policy

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements of the Behaviour and [Behaviour and Discipline in Schools 2016](#) and [Mental Health and Behaviour in Schools 2018](#) and has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2024) 'Behaviour in schools: Advice for Head Teachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- Keeping Children Safe in Education 2024

This policy will be implemented in conjunction with the following school policies and procedures:

- Suspension and Exclusion Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- Special Educational Needs and Disability (SEND) Policy
- Sex and Relationships Policy
- Child Protection and Safeguarding Policy
- Equality, Diversity and Inclusion Policy

We put the **UN Convention on the Rights of the Child** at the heart of our practice to improve well-being and help all children realise their potential.

UN Rights of the Child

- Article 3: The best interests of the child must be a top priority in all things that affect children.
- Article 4: Governments must do all they can to make sure every child can enjoy their rights.
- Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in school must respect children's dignity. Richer countries must help poorer countries achieve this.

Behaviour and Well-Being Policy

Definitions

Misbehaviour is defined as:

- Disruption of learning, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning and others
- Non-compliance with everyday expectations

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Vandalism
 - Theft
 - Fighting
 - Smoking
 - Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying [Please see Anti Bullying Policy]

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice - based and discriminatory, including:
 - Racial

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- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
- Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse

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Intent

- Ensure all children feel safe, secure and supported in their school environment
- Recognise that children's well-being must remain at the forefront of all policy and practice and that all staff are responsible for maintaining this
- Ensure all children are able to reach their full potential academically, socially and emotionally
- Ensure every child has their rights recognised and fulfilled in accordance with the UN Convention on the Rights of the Child, 1989
- Maintain our status as a UNICEF Gold Standard Rights Respecting School
- Create successful learners who are thoughtful, confident individuals and responsible citizens who can negotiate the complex information and landscapes of a globalised world

Implementation

- Our systems are consistent to ensure fairness and continuity
- Our collaborative whole school approach to both achievements and consequences directly links to our Rights Respecting Ethos recognising the rights of the child
- Our 'Everyday Expectations' are regularly and clearly promoted to all
- Every staff member acts a role model by displaying positive, respectful behaviour at all times and addressing any poor behaviour immediately
- Classroom environments are visually engaging, aid learning and celebrate achievements
- Class Charters are produced in conjunction with UNICEF Rights Respecting Ethos ensuring that all children understand the importance of their role to ensure that all have equal opportunities to their rights
- Positive learning behaviours are explicitly taught to promote self esteem, confidence, resilience and independence in order to aid progress and excellence more effectively
- Anti-bullying and staying safe is built into the curriculum within PSHE, Well-being and Computing - often enhanced through resources by external charities and agencies e.g. NSPCC and our Community Police Team

Impact

- Children make better or expected progress academically, socially and emotionally
- All children have equal opportunities as one child's behaviour shouldn't impact on other's
- All children have strategies to recognise all types of bullying and know how to report it
- Children behave as role models to one another and their wider community
- Children leave our school prepared for Secondary school and later life
- All children feel empowered with the knowledge and skills to be responsible citizens who play a positive role in our community and the wider world
- Restoration and reflection and other behaviour strategies/interventions are applied with equity and dignity

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Roles and Responsibilities

The Head Teacher will:

- Have a strategic overview of the behaviour across the school and well-being of all children
- Ensure this policy is implemented by all members of staff
- Keep the governing body informed about the developments in behaviour and well-being across the school and the impact on children and staff
- Ensure that behaviour and well-being remain high profile in the school's development work
- Ensure that the school's statutory duties regarding behaviour and well-being are met
- Support Deputy Heads or other member of staff with any behaviour incident if they deem it necessary for Head teacher involvement.
- Manage the suspension and exclusion process by:
 - Informing the pupil's parent/carer of the period of any exclusion, or of a permanent exclusion, giving the reasons for the exclusion, advising the parent/carer that they may make representations about the exclusion to the governing body's discipline committee (***refer to Exclusion Policy for further details***).
 - Notifying both the local authority and the governing body of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The Governors of Pupil Welfare and Community Committee will:

- Review and adopt policy annually with a detailed review every two years or earlier, if necessary
- Make visits to the school and meet SLT team and discuss areas for development
- Stay up to date with whole school outcomes in order to track trends or patterns of behaviour and well-being needs based on data, taking into account any current challenging circumstances that affect all pupils and staff e.g. Covid 19 pandemic, critical incidences
- Act as a 'critical friend' and support and challenge the schools' development of behaviour and well-being

Deputy Head Teacher will:

- Have a strategic overview of the behaviour across the school and well-being of all children
- Support all members of staff with behaviour incidents where necessary by following the table detailed in Appendix 3.

The SENDCo will be responsible for:

- Collaborating with the Governing Body, Head Teacher and the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Phase Leaders will:

- Have a strategic overview of the behaviour and well-being of all children in their phase
- Support all members of staff in their phase with behaviour incidents where necessary by following the table detailed in Appendix 3

All Staff will:

- Create a safe and stimulating learning environment, setting high expectations for behaviour and learning

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- Ensure that they are fully prepared ("fully prepared" means planning and delivering lessons that enable all young people to make good to outstanding progress in a purposeful climate for learning) and on time for lessons
- Treat all learners fairly and with dignity
- Ensure that the class is not left unattended and unsupported for any reason
- Use positive praise and rewards [related to learning and NOT just for good behaviour] to raise self-esteem and promote positive behaviours for learning
- Consistently implement the school's regulations on dress code
- Use sanctions and praise in line with the expectations set out in this policy
- Keep learners in lessons at all times unless they give permission to leave the classroom (authorising requests to use the toilet during lesson time should be rare in upper KS2)
- Be responsible for implementation of actions under the recurrent and one-off incidents in the Table of Consequences (Appendix 5)
- Meet and greet learners into the classroom and in the school playground in the morning/end of day
- Make sure learners follow the 'Everyday Expectations' and your class charter at all times
- Arrive punctually for duties

Teachers will: (from the teacher standards)

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

The Parents'/Carers' will: (published in the Home/School Agreement):

- **Help your child with his/her learning.** This means showing an interest in what your child has done at school, attending meetings to discuss your child's progress, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources and attending parents/carers meetings and open evenings to discuss your child's progress with the class teacher.
- **Support the school.** Any worries or concerns should be shared PRIVATELY with the class teacher and/or a member of the senior management team. Please do not voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding. If the parent/carers criticises the school, the child will do the same, and this will affect his/her learning. Parents/carers who do not co-operate reasonably with school staff or who become abusive may not be allowed on the school premises until the situation has been resolved.
- Ensure that your child follows the school rules and behaves well.
- **Send your child to school on time,** every day that he/she is fit enough to come, to notify school if he/she is not fit enough to come, and to collect him/her promptly if they do not go home on their own.
- **Ensure your child attends regularly** and only takes holidays during the school holidays.
- Send your child to school **ready to learn.** Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- **Communicate with the school** any special medical needs, or any special circumstances at home that may affect your child's learning, behaviour or ability to do homework.
- Endeavour to provide a safe, secure and happy environment at home for your child.

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- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities etc.
- Please note: During the school day all parents, carers and visitors must report to the school office before contacting any other member of the staff or children.

Learners will:

- Be punctual and settle to work quickly
- Wear the Honeywell Junior School dress code correctly at all times
- Follow the 'Everyday Expectations' and your Rights Respecting Class Charter
- Strive to become a Rights Respecting Role model
- Behave sensibly and respectfully towards staff, each other and school property in class and communal areas
- Always use positive and appropriate language with each other. Talk to each other as you would want to be spoken to and report any inappropriate language to an adult immediately
- Ensure that every child's gender, ethnicity, religion and characteristics are celebrated by one another positively.
 - **Be active learners by:**
- Trying to **solve problems** before asking for help
- **Listening** and **contributing** in discussion and debate, **considering** other people's views and opinions
- Maintaining a **positive** and **enthusiastic** outlook on learning
- **Actively participating** in all learning
- Maintaining a **mature attitude** towards learning, realising its importance and value
- Treating the environment, teacher and learners with **respect** and **kindness**
- Sharing the **responsibility** for creating a positive and orderly learning environment
- Making appropriate **choices** about behaviour and learning and **accepting** consequences for inappropriate choices
- **Positively represent** the school if leaving the school site for any reason

Well-Being

We recognise that there is a direct link between a child's well-being and their behaviour. **We use the World Health Organisation's** definition of mental health and well-being: *"A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".*

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

This has been integrated into the curriculum and may include verbal, written, pictorial, drama activities or meditation and mindfulness. Children are taught skills that can aid their mental health on a long-term basis and the children learn coping strategies for times or events that may have or could result in a range of negative emotions. The curriculum has been supplemented with material provided by Place2Be and other external agencies that are trained professionals in supporting mental health.

Strategies We Implement to Support Children's Mental Health

- We ensure that teaching methods and expected learning outcomes are appropriate, enjoyable and challenging to the needs of each child

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- We ensure that furniture/classroom resources and individual child spaces are accessible and appropriate
- We praise positive behaviour of the child/other children
- We engage or consult with other school adults to support and external agencies if needed
- We work in partnership with key adults in a child's life
- We know each child as an individual and develop an ethos of mutual respect
- We are consistent in our approaches and staff's expectation

Staff Induction, Development and Support

We believe that the success of our behaviour policy is closely linked to the effective induction, development, and support of our staff. Ensuring that all staff members, whether new or experienced, are equipped with the knowledge, skills, and confidence to manage behaviour is essential in creating a positive, respectful, and supportive learning environment. The following outlines how the behaviour policy will be used to support staff induction, development, and ongoing support.

Staff Induction

For all new staff members, our induction process ensures that they understand the importance of a consistent approach to behaviour management. During their induction period, staff will:

- Receive training on the school's behaviour policy, including expectations for pupil conduct, classroom management strategies, and how to promote positive behaviour.
- Familiarise themselves with the school's systems of rewards and sanctions, the role of restorative practices, and the procedures for managing challenging behaviour.
- Observe experienced colleagues to see how they implement the behaviour policy effectively in their classrooms and across the school.
- Be introduced to the SENCO and Place2Be School Project Manager who can provide guidance on supporting students with more complex behaviour/emotional needs.
- Engage in discussions with senior leaders and mentors to share expectations and address any questions or concerns.

Staff Development

Professional development is key to supporting our staff in fostering an inclusive and positive school culture. Through ongoing training, staff will be encouraged to:

- Participate in regular behaviour management workshops to build on their skills in managing a range of pupil behaviours, including positive reinforcement, de-escalation techniques, and how to handle more challenging situations.
- Access opportunities for continuous professional development (CPD) on topics such as supporting pupils with Special Educational Needs and Disabilities (SEND), trauma-informed practices, and developing emotional literacy in students.
- Receive feedback from senior leadership and colleagues about their behaviour management practices, and be encouraged to reflect on their strategies and make adjustments where necessary.
- Collaborate and share best practices through regular team meetings, peer observations, and structured discussions on how to handle specific behavioural scenarios.

Ongoing Staff Support

We are committed to providing ongoing support to staff to ensure they feel confident and well-equipped in managing behaviour effectively. Support will include:

- Regular check-ins with line managers and mentors to discuss behaviour management strategies, share concerns, and provide guidance as needed.
- Opportunities for peer support and mentoring where staff can discuss successful strategies, share insights, and collaborate to find solutions to behaviour challenges.

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- Access to dedicated behaviour (via the SENCo) support **who** can offer advice and practical support for managing challenging behaviour and supporting pupils with additional needs.

Pupil Transition – Including Induction and Re-Induction into Behaviour Systems, Rules and Routines

We recognise that effective transition into and between year groups, as well as re-induction after breaks, is vital to maintaining a positive and consistent approach to behaviour. Our behaviour policy supports pupil transition by ensuring all pupils are fully aware of the school's behaviour systems, rules, and routines, and understand the expectations set for them. The following outlines how our policy is used to support pupil transition, including both initial induction and re-induction processes.

Pupil Induction (New Pupils)

For pupils who are new to the school, our induction process ensures that they understand and are familiar with our behaviour expectations and systems. During the induction phase, pupils will:

- Participate in a thorough introduction to the school's behaviour systems, rules, and routines. This will include an age-appropriate overview of the expectations for conduct in the classroom, corridors, playground, and during assemblies.
- Learn about our reward and sanction system so they know how positive behaviour is recognised and the consequences of actions that don't meet our everyday expectations.
- Take part in orientation sessions led by our pupil ambassadors or 'class buddy', where they will be shown around the school, introduced to key adults, and made aware of who they can turn to for support with behaviour or any other issues.
- Receive clear communication about school routines such as lining up, moving between lessons, and expectations for uniform and equipment.
- Have a peer 'buddy' support system where a peer can offer guidance and support in adjusting to the school's behaviour expectations.

Re-Induction (Pupils Transitioning Between Year Groups or After Holidays)

As pupils move through the school, it is important that they are reintroduced to the behaviour systems, rules, and routines each year to ensure continuity and consistency. In particular, re-induction is essential after extended breaks such as the summer holidays, Christmas or Easter. During re-induction, pupils will:

- Review the school's behaviour systems in the first few days of each term, ensuring pupils are reminded of the school's expectations and have an opportunity to discuss any changes or updates to the rules and routines.
- Revisit specific routines and expectations such as entering and leaving classrooms, using specialist spaces (Music Room, Science Lab), dining room procedures and participating in lunchtime and playtime activities. This helps to reinforce familiar structures and positively impacts transitions between classes.
- Engage in restorative practices, if necessary, where pupils are encouraged to reflect on their behaviour, take responsibility, and understand how to make positive choices going forward.

Ongoing Support for Pupil Transitions

Pupils who face particular challenges transitioning into new settings or stages in school life, such as moving to secondary school or joining after a prolonged absence, will receive additional tailored support. This includes:

- Peer support systems, where older pupils can offer guidance and share experiences, particularly for those transitioning to new key stages.
- Regular check-ins with the Phase Leader to monitor how well pupils are adjusting to the school's behaviour expectations and to address any issues early.
- If required, personalised support plans for pupils who need extra help in adapting to the behaviour systems, with input from the SENCO (Special Educational Needs Coordinator), and other relevant professionals.

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- Opportunities for pupils to meet with pastoral or wellbeing teams to discuss any concerns they may have about their transition, ensuring they feel heard and supported throughout the process.
- Liaising with outside agencies to provide additional and/or tailored transition activities for pupils with identified needs.

Clear Communication with Parents/Carers

To support pupils during transition, clear communication between the school and parents/carers is essential. This will include:

- Induction meetings for new pupils and families, where behaviour expectations are discussed, and questions can be answered to ensure everyone is clear on the school's approach.
- A weekly update (for the first three weeks) for parents/carers for a re-induction period for pupils who have faced challenges with behaviour in previous years or has had a long break.
- Opportunities for parents/carers to meet with the SENCo if their child requires extra support with adapting to behaviour systems, routines, or expectations.

Whole School Strategies

Our belief is that children learn best when they feel safe, happy, and are valued. At Honeywell Juniors, we prioritise social and emotional education through developing self-esteem, respect and tolerance for all. As a Gold Standard Rights Respecting School, we aim to provide our pupils with the skills to live in modern Britain as responsible citizens who understand themselves, their world and their place in it. Children at Honeywell are encouraged to have high expectations of themselves, be proud of their individuality and respect difference. We are supportive, kind and respectful. The children are at the heart of all our work and we value the contribution each and every child makes. We believe that consequences should be applied with equity and dignity.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Rights Respecting Charter and Everyday Expectations
- Develop a positive relationship with pupils
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Our 'Everyday Expectations' are continuously promoted and modelled by staff. These are not meant to be seen as 'rules' but as a list of core values that are expected and achievable for all children. These are displayed prominently in all classrooms and around the school.

- ✓ We are friendly, polite, helpful and show respect.
- ✓ We walk around the school in a safe and quiet way.
- ✓ We are honest.
- ✓ We take care of school property and of our own and others' belongings.
- ✓ In class, we try hard and always work to the best of our ability.
- ✓ We listen to all members of staff and try to cooperate.
- ✓ We keep our hands, feet and objects to ourselves.
- ✓ We remember our rights as a child and what this means for ourselves and others.

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Rights Respecting Role Models (linked to our UNICEF Rights Respecting Gold Award)

We believe that teaching through the Rights of the Child has a positive impact on relationships and well-being, leading to better learning and behaviour. We embed children's human rights into our ethos and culture based on these principles:

- **Equality**
- **Respect**
- **Participation**
- **Dignity**
- **Non-discrimination**

Every classroom has the Rights of the Child on display (see Appendix 1) with a class charter displaying 5 rights that the school focuses on in particular.

These are:

- Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 14: Every child has the right to think and believe what they want, and to practise their religion as long as they are not stopping other people from enjoying their rights.
- Article 15: Every child has the right to meet with other children and join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 28: Every child has the right to an education.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

If a child positively displays more than what is normally expected, their teacher may award them 'Rights Respecting Role Model' status. A different child is chosen daily and can be awarded any of 4 "champions" (see below) limitless times. Teachers are asked to ensure fairness within their class in terms of distribution of the champion awards. Children are encouraged to try to achieve all 4 over the year and are recognised as part of an achievement assembly or via termly Head Teacher Awards shared with the whole school.

A child can be chosen as a:

-  **Learning** Champion -
-  **Friendship** Champion-
-  **Behaviour** Champion-
-  **Environment** Champion-

Each role model category links closely to one or more of the rights of the child, therefore promoting our school ethos and desire to recognise and celebrate all aspects of a child's achievements beyond their academic successes. Teachers ensure the class know why each child has been chosen, or the child is given the opportunity to share themselves, then their photo is added to the class Rights Respecting display board. These achievements are recorded on Arbor in the Achievement section, weekly.

Visible Adult Consistency

These are the visible behaviours exhibited by staff which are consistent, and can be expected by all of our pupils ensuring respectful relationships.

- Members of the Leadership Team and/or support staff will also meet and greet pupils and parents and carers at the gate or in other areas of the school.
- Pupils are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile.
- Staff will be calm, consistent and fair in their treatment of pupils, parents and carers and colleagues. Adults in school will avoid shouting at pupils or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

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- Staff will 'pay first attention to the best conduct' and will endeavour to catch pupils 'doing the right thing' in order to praise and recognise desired behaviours. This encourages pupils to be role models and makes expectations on behaviour clear for all.

House Points

When entering the Junior school children are sorted into one of 3 Houses by the school office. Where possible, children from the same family are put in the same house. The Houses are named after local roads:

-  Broomwood
-  Nightingale
-  Northcote

The house system is in place to promote values of unity and collaboration and to forge relationships across year groups and phase teams. House points are given for exceptional work or effort in the classroom and around the school; this may be regarding their exemplary role model behaviour or academic/ sporting achievements. Any staff member can give a house point but only one can be awarded at a time. If a house point is awarded for class work it is indicated in the child's book in the margin written like this:

1hp

Staff ensure consistency when rewarding these and this is monitored and evaluated by the SMT. Children in each class are in charge of adding their weekly points up. These then get added up half termly by the Phase Leaders to announce an overall winning house across the whole school by revealing the points on our special board in the assembly hall. The points are cumulative so the winner at the end of the year could be different to half termly. The house cup sits in the middle hall on display and has ribbons with the colour that links to each house tied to it. Certain annual events e.g., Sports Day allow the children to compete for their house and not their class.

Developing A Shared Positive Language

We look to encourage and facilitate positive behaviour first and foremost in all of our pupils through the use of appropriate body language and helpful scripts. Examples of positive language are listed below. We aim to state the behaviours we want to see, NOT what we don't want to see. We avoid saying please but end with thank you! – it sounds more assertive and that we expect compliance and we keep it short eg

- Stay in your seat whilst you are eating/ working, thank you!
- Line up sensibly, thank you.
- I hear what you are saying and I will But right now I need to
- I am listening to your problemand I will speak to ... when ...
- Right now you need to be do the right thing, thank you
- Where should you be?
- This behaviour is not appropriate. Rewind and make the right choice, thanks.
- Well done for cooperating, thank you!
- Great lining up over here thanks for cooperating / doing the right thing!
- Very helpful behaviour

De-Escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Referring to the Zones of Regulation and following the appropriate strategies
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed

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- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"
- Ignoring unwanted behaviour - ignoring is a deliberate decision to withhold reactions (especially attention) as a consequence of child's behaviour. It is often used with low level undesirable behaviour

Principles which should govern the use of ignoring:

- Usually most productive when a child may be deliberately "winding up" staff in order to gain adult attention.
- Consistency - staff need to be confident they can ignore longer than the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e., behaviour which is only occasionally rewarded lasts longest).

Zones of Regulation

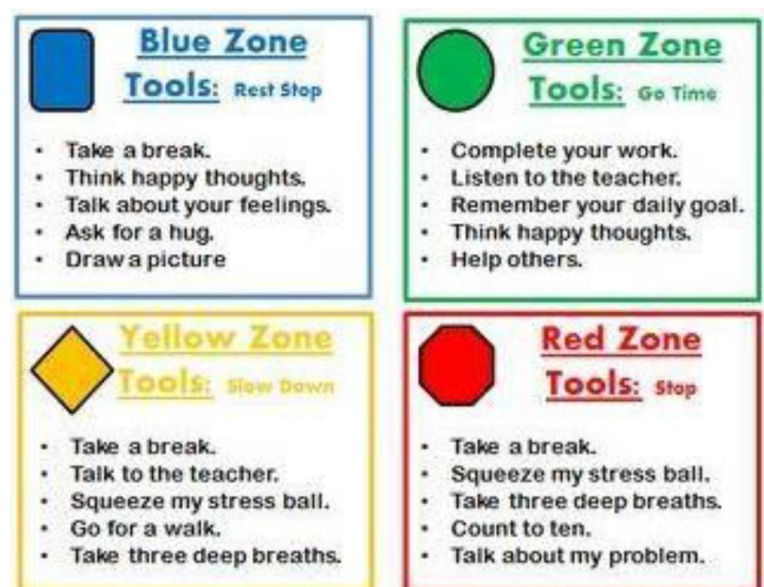
The school has adopted the Zones of Regulation approach which helps children to develop awareness of their feelings, energy and alertness levels and to manage difficult emotions. The children are encouraged to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

The Zones are:

-  **Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
-  **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
-  **Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
-  **Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

No zone is 'bad' or 'good' and we all experience them at one point. We acknowledge and praise when pupils are able to identify their zones regardless of zone. We also explicitly teach, use and promote the Zone tools.



Behaviour and Well-Being Policy

Preventative Measures for Pupils With SEND

- Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
- Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.
- The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:
 - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
 - Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
 - Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
 - Training for staff in understanding autism and other conditions

Restorative Approach [RA]

RA is an approach to behaviour management where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors. RA is about empowerment, giving everyone a voice. RA acknowledges that conflicts and behaviours happen. Rather than seeking to blame and dispense punishment, RA repairs harm by finding acceptable ways to move forward for all parties concerned. This helps avoid conflicts by investing time in developing, maintaining and repairing relationships.

The core values of Restorative Justice are: **-Respect, Compassion, Dignity, Honesty, Openness, Growth**

The 5 goals for Restorative Justice are: -Relationship, Respect, Responsibility, Repair, Rebuild

To effectively conduct Restorative Justice, you need to follow these principles: -

- Explain the process
- Build empathy
- Conduct a grounding exercise
- Begin the conversation
- Paraphrase whilst ensuring accuracy & work towards guiding and supporting towards an apology

Initially use restorative justice with a child when you are reasonably confident you can obtain success with the child:

- relatively minor incident
- child not very excited already
- element of surprise to child
- other staff ready to support verbally (in some circumstances modelling alongside the child)

It is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. (See appendix 2) The children learn early on in their school life that their actions have an impact on others and also consequences for them.

General Restorative Conversation questions are as follows:

- What happened?
- How were you feeling?
- Who has been affected/hurt?
- How do you think they are feeling?
- What can you do to make both/all of you feel happy

Behaviour and Well-Being Policy

Physical Intervention

Please refer to the school Physical Intervention Policy for more detailed information.

Legislation

Section 93 of the Education and Inspections Act 2006 allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Practical Considerations Surrounding Physical Intervention

Before intervening physically, the adult should, wherever practicable, tell the pupil who is misbehaving to stop, and consequences if he or she does not. The adult should continue to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes an adult should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Physical Contact with Pupils in other Circumstances

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by **Section 550A of the 1996 Act**. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, or if a member of staff has to give First Aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. It is important that all staff receive information on these children. In addition, the school will need to develop clear common practice towards particular groups of children and events. There should be a common approach where staff and pupils are of different sexes.

Pupils with Special Educational Needs

Some pupils with special educational needs may find it especially difficult to deal with conflict situations verbally and may resort to physical force. These may be pupils with ADHD or those who have social communication difficulties such as autistic spectrum disorder, where they do not have the language to express and explain their feelings. In such cases, pupils may bite, kick or push. Staff need to be aware of pupils with these difficulties and deal with situations calmly in accordance with the restraint policy.

Targeted Intervention

Behaviour and Well-Being Policy

Following analyses of behaviour data, consideration will need to be given for which pupils or situations require additional behaviour support.

- Locations in the school or times of the day that are especially problematic, and then problem-solve simple solutions for those situations.
- Teachers or classrooms that may be in need of additional classroom management support.
- Small groups of pupils who are demonstrating similar behaviour problems and provide them with more intensive instruction in social skills
- Pupils who could benefit from daily monitoring, increased feedback, an adult mentor, a simple behaviour plan in school, or a behaviour plan coordinated between home and school.
- Pupils who need more academic or organisational support.
- Pupils who could benefit from alternatives to exclusion for major violations.

Examples of Additional Behaviour Interventions include:

- Modifying procedures / increase supervision in non-classroom settings
- Increase classroom management support
- Increased monitoring (Regular reporting to a phase / senior leader/ inclusion leaders)
- Targeted instruction in social skills and replacement behaviours
- Behaviour plans and contracts
- Increased academic support

Exceptional Behaviour Support- for children at Risk of Suspension or Permanent Exclusion

This level of intervention focuses on the individual needs of pupils who exhibit on-going patterns of challenging behaviour and typically require intensive intervention. This support is layered on top of additional behaviour support.

These interventions are developed following a comprehensive and collaborative assessment of the problem behaviour by people who know the student best. Interventions and support are then developed based on this information and are tailored to the student's specific needs and circumstances. The goal of this level of intervention is not only to diminish the challenge behaviour but to also increase the student's adaptive skills and opportunities for an enhanced quality of life. ***(Refer to Exclusion Policy 2021 for further details if needed).***

Searching and Confiscation

Detailed guidance for schools can be found in [Searching, screening and confiscation](#) at school. The Head Teacher and school staff should read this guidance.

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept

Behaviour and Well-Being Policy

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Record Keeping

Behaviour incidents are recorded on Arbor so that the school can analyse behaviour patterns and identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Behaviour incidents over time are monitored by Phase Leaders. Appendix 3 and 4 provide support tools for staff when dealing with challenging behaviour, to support developing a picture over time to analyse behaviours, to ensure future positive behavior and for a child to further develop their self-regulation strategies. Staff are asked to record persistent or significant behaviour incidents on Arbor under the 'behaviour incident' section found in each child's profile. Staff must add date/time/brief detail and follow up needed.

Support, such as targeted discussions with pupils, a phone call with parents and carers, and enquiries into circumstances outside of school by the DSL, will be provided, where appropriate, alongside the use of sanctions to prevent the misbehaviour recurring. The school is also able to access additional support from Place2Be, MASH, Pupil Mental Health team (CAMHS). If a pupil is demonstrating particularly challenging behaviour, then the school will organise a multi-agency meeting to discuss strategies to support the pupil to improve their behaviour. Parents/Carers are always invited and play an important part in these meetings.

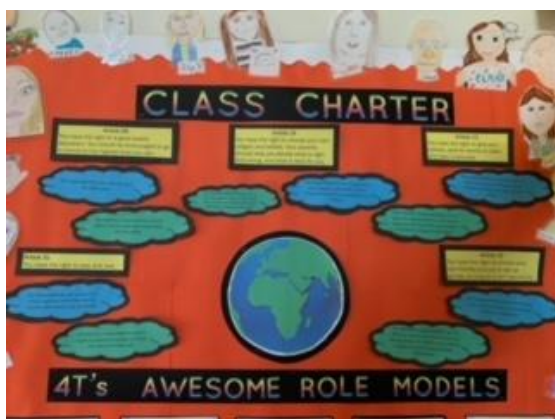
All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will not be shared with third parties.

Review

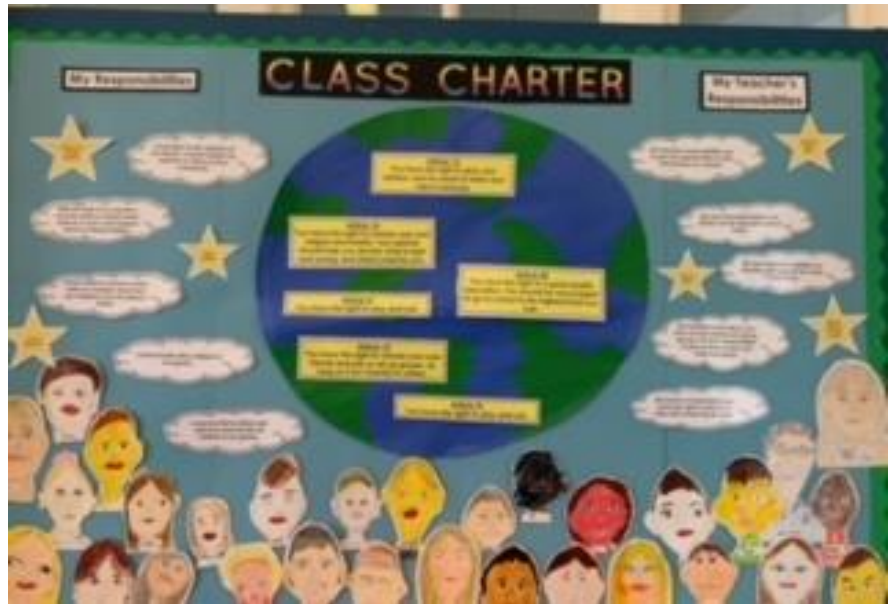
This policy will be reviewed and adopted on an annual basis by the Pupil Welfare and Community Committee with a detailed review every two years, or earlier if necessary. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Appendix 1: Examples of Class Charters Made in September Every Year

Charters will reflect the "Rights and Respect" code to ensure everyone continues to understand that rights are not conditional on responsibilities



Behaviour and Well-Being Policy



Appendix 2: Restoration and Reflection

General Guidance on Using Restorative Scripts:

- **Be Calm and Supportive:** Approach the conversation with a calm and supportive attitude. The goal is not to punish but to help the pupil reflect and understand the consequences of their actions in a constructive way.
- **Active Listening:** Allow the pupil to speak and listen carefully to what they say. Acknowledge their feelings and offer empathy where appropriate.
- **Encourage Reflection:** Help the pupil reflect on their actions and the impact they have on others. Use open-ended questions to prompt deeper thinking.
- **Foster Responsibility:** Encourage the pupil to take ownership of their actions and think about how they can make things right.
- **Focus on Positive Solutions:** Ensure the conversation ends with a clear plan or resolution for moving forward. The pupil should understand what they can do to improve their behaviour and make amends where necessary.

By tailoring restorative conversations to the developmental stage of each year group (or the specific needs of a pupil or group of pupils), you ensure that pupils are given appropriate opportunities to reflect on their behaviour, understand its impact, and work towards positive resolutions.

Behaviour and Well-Being Policy

Year 3 - Restorative Conversation Script

Instructions for Use:

The restorative conversation for Year 3 pupils should be simple and clear, using language they understand. Use a calm and patient tone, allowing the pupil to respond to each question. Give them time to think and answer, guiding them through the process.

Restorative Script:

1. **Opening:**
"Can you tell me what happened?"
2. **Feelings:**
"How did you feel when this happened?"
3. **Impact:**
"How do you think [the other person] felt when this happened?"
4. **Understanding:**
"What do you think could have been done differently?"
5. **Resolution:**
"What can we do to make things right?"
6. **Closing:**
"Thank you for talking about this with me. Let's work together to make sure this doesn't happen again."

Year 4 - Restorative Conversation Script

Instructions for Use:

For Year 4 pupils, the restorative conversation should be more detailed than in Year 3, encouraging pupils to think more deeply about their actions and their consequences. Allow them time to respond and ensure they are actively engaged.

Restorative Script:

1. **Opening:**
"Can you explain what happened? Please share your side of the story."
2. **Feelings:**
"How did you feel when this situation happened, and why do you think you felt that way?"
3. **Impact:**
"How do you think your actions affected [the other person]? How did it make them feel?"
4. **Understanding:**
"If you could go back, what would you do differently in this situation?"
5. **Resolution:**
"What can you do to fix things or make it better? Is there anything you could say or do to help?"
6. **Closing:**
"Thank you for reflecting on what happened. I'm glad we could talk it through. Let's try to remember what we discussed and make sure we can move forward positively."

Behaviour and Well-Being Policy

Year 5 - Restorative Conversation Script

Instructions for Use:

In Year 5, the restorative conversation script can be slightly more complex. Pupils at this stage are developing their ability to understand the impact of their actions on others and to take responsibility. Encourage pupils to consider both their actions and the wider consequences.

Restorative Script:

1. Opening:

"I want to understand what happened from your perspective. Can you walk me through the situation?"

2. Feelings:

"How did you feel during the situation? Do you think your feelings played a part in what happened?"

3. Impact:

"How do you think your actions made the other person feel? What do you think the impact was on them?"

4. Understanding:

"What do you think could have been done differently to avoid this situation? What other choices could you have made?"

5. Resolution:

"What would you like to do to help fix this situation? Is there anything you can say or do to make the other person feel better?"

6. Closing:

"I'm glad we could talk about what happened. Let's work together to make sure we handle things better in the future. Thank you for taking responsibility for your actions."

Year 6 - Restorative Conversation Script

Instructions for Use:

Year 6 pupils should be encouraged to think critically about the consequences of their actions, the emotional impact on others, and the importance of taking responsibility. Use open-ended questions to promote deeper reflection. Encourage the pupil to take ownership of their actions and think about positive solutions.

Restorative Script:

1. Opening:

"Can you explain what happened from your point of view? Please share what led up to the situation."

2. Feelings:

"How did you feel at the time of the incident? Why do you think you felt like that? How do you feel about it now?"

3. Impact:

"What do you think the impact of your actions was on the other person? How do you think they felt, and how might they feel now?"

4. Understanding:

"Looking back, do you think there was a way you could have handled the situation differently? What could you have done to avoid it?"

5. Resolution:

"What steps can you take to make things right? How can you repair the relationship or situation? Is there something you can do or say to help?"

6. Closing:

"I appreciate you reflecting on this with me. Let's agree on how we can both move forward in a positive way. It's important that we continue to make good choices and respect one another."

Behaviour and Well-Being Policy

Appendix 3: Who Manages Behaviour?

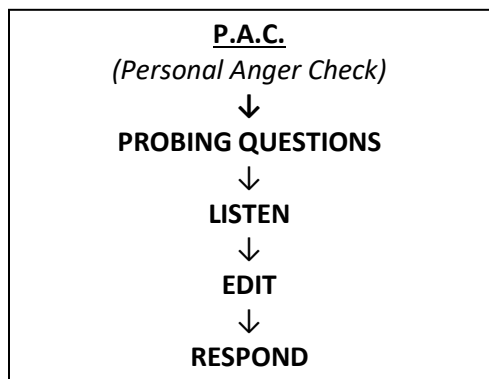
When	Who manages difficult behaviour?	Initial consequence	Further action (if needed)
Any incident around the school	Any member of staff who witnesses any level of behaviour or disruption that doesn't follow our 'Everyday Expectations' should address this immediately with the child themselves.	A reminder of the expectation given.	Class teacher told
Any incident at lunch or playtime	At first this should be addressed by the member of staff on duty and escalated to the Senior Midday Meals Supervisor	One or more of the following: -A reminder of the expectation not adhered to. -Child asked to move away from the situation to discuss with an adult if necessary -Child asked to reflect in a quiet part of the playground for up to 5 minutes of their playtime depending on incident. See RA for net steps	Logged on ARBOR as a behaviour incident Class teacher informed if necessary
Any incident during class time	Class teacher or adult leading a 1:1 session or group to deal with incident initially.	Adult uses the traffic light behaviour chart (see appendix 2)	Logged on ARBOR as a behaviour incident Phase Leader involvement if class teacher needs support or advice Deputy Head involvement if Phase Leader needs support or advice.

Behaviour and Well-Being Policy

Appendix 4: Process for Dealing with Unacceptable Behaviour for Staff

In order to implement a strategy, there must be an unacceptable behaviour.

Decide whether the behaviour is indeed against a code of practice or whether it is a behaviour that bothers just you.



PAC (Personal Anger Check)

Before you can solve any issue, you must be thinking in a clear and concise manner. Take a few minutes to collect your thoughts and think about the issue. Ask the child to sit out or stand quietly to collect his/her thoughts.

Probing questions

Always begin any question with "how" or "what". Try not to use "why" questions as this allows the child to go off track with excuses rather than sticking to the issue. An example might be "How did this happen?" or "What did you do?" This helps to objectify the issue but at the same time encourages the child to take responsibility for the action. If the child begins to wander into other issues, use a 'closed question' to bring them back. An example might be "Is this something you should have been doing?" This allows only for a "yes" or "no" answer that will bring the child back to the issue of unacceptable behaviour.

Another example of this process might be:

Adult: "How did this happen?"

Child: "Billy hit me and then he..."

Child: "I hit Billy in the mouth, but he hit me first and..."

Adult: "Is that permitted at school?"

Child: "No."

Listen

Listen carefully to the child. If you need to think about what you have just heard, ask the child to sit out again until you have thought about the issue clearly.

Edit

During this time, the child will have calmed down and you can approach the issue clearly. Edit quickly all outside issues. Then, separate the behaviour from the child in your mind and stick to the singular issue. The issue in this case is that the child hit a peer.

Respond

This is the making or breaking of the process. At this point you need to employ the strategy which can be easily carried out with reference to the environment and its manageability. Time constraints are another factor. If there is a *consequence it needs to be logical and connected to the behaviour. If there has already been a natural consequence, use this time to discuss it.

Natural consequences: This occurs without intervention e.g. leaning on your chair will cause you to fall.

Logical Consequences: This is related to the behaviour. A consequence for breaking plants might be that the child is asked to clean them up and pay a small fee from his or her own pocket towards the cost of another plant.

Behaviour and Well-Being Policy

Appendix 5: Consistency of Approach - Guidance

<u>Level 1 Behaviour</u> Arbor 1 point	<u>Level 2 Behaviour</u> Arbor 3 points	<u>Level 3 Behaviour</u> Arbor 5 points
- Noncompliance - answering back [persistent] - failure to follow instructions [persistent] - Inadequate work [persistent] - Persistent homework failure - Disruption of teaching <i>(If reoccurring in the classroom)</i>	- Physical aggression - Verbal abuse to pupil - verbal abuse to adult - Aggressive Spitting - Overt disrespect - Minor destruction of property - Theft - Inappropriate language used	- Bullying - Physical abuse towards pupils - Physical abuse towards staff - Racism - Homophobic incident - Major destruction of property - Fighting - Alcohol - Drugs - Weapons - Inappropriate sexual behaviour
Level 1 Possible consequences	Level 2 Possible consequences	Level 3 Possible consequences
If in need of clarification or unsure of possible consequence – speak to a senior leader		
- Teachers will focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour to follow suit. - Private eye contact to remind a child/children of appropriate behaviour in a positive way (non-verbal). - Eye contact and a physical private reminder [the dice] that the behaviour is inappropriate - The adult could quietly share what the consequence would be, if the inappropriate behaviour were to continue and a reminder of the expected behaviour - pupil given choices to correct inappropriate behaviour (i.e. a positive choice vs a negative choice and consequence). e.g. Sitting sensibly and listening OR working with the adult when everybody goes out for lunch to make up the lost learning time - Given time out in class to think about what they've done. - Moved to a different place in the classroom	- Nonverbal cue - Proximity - Pupil conference - Verbal warning - Timeout - Parent contact - Behaviour contract - Phase / Senior Leader parent, pupil, teacher conference - Loss of time for RA for Restitution or apology - Loss of privilege - Internal exclusion	- Internal exclusion - External exclusion - Contact Police / Authorities - Exclusion (May include lowerlevel consequence)

Behaviour and Well-Being Policy

Monitoring Arrangements	Monitoring Arrangements	Monitoring Arrangements
First offence - Class Teacher administers consequence Second offence - Record on ARBOR and Class Teacher administers consequence Third offence - Record on Arbor and refer pupil to phase leader	Record on Arbor and send pupil to the Phase / Senior Leader	Record on Arbor and send pupil to Senior Leader

Behaviour and Well-Being Policy

Appendix 6 Consistency of Approach Guidance- Examples

The following list has been compiled by the staff as guidance to ensure a consistent approach to behaviour in school.

Type of Behaviour	Approach
Play fighting	<i>Stop the child playing. Remind them that play fighting is not allowed. Ask them to stand in a quiet space to regulate and use ZoR</i>
Running in school building	<i>Stop the child using silent signals and direct them to go back and walk</i>
Talking in line/Assembly	<i>praise others who are behaving correctly. Move the child Speak to child after</i>
Talking when others are talking/interrupting	<i>Ignore the child calling out and remind them of the class rules at an appropriate time following the incident- Establish clear rules about speaking turns</i> - Use positive reinforcement for waiting to speak - Provide structured opportunities for pupils to share
Time wasting	<i>Make up the amount of time wasted in the child's own time — this time must be supervised by teacher</i>
Refusal to Follow Instructions	- Approach the pupil privately to understand the issue - Offer choices to encourage compliance - Reinforce positive behaviour with praise
Difficulty following instructions	Break down instructions into manageable steps; utilise visual aids to clarify tasks. Check in with the child to ensure understanding and provide additional support if needed.
Defiance i.e. refusing to work, being uncooperative, ignoring adults, using negative body language, back chat, rudeness	<i>Make up the missed work in the child's own time, under supervision, involve the parent/carers if appropriate - use colleagues to support, use Senior Leader as support if needed.</i>
Non-completion of Work	- Discuss with the pupil to identify any difficulties - Set achievable goals and provide support where needed - Communicate with parents/carers if the issue persists
Lack of engagement	Use questioning techniques to involve the child actively; incorporate interactive activities or group work to stimulate interest. Assess underlying issues contributing to disengagement.
Incomplete or late homework	Encourage the child to develop a homework routine; offer additional support where required. Set clear deadlines and ensure the child understands the importance of timely submissions.
Stealing	<i>Investigation to be undertaken by the class teacher. Refer to Infant/Junior Phase Leader if appropriate</i>
Leaving classroom without permission / leaving school without permission	
Damaging or destroying other's property	<i>If accidental the child should be asked to repair (if possible supported by an adult). If deliberate, parent/carers to be informed by Senior Leadership Team member</i>
Destroying school property/environment, including graffiti	Child to repair the damage if possible. Parent/carers to be informed
Temper tantrum, kicking, throwing furniture	Use strategies identified earlier. If persistent then involve a Senior Leader. Use withdrawal/ time out.
Assault • Verbal/Physical	<i>These issues may be dealt with in the classroom. If of a serious nature, inform a Senior Leader who will investigate and take the following action, depending upon the severity: Verbal reprimand- the child will kept in to write apology letter- incident noted on Arbor Parent/carer informed and invited to school to discuss concerns</i> <i>Fixed term suspension</i> <i>Permanent exclusion</i>
Violence towards other children/adults	<i>Follow the same procedure as for incidents of assault – Intervene immediately to ensure safety</i> - Separate the pupils involved

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	- Report the incident to senior staff and follow school policy - Listen to all parties involved
Possession of any weapon considered dangerous by an adult	Remove the item immediately then follow the same procedure as for incidents of assault A record of the discussion held with the child must be seen by a member of the Senior Management Team and copies of letters sent to the parent/carer are kept on Arbor The police must be informed if it is deemed an "offensive weapon" under the law.
Bullying	- ascertain whether it has happened before and document incidents Adapt curriculum offer to address - Follow the school's anti-bullying policy
Disruptive behaviour	Address the behaviour calmly and privately; remind the child of classroom expectations and the impact of their actions on peers. Implement a behaviour management plan if necessary. - Use non-verbal cues to regain attention - Implement a seating change if necessary
Social conflicts with peers	Facilitate a mediation session to allow the children to express their feelings; encourage the development of conflict resolution skills. Reinforce positive social interactions through group activities.
Overwhelmed in classroom tasks	Observe the child's workload; offer assistance in prioritising tasks. Provide a quiet space to work if necessary, ensuring the child feels supported in managing their workload effectively.

Behaviour and Well-Being Policy

APPENDIX 7 Procedure for Managing Behaviour at Lunchtime

The role and responsibilities of Mealtime Supervisors (MTS) and Senior Midday Meals Supervisor [SMMS]

It is the responsibility of the MTS to ensure that there is sufficient supervision in the dining hall and playgrounds over the lunch time. If there are any concerns, they must be reported to the SMMS who will liaise with a member of SLT.

During lunchtime play, the MTS are expected to follow the agreed sanctions and procedures as laid out in the Behaviour Policy. Any playground issues will be reported by the MTS to the class teacher.

Pupils can feel left out of playground games and groups which causes distress. The duty person should look out for such incidences and help pupils to involve others in co-operative play. If adults observe pupils playing inappropriately, they should initiate a game with them, or encourage them to think of one themselves. Alternatively, if a group of pupils look as though they are becoming involved in rough play, adults should intervene and encourage positive and collaborative play.

Step 1 - Low level behaviour (eg. arguments / being unkind)

Sanctions could include:

- reminder of rules of the game if appropriate
- resolving quarrel by listening to both views and finding solutions with the children
- asking children to apologise to each other
- finding opportunities to raise self-esteem / status of the child.

Step 2 - No improvement at Step 1 - ongoing low-level behaviour

Sanctions could include:

- the child is sent to senior mealtime supervisor for a short time out session
- class teacher to be made aware of incident when collecting class at the end of lunchtime and to complete a Record of Unacceptable Behaviour where appropriate

Step 3 - No improvement at Step 2 - Repeated low-level incidents with no improvement or serious behaviour

Sanctions could include:

- AHT/HT decide on further actions / strategies / sanctions in conjunction with the class teacher which could include missing playtimes, reflection time
- further support put in place e.g. learning mentor support at lunchtimes
- parents/carers informed and regular meetings set up if necessary
- regular monitoring
- child is referred to external agencies.
- Record of Unacceptable Behaviour completed and emailed to the Head Teacher
- Parents/carers informed
- SLT team updated.

Behaviour and Well-Being Policy

Appendix 8: Managing Disruptive and Aggressive Behaviour for Staff

- When dealing with a potentially disruptive child consider the consequences carefully. Teachers have for instance, been attacked when blocking the only avenue of escape whilst reprimanding an emotionally aroused child. Allow children the opportunity to remove themselves from the situation if the incident occurs when the site is securely locked. Alert the head who will arrange for the child to be located and observed. The incident can be discussed when the child is calm and receptive in a non-threatening situation.
- Often the timing as well as the nature of action to counter a disruptive outburst is important. The first priority must be that of reducing the level of arousal and modifying the immediate situation, which precipitated the incident. Too early an attempt at discussion could well aggravate rather than improve the situation.
- It is possible to defuse signs of potential aggression by redirecting the child's attention towards something more positive. This could be no more than a well-chosen light-hearted remark or asking one of those concerned to carry out a task.
- When a child is emotionally aroused, is your behaviour increasing or lessening that arousal? Aggressive behaviour is less likely to occur if the adult has, or assumes, a confidently relaxed posture and calm manner. Tension and persistent forceful confrontation will make aggression more likely.
- Some situations tend to precipitate persistent disruptive behaviour. It is sometimes possible to identify quite specific circumstances, such as bodily contact, and to avoid them.
- What does a child gain from disruptive behaviour? Sometimes it is to avoid activities particularly those, which threaten failure, but often it is to gain the prestige of the group or the attention of the adult. It may be possible and preferable to ignore any attention seeking behaviour or deal with it unobtrusively away from the group.
- How are disruptive children perceived by the class? Persistently aggressive and disruptive children frequently become disliked and isolated from other pupils. The adult needs to offer personal support to develop better social skills, highlighting any contribution they make to the group/s status and emphasising the responsibility that a group has for each of its members.

Behaviour and Well-Being Policy

Appendix 9: The Four Goals of Behaviour

Goal	How it is Exhibited	What to do
1. Power	The child tries to gain power over a situation Passive aggression The child ignores the request and refuses to move. Active aggression The child becomes physical forceful or verbally aggressive	Giving Choices - The request doesn't change but the time the task is set for is flexible. <i>e.g. "You can finish the work at lunch time or now. Which would be the best for you?"</i> Giving Time Constraints <i>e.g. "The time it takes you to complete the request can be made up at playtime".</i> Giving Responsibility - If a temper tantrum occurs, state clearly that when the child is sitting quietly with legs crossed and arms folded, you will discuss the issue then. Do not feed into the situation by asking them to calm down.
2. Attention	Positive The child is overly keen to gain your attention by seeking continual feedback <i>e.g. "Look at my work..."; "I tidied my chairs..."; "How is my work..."</i>	Break the cycle - Arrange a specific time to give positive feedback. If you are interrupted during other times, remind them of the arranged time. Be positive when he/she is not expecting it.
	Negative The child seeks attention through acts of misbehaviour	Planned ignoring - Ignore all negative behaviour and give attention only for positive behaviour. Praise - Give praise when the child is not expecting it
3. Display of Inadequacy	- The child appears withdrawn and is unable to interact with peers. - Poor hygiene - Hides or destroys own work in secret - Sometimes tearful, sulky - Feels victimised	Encourage peer relations Praise and encourage Build a relationship Encourage parents to support with praise and giving chances for the child to succeed.
4. Revenge	Negative destructive behaviour based on an earlier event	Logical links - Discuss earlier event with child immediately and possible reasons for its cause. Follow this with a logical consequence agreed to by the child.

Appendix 10: Example of Identifying the Goals of Behaviour

When identifying the goal use a Stimulus Response Action (SRA) chart. This is divided into parts. The Stimulus is the catalyst for the behaviour to occur. The first Response is that of the child's. The second Response is that of an adult or another child. The goal could be identified as Power (passive aggressive).

The Stimulus Response Action chart can be used as a means of trying a plan of action. The stimulus here defines the catalyst; again/ the Response is the child's response and the Action is the strategy. E.g.

Stimulus	Response	Action
Adult asks the child to move to another table	Child ignores the adult.	Child is told quietly that the time it takes to move will be made up at playtime. The child moves after 15 minutes. The time is made up.

The SRA can also be used at regular intervals as of way to record progress. With this strategy, the time to complete a task should diminish. If the strategy is not effective, it can also be used as an indicator to charge it.