

West Street Community Primary School and Nursery



Positive Behaviour Management Policy

Date policy last reviewed: 01/09/24

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1. STATEMENT OF BEHAVIOUR & PRINCIPLES

The Governing Body and staff at West Street Primary School and Nursery believe that the positive behaviour of pupils is necessary for effective teaching and learning to take place. It is important that all staff, parents and visitors act as role models by exhibiting good behaviours. We acknowledge the legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs and disabilities. We ensure that these particular groups are not discriminated against in any way.

We care for, support and protect our pupils whilst they are growing and learning with us, and encourage them to do the same for each other and the wider community. We inspire them to become confident, responsible individuals who aspire to achieve in life; to develop academically, emotionally and socially; to succeed in school and beyond.

At West Street we work towards developing high standards of behaviour based on respect, responsibility and ambition. We fully believe in the following principles:

- All pupils, staff, parents and visitors have the right to feel safe at all times in school.
- The school rules are clearly set out in the behaviour policy and displayed around school.
- Governors expect these rules to be consistently applied by all staff.
- Governors expect to see a wide range of rewards, consistently and fairly applied in such a way to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and as such, the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking in to account SEN, disability and the needs of vulnerable children, and offering support as necessary.
- The Governors strongly feel that suspension or exclusion, particularly permanent exclusion, must only be used as the very last resort.
- The Governors expect pupils and parents to co-operate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. Should a parent not conduct himself/herself properly, the school may exercise its right to bar the parent from the school site on the grounds of aggressive or abusive behaviour. Should the parent continue to cause disturbance, he or she may be liable to prosecution.
- Our Home-School Agreement sets out clear expectations for behaviour.

2. POLICY AIMS

- To define acceptable standards of behaviour;
- To create an environment which encourages and reinforces positive behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

3. SCHOOL ETHOS

The adults i.e. staff, parents and visitors at our school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;

- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, and ability;
- Show appreciation of the efforts and contribution of all.

4. CHILD ON CHILD ABUSE (PREVIOUSLY REFERRED TO AS PEER ON PEER ABUSE)

We acknowledge that unacceptable behaviour and bullying can lead to child on child abuse and that children can abuse other children.

Child on child abuse could include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Emotional abuse
- Abuse in intimate personal relationships between children
- Online abuse
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Sexual exploitation/coercion
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Gender issues, such as girls experiencing unwanted sexual touching or boys being subject to initiation or hazing type violence and rituals
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission

The Governing Body are fully opposed to all forms of child on child abuse. At West Street we operate a zero-tolerance approach. Each pupil has a right to enjoy an education free from fear and distress. We take seriously all forms of child on child abuse (no matter how low level they may appear) and ensure that no form of child on child abuse is ever dismissed as horseplay or teasing.

All staff will challenge inappropriate behaviours by:

- Making clear that any form of abuse is not accepted, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Not dismissing inappropriate behaviours as this may risk normalising them.

For instances of child on child abuse, the Child Protection and Safeguarding Policy will be adhered to, alongside the use of other key policies including this policy and the Anti-Bullying Policy.

5. THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning opportunities contribute to promoting positive behaviour. Feedback and marking of pupils' work can be used both as a supportive activity, providing feedback to the pupil on their progress and achievements, and as a signal that the pupil's efforts are valued and that achievement matters.

6. CLASSROOM MANAGEMENT

Classrooms should be organised to promote independence. Furniture should be arranged to provide an environment that encourages pupils' engagement in tasks. Materials and resources should be

arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of pupils' contributions. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that enable pupils to work and play in cooperation with others. Praise should be used to encourage positive behaviour as well as good work.

7. RULES & PROCEDURES

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Rules and procedures should:

- Be kept to a necessary minimum;
- Be positively stated, telling the pupils what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities.

At West Street, we expect our pupils to have high standards of behaviour and we collectively uphold the following rules:

APPENDIX	
1	Tiered Intervention: Traffic Lights
2	Moving around school rules
3	KS2 Online Safety Rules
4	EYFS & KS1 Online Safety Rules
5	DOJO Instruction Manual
6	Report Card
7	De-escalation Strategies

8. OUR WHOLE SCHOOL BEHAVIOUR MANAGEMENT SYSTEM

At West Street, we have two very clear systems in place to ensure that pupil behaviour is the best that it can be. The two systems operate

1. Rewards – this is based mainly on DOJO points and other general rewards
2. Sanctions – this is based on a tiered intervention system

9. GENERAL REWARDS

Our emphasis is on rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The commonest reward is praise, informal and formal, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Our rewards include:

- Positive comments (verbal/written) for pieces of work;
- Silver and Gold awards linked to our Traffic Light system;
- Planet Awards;
- Learners of the Week and Readers of the Week;
- Learners and Most Improved Learners awarded every half-term;
- Pupils' work on display in classrooms/corridors/school hall;
- Positive Attendance Awards

10. WHOLE SCHOOL REWARD SYSTEM – DOJO POINTS

DOJO points serve as an excellent motivational tool for children and help to reinforce our school rules and values. They are awarded (by all members of staff) for any actions that may be deemed noteworthy including:

- particularly good work;
- good effort;
- a positive attitude to learning and towards others;
- displaying exceptional manners;
- good behaviour both individually and collectively.

When awarding a DOJO, the member of staff should reinforce the good behaviour e.g. 'You can have a DOJO for your excellent answers in maths'. DOJOs are intended to help staff focus on positive rather than negative behaviour e.g. when a pupil is continuing to stay on task when a partner is trying to distract him/her, staff should choose to reward the pupil on task rather than apply a sanction to the child who is not. Once awarded, DOJOs can never be deducted – do not use this part of the software. In the same way that a sticker would never be taken from a child who has done well, DOJOs are never taken away. DOJOs are in effect 'electronic stickers'.

11. SANCTIONS

Although rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as this causes resentment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is sanctioned

When a teacher is concerned about a child who misbehaves on a regular basis they must speak to the parents in the first instance to make them aware before it escalates. The teacher should arrange a meeting with parents. They should add records of meetings with parents using SAFEGUARD system. Teachers should update SAFEGUARD to record the outcome of the meeting with parents including next steps.

Class teachers inform parents about inappropriate behaviour by speaking with them face to face or by phone. When there is still no improvement in behaviour, then a meeting will be arranged with parents to discuss their child's behaviour with a senior member of staff and the class teacher.

For very serious incidents of inappropriate behaviour a meeting will take place with parents. The Headteacher must be informed about these incidents and in some cases a suspension or exclusion may take place. Details of such incidents must be added to SAFEGUARD.

When a child persistently behaves inappropriately, their behaviour will be monitored through the use of a report card. Parents should be informed when their child is on a tracking/report chart. This must be discussed with the Headteacher/LT member first and a meeting must take place with parents to inform them of concerns. There must be a weekly review held by the teacher, child and parents to discuss progress against targets set on the chart/report.

Parents must always be notified of any instance where a child has physically hurt another child.

Most instances of inappropriate behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. Additional help and advice can be provided by the Pastoral Lead/senior members of staff and specialist help can be sought from the Educational Psychologist or Special Educational Needs/Disability Services. This possibility should be discussed with the Headteacher.

12. DE-ESCALATION STRATEGIES

Consistency is known to be the most important behaviour management tool. Therefore, at our school we aim to act in a consistent manner and know what the general responses to managing challenging behaviour should be.

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting their behavioural growth. Our de-escalation strategies document (Appendix 7) provides guidance and support for staff when dealing with pupils that present challenging behaviours. Staff are asked to sign a document annually to state that they have read, understood and will follow the guidance to ensure consistency.

13. DISCIPLINE IN SCHOOLS – TEACHERS’ POWERS (DfE ‘BEHAVIOUR & DISCIPLINE IN SCHOOLS’ JANUARY 2016)

Key Points:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school. This must be reported to the Headteacher/Safeguarding & Welfare Officer.
- Teachers can confiscate pupils’ property if required (see section 17).

Punishing Poor Behaviour

What the law allows:

- *Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.*
- *To be lawful, the punishment (including internal exclusions) must satisfy the following conditions:*
 - *The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;*
 - *The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and*
 - *It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.*
- *A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.*
- *The Headteacher limits the power to apply sanctions from the school’s behaviour policy to school staff.*
- *Corporal punishment is illegal in all circumstances.*
- *At our school, staff must consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school’s Child Protection and Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school considers whether a multi-agency assessment is necessary.*

14. MENTAL HEALTH

Changes in behaviour and emotional state can be a sign of poor mental health. These changes can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively ‘good’ behaviour to prevent disapproval; feeling to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

DfE Mental Health and Behaviour in Schools, 2018

When mental health is suspected to be the underlying cause of behavioural difficulties, the pupil will be supported appropriately.

This will involve the following

- speaking to parents to discuss concerns;
- with consent, completing a referral to the Mental Health in Schools Team (MHST) for appropriate assessments to be conducted to analyse the pupil's needs further;
- a clear plan in place to show how the pupil will be supported. This could be via an Individual Education Plan (IEP) if required and
- regular reviews to assess the effectiveness of support.

Please see the school's Mental Health and Wellbeing Policy for further details regarding support that may be provided to pupils with poor mental health.

15. COMPLETION OF ASSIGNED WORK

It is very important that children understand that they need to complete assigned work in lessons. If necessary, they may be kept in during break or lunchtime. Staff should allow reasonable time for the pupil to eat, drink and use the toilet.

16. MANAGING PUPIL TRANSITION

Pupils who exhibit challenging behaviours will need more support when making transition to new classes or school. The following strategies are used:

- Children will visit their new classes more often in order to get to know their new teacher.
- Children will have an opportunity to ask questions about what it will be like in their new class.
- The Inclusion Manager/Safeguarding & Welfare Officer and class teacher will pass on information about children's behaviour where appropriate. This will be through review and transition meetings. Where appropriate a child may make more visits to their new school.

17. SUSPENSION & PERMANENT EXCLUSIONS

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Definitions

- Suspension - an exclusion for a fixed period
- Permanent exclusion - when a pupil is no longer allowed to attend a school

Reasons for Suspension or Permanent Exclusion

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is non-exhaustive and is intended to offer examples:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

When the Headteacher believes that a child's behaviour warrants suspension or permanent exclusion, the following guidance published by the DfE will be followed.

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England (September 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

18. SCREENING AND SEARCHING PUPILS & THE CONFISCATION OF INAPPROPRIATE ITEMS (DfE 'BEHAVIOUR & DISCIPLINE IN SCHOOLS' JANUARY 2016)

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline**: enables a member of staff to confiscate and retain a pupil's property so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items. Our school's policy is that any confiscated item must be collected by the child's parent.
2. Power to **search without consent** for weapons, knives, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to a property.

The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be reported to the Headteacher and handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

Whilst such items, to date, have never been confiscated, where staff are suspicious that a pupil has any item listed above then they **MUST** follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc).

19. RESTRAINT OF PUPILS AND USE OF REASONABLE FORCE

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – 2013: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the document above.

Restraint/Restrictive Physical Interventions

This is the positive application of force with the intention of overpowering a person. This should only be carried out by a person who has had training and only as a very last resort. It should only be carried out on children who have a positive handling plan that states that this can be used. Due to COVID-19, staff must adhere to the school's Risk Assessment and guidance on PPE where appropriate.

The term "restraint" is used whenever force is used to overcome active resistance;

- holding someone who is actively resisting to prevent them putting themselves at risk of significant harm
- holding someone who is actively resisting to reduce the risk of pain or injury
- holding someone who is actively resisting to reduce the risk of damage to property
- holding someone who is actively resisting to prevent the commission of a criminal offence
- moving someone who is actively resisting into a reduced risk environment
- preventing a person who is actively resisting from moving into an increased – risk environment

Beforehand plenty of time should be given to let the child calm down. To allow this to happen, staff should:

- make sure the area around the child is clear of anything that might cause harm
- remove other children from the situation
- speak to the child in a reassuring calm way

Use of Reasonable Force

In exceptional circumstances, staff may make the decision that the use of reasonable force is required in the best interests of the child.

The Education and Inspections Act 2006 states that all members of school staff have a legal power to use reasonable force for the purposes of preventing a child from causing personal injury to, or damage to the property of, any person (including the child him/herself), or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school.

DfE guidance issued in July 2013 on “Use of reasonable Force” states that reasonable force can be used to;

- remove disruptive children from the classroom
- prevent a child behaving in a way that disrupts a school event or school trip
- prevent a child from leaving a classroom where this would put their safety at risk
- prevent a child from attacking a member of staff or another child
- to stop a fight in the playground

Reasonably and Proportionate

Reasonable force will only be used when no other effective alternatives are available. When considering the use of physical intervention to control a child’s behaviour the following questions should always be asked:

- How is the intervention in the best interest of the child?
- Is the intervention proportionate to the circumstances it is intended to prevent?
- Is the intervention necessary in order to protect the best interests of the child?

Staff should also ask:

- Is a less intrusive intervention preferable?
- Do we have to act now?
- Am I the best person to be doing this?

If the member of staff can answer these questions as yes, it is more likely that physical intervention will be judged as reasonable and proportionate. Whenever a physical intervention has to be made a verbal warning should be given where appropriate e.g. a child with autism may not understand the idea of a verbal warning. Where possible staff should always attempt to use diversion or defuse the situation in preference to physical interventions. They should only use the techniques and methods approved in school.

19. PUPIL’S CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS’ POWERS (DFE ‘BEHAVIOUR & DISCIPLINE IN SCHOOLS’ JANUARY 2016)

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Staff will discipline pupils in-line with the school’s behaviour policy for misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity or;
- Travelling to or from school or;
- Wearing school uniform or;
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or;
- Poses a threat to another pupil or member of the public or;
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the member of staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

With regard to suspension or exclusion:

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

20. PUPILS WHO ARE FOUND TO HAVE MADE MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

Swift disciplinary action will be taken against any pupil who has been found to have made a malicious accusation against school staff. The Chair of Governors will be informed. See 'Allegations against persons who work with children' (guidance).

21. COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Safeguarding & Welfare Officer or Headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate this policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

22. APPENDICES

APPENDIX	
1	Tiered Intervention: Traffic Lights
2	Moving around school rules
3	KS2 Online Safety Rules
4	EYFS & KS1 Online Safety Rules
5	DOJO Instruction Manual
6	Report Card
7	De-escalation Strategies

Appendix 1 –

West Street Behaviour Management: Tiered Intervention

TRAFFIC LIGHT SYSTEM

Most instances of inappropriate behaviour are relatively minor and can be adequately dealt with through minor sanctions. At West Street we use a GOLD – SILVER- GREEN – YELLOW – RED traffic light system for managing pupil behaviour. The system must be consistently followed unless a serious incident has occurred. The tiered intervention system starts again at the beginning of each morning and afternoon session with all children on a green card light. It is important that the sanction is not out of proportion to the offence. Sanctions should not be given for going to the toilet, being late or forgetting homework.

GOLD	Achieves 10 silvers demonstrating high standards of on-going behaviour	Gold certificate acknowledged and celebrated in Friday Celebration Assembly – parents invited to join us
SILVER	<p>Be consistently ready to learn</p> <p>Working to be the best you can be</p> <p>Set a positive example to other children in your class/in hall/outside</p> <p>Learn as part of a team</p> <p>Has a positive attitude</p> <p>Resilient and persevere despite obstacles to their learning</p>	<p>3 dojos on SILVER – only given when reviewing at end of morning/afternoon</p> <p>Send SILVER text home to parents</p>
READY TO LEARN	<p>Ready to Learn explains whole school behaviour expectations of all children</p> <ul style="list-style-type: none"> · Listen · Follow instructions · Work hard · Do your best · Be polite · Look after/Take care of everyone and everything in our school 	<p>When children are demonstrating expected behaviours then they will be on ready to learn – this is what staff expect of all pupils at all times</p> <p>1 dojo for being ready to learn at both end of morning/afternoon</p> <p>Verbal praise from teachers & T.A.s</p>

<p style="text-align: center;">THINK ABOUT IT (LOW LEVEL UNACCEPTABLE BEHAVIOUR)</p>	<p>This is a thinking stage when children can take responsibility for fixing their behaviour and getting back on track with READY TO LEARN behaviours</p> <p>Adults need to be explicit about the behaviour they expect to see when reminding children e.g. when you put your hand up I know you have something to say</p> <p>Low level unacceptable behaviour, NOT demonstrating READY TO LEARN behaviours</p>	<ol style="list-style-type: none"> 1. Child given a first reminder about expected behaviour. When child conforms, their name stays on green. When child does not conform their name is moved to amber and a second reminder is given. 2. When child conforms, their name moves back to green – adult acknowledges that child has made the correct choice. When child does not conform their name stays on amber and a third reminder is given. 3. When child conforms, their name moves back to green. When child does not conform their name moves to red. <p>Adults give children clear reminders about what child needs to do to move back to ready to learn e.g. remember you need to follow instructions so you know how to learn</p>
<p style="text-align: center;">CONSEQUENCES (PERSISTENT LOW LEVEL UNACCEPTABLE BEHAVIOUR)</p>	<p style="text-align: center;">Persistent low level</p> <p>Low level unacceptable behaviour, repeatedly NOT demonstrating READY TO LEARN behaviours for example:</p> <ul style="list-style-type: none"> • Talking when it is not part of your learning • Swinging on chair • Pencil tapping • Calling out • Not listening • Not paying attention • Not following instructions • Being impolite 	<p style="text-align: center;">Persistent low level</p> <p>Consequences are the child has time to think for 5 minutes with teacher to talk through how to get back to ready to learn. This will usually happen at start of playtime or lunchtime (e.g. in line on way out/while supervising children on playground)</p> <p>Record on Safeguard when persistent behaviour is out of character for child and continues to be a concern. Then teacher informs parent</p> <p>Monitor</p>

CONSEQUENCES (HIGH LEVEL UNACCEPTABLE BEHAVIOUR)	High level	High level
	<p>For example:</p> <p>Using inappropriate language with intent e.g. swearing, racist language</p> <p>Bullying</p> <p>Being violent – hurting another person or damaging property on purpose</p> <p>Stealing</p> <p>Removing yourself from school premises (staff response must be to monitor from a distance and not chase)</p>	<p>Straight to Leadership Team</p> <p>Parents and teacher involved</p> <p>Consequences agreed with parents – likely to involve being withdrawn from privileges e.g. playtime/lunchtime/trip/reward for rest of class</p> <p>Identify when specific support needed and put this in place</p> <p>Monitor behaviour for identified period of time with regular recorded feedback, as appropriate, shared with pupil, parents and staff</p> <p>High Level Behaviour may lead to fixed term exclusion</p>

Appendix 2 – West Street Moving around school rules

We follow these rules when moving around our school:

- ✓ We line up quietly.
- ✓ We walk one behind the other sensibly and quietly.
- ✓ We walk on the left side.
- ✓ We always walk in school.
- ✓ We hold the door open for one another.
- ✓ We remember to say ‘please’ and ‘thank you’.
- ✓ We wait and let an adult come through a door first.



Our Golden Rules for Staying Safe with Computing for KS2

We always ask permission before using the internet.

We only use the internet when a trusted adult is around.

We immediately close/minimise any page we are uncomfortable with (or if possible switch off the monitor).

We always tell an adult when we see anything we are uncomfortable with.

We only communicate online with people a trusted adult has approved.

All our online communications are polite and friendly.

We never give out our own, or others' personal information or passwords and are very careful with the information that we share online.

We only use programmes and content which have been installed by the school.

Our Golden Rules for Staying Safe with Computing for EYFS & KS1

We only use the Internet when a trusted adult is with us.

We are always polite and friendly when using online tools.

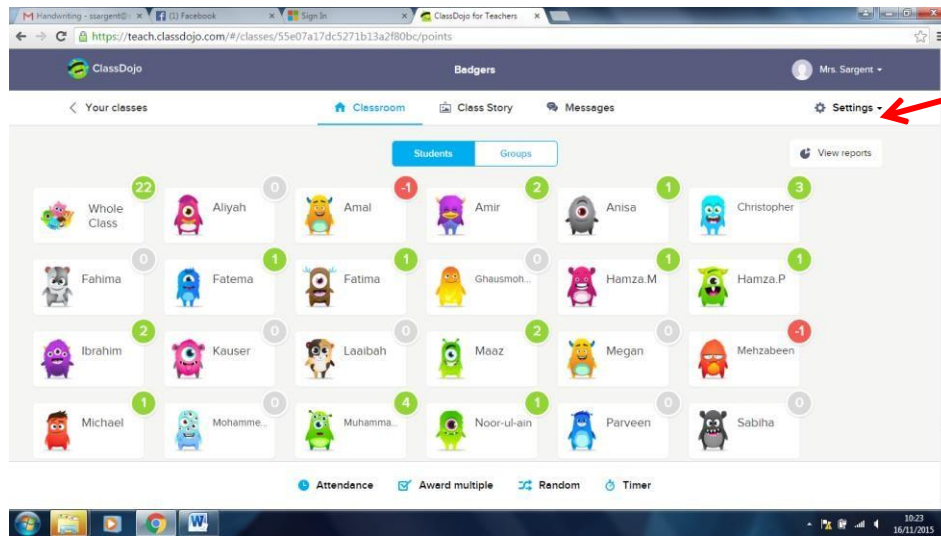
We always make careful choices when we use the Internet.

We always ask a trusted adult when we need help using the Internet.

We always tell a trusted adult when we find something that upsets us.

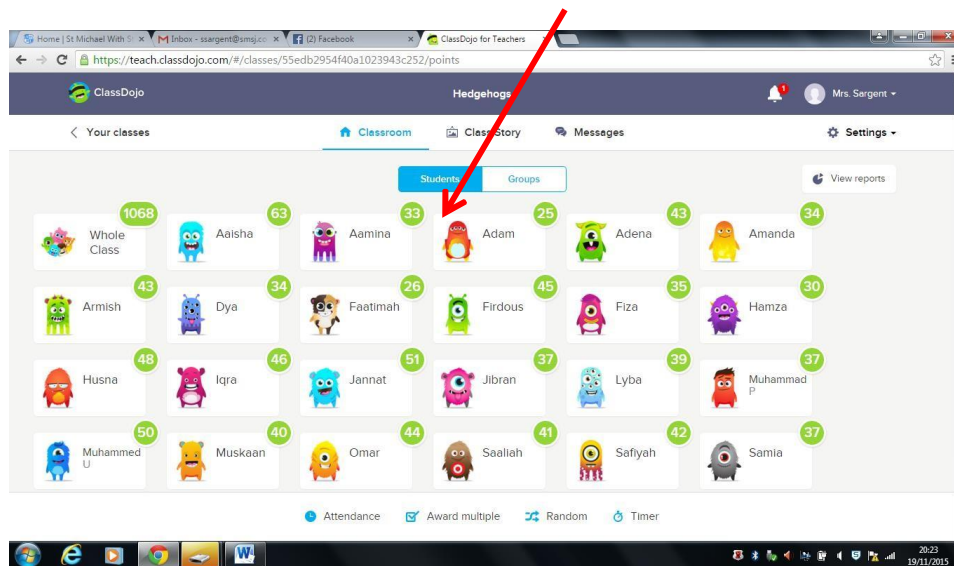
Appendix 5 – DOJO Instruction Manual

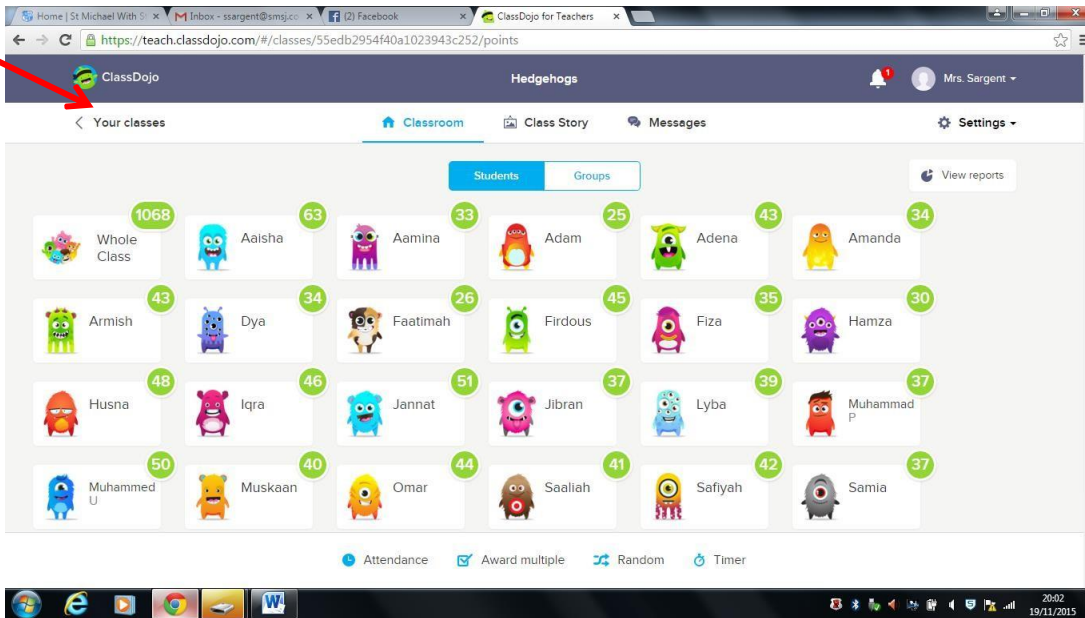
On the class page, select 'Settings' in the top, right hand corner.



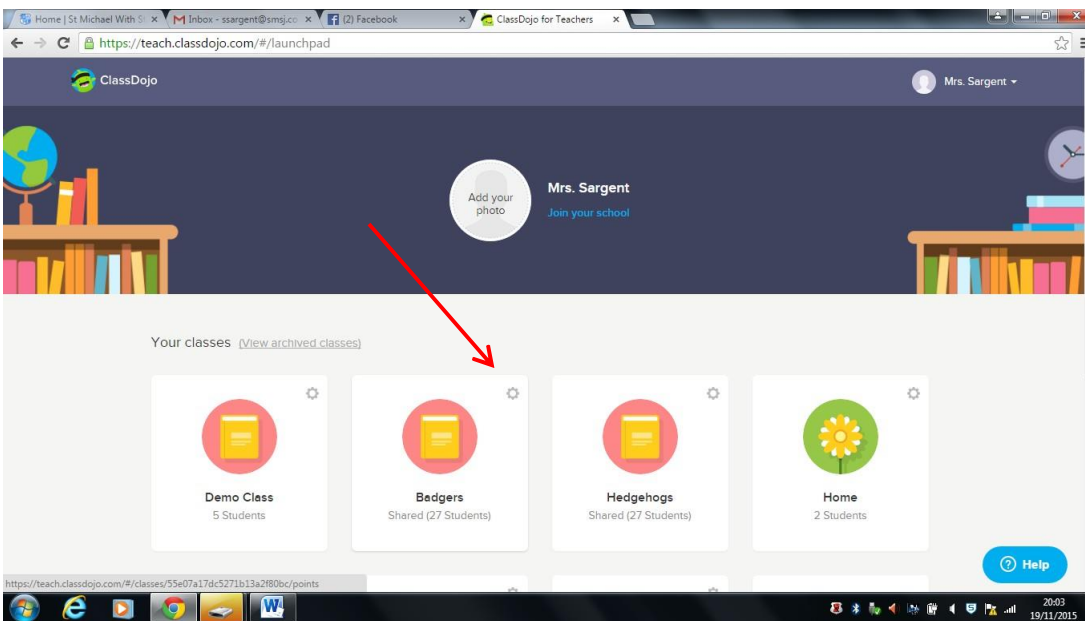
Click 'Edit class'. Select the child's name, click on the monster then choose the right one.

On the class screen, select 'Groups'.





Then, on your class icon, you will find a cog like symbol in the top, right hand corner.



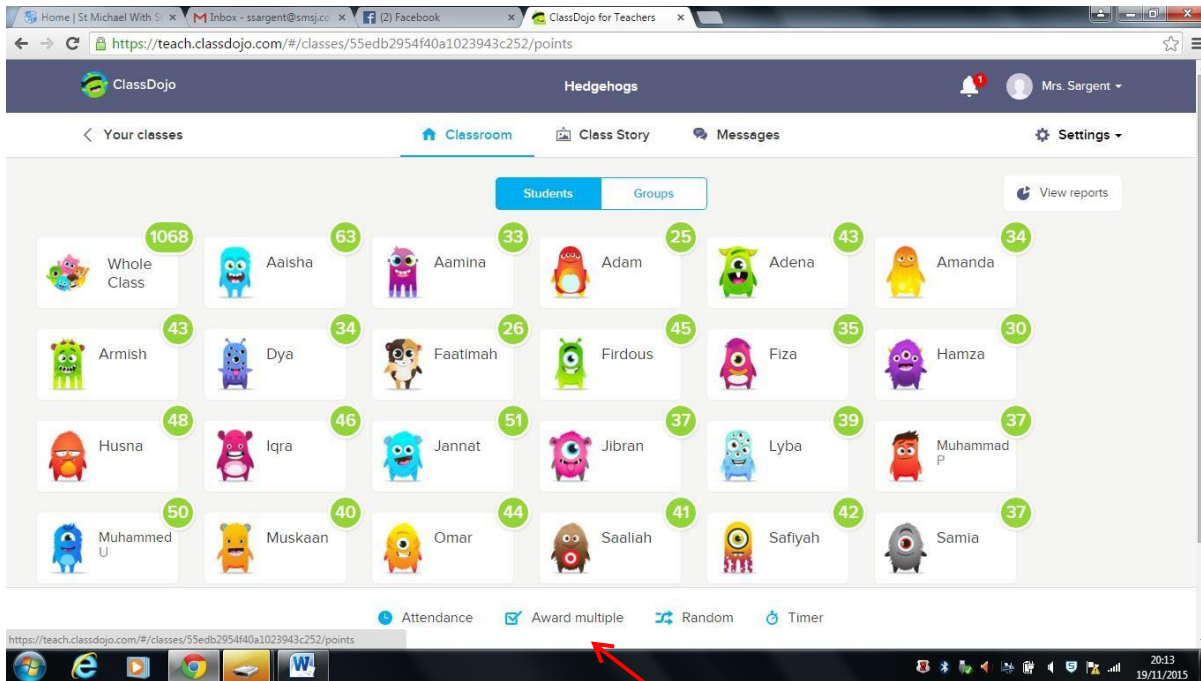
Click on it then select 'Share class'.

Tickets

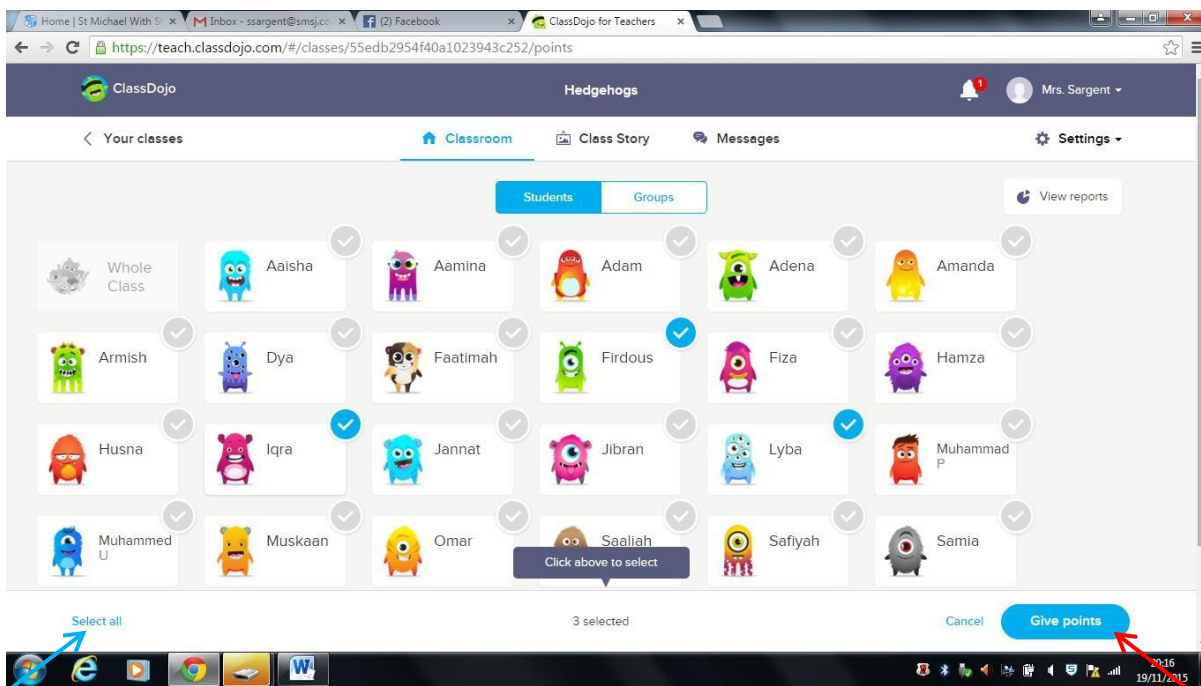
Staff have tickets which they can give out to children from other classes when out and about around the school. If you run out of tickets, there will be a Dojo Ticket Box in the hall where you can get some more from. Children who come back to class saying a teacher gave them a Dojo, without a ticket, will not be given the Dojo, unless the teacher confirms it either verbally or in writing.

Additional Information

You can give more than one child a Dojo at any one time by using the 'Award multiple' icon.



Once you've selected this, you can then just select all the children who you want to award a Dojo to, then click on the 'Give points' icon.



From this same screen, you can also 'Select all' (bottom left) which means you can quickly and easily give all the children in the class a Dojo each.

You will also find a timer on your class screen, which can be useful.

Home | St Michael With S... | Inbox - ssargent@smsj.co... | Facebook | ClassDojo for Teachers |

https://teach.classdojo.com/#/classes/55edb2954f40a1023943c252/points

ClassDojo Hedgehogs Mrs. Sargent

Your classes Classroom Class Story Messages Settings

Students Groups View reports

Whole Class 1068	Aaisha 63	Aamina 33	Adam 25	Adena 43	Amanda 34
Armish 43	Dya 34	Faatimah 26	Firdous 45	Fiza 35	Hamza 30
Husna 48	Iqra 46	Jannat 51	Jibran 37	Lyba 39	Muhammad P 37
Muhammed U 50	Muskaan 40	Omar 44	Saaliah 41	Safiyah 42	Samia 37

Attendance Award multiple Random Timer

20:13 19/11/2015

Appendix 6 – Report Card

REPORT CARD

Name _____

Class _____

Week beginning _____

My Targets:

Complete each section with 😊 😐 😞

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Session 1					
Playtime					
Session 2					
Lunchtime					
Session 3					
Session 4					

Appendix 7 – De-escalation Strategies

West Street Primary School

De-escalation Strategies for Managing Challenging Behaviour

Consistency is known to be the most important behaviour management tool. Therefore, at our school we aim to act in a similar way and know what the general responses to managing challenging behaviour should be.

Staff interactions with pupils are crucial to limiting the frequency, duration & intensity of disruptive behaviours and to promoting their behavioural growth. The following information provides guidance for staff when dealing with pupils that present challenging behaviours.

Do

- ✓ Know and follow the tiered behaviour management system already in place at the school.
- ✓ Know about & follow any details relating to individuals you are supporting (Behaviour plans; IEP targets relating to behaviour; specific strategies identified).
- ✓ Be aware of external factors that might influence a child's behaviour and self-esteem (e.g. home experiences).
- ✓ Find something to give the child praise for.
- ✓ Use a calm voice; talk low, slow and quietly (no shouting if possible).
- ✓ Be aware of the signals given out by your body position & posture; remain calm; try to sit down.
- ✓ Nod your head to indicate attentiveness; smile – particularly to show agreement.
- ✓ Be aware of the physical distance between yourself & others & the message it conveys (give a child space when needed).
- ✓ Be clear & firm about boundaries of acceptability.
- ✓ Be prepared to listen (allow the child to speak without interruption; ask questions to clarify).
- ✓ Give reassurance and offer support.
- ✓ Draw upon personalisation & former relationship factors.
- ✓ Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices & alternatives. Always provide an 'escape route.'
- ✓ Identify the options available to the child.
- ✓ Assess the situation, consider making the environment safer (move furniture; remove other children from the situation; remove potential weapons; be aware of the child's body language).
- ✓ Get help (ask a colleague / member of the leadership team for help).

N.B. People on the autistic spectrum often have difficulties interpreting non-verbal communication.

Don't

- X Overreact or inflate the situation out of proportion.
- X Use high level intervention when low level will suffice.
- X Allow yourself to be wound up or lose your temper – do not shout.
- X Be unclear & hurried in speech or actions; or issue complicated instructions.
- X Have inappropriate expectations.
- X Invade personal space.
- X Use staring, threatening eye contact or stand over pupils in a threatening manner.
- X Use inappropriate physical contact with any child.
- X Dwell on secondary behaviours – focus on the primary issue.
- X Ever place the child in a position of no escape (with no choices).
- X Use destructive criticism, sarcasm, belittling methods to humiliate.
- X Show favouritism or be inconsistent.
- X Use unnecessary peer group pressure.
- X Use personal details in front of a group.
- X Remind the child of previous incidents.

Recording and reporting an incident:

For very serious incidents the Headteacher should be informed & in some cases an internal exclusion or an external exclusion or suspension may take place. A full investigation must be carried out & an incident form completed by the member of staff who has reported the incident. Parents will be contacted promptly by the school to notify them of any reported serious incidents in which their child has been involved.

When a child persistently behaves inappropriately, their behaviour will be monitored through use of a report chart. Parents are notified of any instance where a child hits/fights with another child. In both these situations, staff to record details on SAFEGUARD.