

# **COBBS BROW PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

January 2024

## Introduction

At Cobbs Brow School we have high expectations in regards to behaviour and academic rigour. One of our primary aims is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels **happy, safe and secure**. The school recognises that effective teaching and learning can only take place in an atmosphere where there is a clear understanding of expectations for acceptable behaviour.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will model high standards and children will be given clear guidance on what is expected of them. Partnerships with parents will be promoted to ensure that the school's values become central to the lives of all the children. All children and parents will be asked to sign our Home and School Agreement to show their support of the policy.

Our Core School Values are achievement, happiness, friendship and success for all. We use these core values as a means of promoting good relationships so that all members of the school community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

### Our aim is that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others
- Be respectful of self and others
- Be truthful and honest
- Build trust
- Be polite and understand forgiveness
- Learn responsibility and cooperation

### Our behaviour policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Roles And Responsibilities

Behaviour is taught explicitly across school. All adults working with children should model controlled, respectful, verbal and non-verbal behaviours. Learning activities are planned to be creative, engaging and appropriately challenging. Staff will create and maintain a stimulating environment that encourage children to remain engaged.

Staff will develop positive relationships with pupils by:

- Greeting pupils in the morning/at the start of lessons
- Supporting pupils to identify their zones of regulation
- 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

### **The role of the Governing Body**

The governing body at Cobbs Brow are responsible for reviewing the behaviour policy in conjunction with the headteacher and for monitoring the policy's effectiveness.

The Headteacher has the day-to-day authority to implement the school's behaviour policy but governors may give advice to the Headteacher about particular issues. The headteacher should take this into account when making decisions about matters of behaviour.

### **The Role Of The Headteacher**

The headteacher at Cobbs Brow Primary School will review and approve this policy in conjunction with the governing body as well as other policies such as safeguarding. The headteacher will also ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, implementing the policy consistently with all groups of pupils.

The headteacher will liaise with departmental leads to ensure new staff are inducted into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

The headteacher will ensure appropriate training is available with regards to behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

The headteacher will work with the senior leadership team and designated safeguarding leads to ensure the behaviour log (Safeguard Software) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **The Role Of Teachers And Staff**

All staff who work in school are responsible for creating a calm and safe environment for pupils, have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability. Staff will model the expected behaviour and positive relationships and consider their own behaviour on the school culture and how they can uphold school rules and expectations both in and out of school. All children will be treated fairly, with respect and understanding and the policy will be implemented consistently.

Staff are responsible for establishing and maintaining clear boundaries of acceptable pupil behaviour and communicating the school's expectations, routines, values and standards. Through every interaction, pupils will be challenged to meet the schools expectations. Staff are expected to provide a personalised approach to the specific behavioural needs of particular pupils (where appropriate) and are responsible for recording behaviour incidents promptly on Safeguard Software and informing a member of the senior leadership team. The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **The Role Of Parents And Carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents are expected to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement. We aim to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents are responsible for updating their child's class teacher about any change in circumstances that may affect their child's behaviour. School values parental input with regards to behaviour and we expect our parents and carers to support both school and their child when accessing pastoral work / interventions following any incidents of undesirable behaviour. The school will endeavour to build a positive relationship

with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

If parents have any concern about the way that their child has been treated, they should initially contact the classteacher, followed by the key stage departmental lead and deputy headteacher. Should their concerns remain they can contact the headteacher directly. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as laid out in the Complaints Procedure Policy.

Parents can familiarise themselves with the behaviour policy which is available on the school website or by a request being made to the school office for a paper copy.

### **The Role of Pupils**

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be supported to meet the behaviour standards and will be provided with additional PSHE sessions and pastoral support wherever appropriate. Pupils will also be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Pupils will be made aware of the rewards they can earn for meeting the behaviour standard, and the consequences for undesirable behaviour. Extra support and induction will be provided for pupils who are mid-phase arrivals and new to Cobbs Brow Primary School.

### **Pupils With Special Educational Needs And Disabilities**

At Cobbs Brow School we recognise that some children may require additional therapeutic support to meet expectations of behaviour. This support, which is outlined below, should be given consistently, predictably, and applied fairly. Reasonable adjustments can be made to behaviour routines and expectations for pupils with additional needs, where appropriate, reasonable and developmentally appropriate, to ensure all pupils can meet behavioural expectations.

Other children who need more specialised support will be identified and assessed by the school's pastoral team. This may result in the pupil being placed on a support plan which will give details of the strategies the school will be using to try and support the child whilst they acquire the skills and habits needed to operate within the schools behaviour policy and systems. Further support will also be provided by liaising with outside agencies (see below). This is to ensure that all children in school feel that they belong in the school community whilst ensuring high expectations are maintained for all pupils.

#### **Therapeutic approaches may include the following:**

1. Visiting the Sensory Room: The Sensory Room is a safe space where sensory stimulus can be limited and comfortable, soft seating is available. Designed to be a welcoming environment.
2. Art activities- expressing emotions or filling the silence gap with a calm activity is especially good for attachment or bereavement situations.
3. Mindfulness- helps children reflect, understand, self-regulate and be patient with themselves.
4. Craft activities- crafting is very good for children who have anxiety and rewarding for children with low self-esteem because they feel successful once they make their craft.
5. Playing board games with a trusted adult - provides an opportunity for children to learn to lose and cope when things do not go their way. For example, once a few times of feeling successful an adult might remove a piece from a puzzle and provide strategies with how to solve the problem (make your own piece). It is very important to develop resilience which can be applied across life.
6. Lego - it is easier to talk to someone when you are completing a task. Sometimes it can be used as a distraction for a child who is young and is about to enter crisis. Largely used to raise self-esteem and develop a sense of achievement without the need to interact with others intensely.
7. Spending time outdoors to regulate and process emotions.

These therapeutic activities are not rewards but experiences that children who require additional emotional support for whatever reason need to access to ensure their emotional development is supported. In addition to this, some children who require significant emotional support, will be supported by five key adults in school. These adults are chosen in collaboration with the child and their role is to ensure that they establish to build connection and relationship with the child in whatever capacity they have and to know how to support the child if they are dysregulated. These adults will support the child in regulating their emotions, relate to the situation, reason a way forward and repair the relationship.

**Approaches for being a key adult (taken from Louise Bomber – behaviour specialist and author) to support children to regulate their emotions can include the following:**

<b>Regulate</b>	<b>Relate</b>
<p>"Your body is trying to tell us something; I wonder what that might be?"</p> <p>"I can see that something is really bothering you right now. Let's go and get some space together, you and me."</p> <p>"I can see you're really upset right now, and feeling angry with your friends, so much so you don't want to play with them anymore. No wonder you're so upset. Before we talk this through, let's get a blanket in a calm space."</p>	<p>"I'm wondering if you may be feeling ..."</p> <p>"Help me understand what's going on for you right now."</p> <p>"Now I understand ..."</p> <p>"Let me see if I have this right ..."</p>
<b>Repair</b>	<b>Reason</b>
<p>Using visuals, such as <i>Sorry</i> cards.</p> <p>Random acts of kindness that the offended person might appreciate.</p> <p>Payback time for people who sorted out a situation caused by their dysregulation, carried out <i>with</i> the key adult modelling alongside them.</p>	<p>"You are using your swearing part right now; I'm wondering where your respectful part has gone? I know it's there as I saw it when we were talking earlier with the Headteacher."</p> <p>Teach respect for one another, care for belongings, valuing living things, respecting boundaries.</p> <p>Opportunities for strengthening relationships, novel experiences and communication of affirmations.</p>

**Responding to Expected and Positive Behaviour**

Expected behaviour in Cobbs Brow is taught throughout the school year using our school behaviour curriculum. The behaviour curriculum policy has been informed through research and advice by Tom Bennett (DFE behaviour advisor).

Often what means more than extrinsic rewards and sanctions are comments from staff and smiles. We value the impact of stopping a child and saying "I noticed just how kind you were to ..." , "Thank you, that was really nice of you,"

However, we know that children also appreciate tangible rewards. These include classroom level reward systems, such as stars and raffle tickets, awarded to children throughout the day. Two children from each class will be chosen each week to receive the Star of the Week award. Children may also receive a Head or Deputy Head award for an excellent piece of work. (see below).

Further examples of class rewards include:

- Informing parents
- Star of the week
- Written comments on work
- Recognition across the school in front of the class
- Certificates and stickers
- Extra privileges
- Sharing the good event by being sent to the head teacher for praise
- Termly merits
- Responsible jobs in class

Individual class rewards will vary from class to class depending on the age of the children.

## Responding to Undesirable Incidents of Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent further recurrence of undesirable behaviour. De-escalation techniques can be used to help prevent further behaviour issues arising, such as distraction and the use of pre-arranged scripts and phrases.

When responding to undesirable behaviours, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Cobbs Brow will use an appropriate approach in response to unacceptable behaviour. We will consistently use positive language (for example, 'walk sensibly' instead of 'do not run').

Key behaviour techniques and whole school systems include:

1. Always begin by focusing on positive behaviour of peers.
2. Non-verbal cues and visual aids.
3. If the undesirable behaviour continues, register disapproval and explain why, having a short conversation with the child about their behaviour. Remind children about behaviour expectations for learning and what will happen next if the undesirable behaviour continues.
4. Reoccurrence of undesirable behaviour will result in a consequence of a sanction.

Children will be supported to take part in a repair conversation in all incidences of behaviour in order for them to reflect upon their actions, make the right choices and repair relationships.

## Working With Other Local Agencies

In cases of persistent disruptive behaviour, after consultation with the class teacher and parents, the Headteacher or member of the Senior Leader Team may call upon the expert advice of outside agencies to assess the specific needs of an individual pupil. This may include monitoring observations by support agency staff and the development of behaviour plans. More serious situations may require a referral to a behaviour unit.

Managing transitions between school and referral units, or school and high school will ensure the least possible disruption for the child's learning. This will involve information sharing between all concerned in order that every opportunity is taken to promote a positive and 'new' start, whilst recognising the child's specific behavioural issues and the concerns of both staff and parents.

## Power to Use Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in these circumstances' means using no more force than is needed.

Restraint means to hold back physically, to bring a pupil under control or using hand/body to block a physical action. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Staff may use reasonable force to:

- remove disruptive children from the classroom if they refuse to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school grounds where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Staff will not use force as a punishment - it is always unlawful to use force as a punishment.**

#### **Incidents of reasonable force must:**

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
- Incidences must be recorded on Safeguard Software

#### **Informing parents**

In the event of a serious incident in which force has been used on a pupil, the Headteacher or other authorised member of staff will speak to the parents of the pupil about the incident.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

#### **Other Physical Contact With Pupils**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

#### **Confiscation Of Inappropriate Items**

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, retain or dispose of a pupil's property as a punishment. Staff are protected against any liability for damage to, or loss of, any confiscated items.
2. Power to search without consent for 'prohibited items' including:
  - Knives and weapons
  - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons and knives and other legally prohibited materials must be handed to the Police. Otherwise, it is for the headteacher to decide if and when to return an item, or whether to dispose of it.

### **Fixed-Term And Permanent Exclusion Of Pupils**

The staff and Governors of Cobbs Brow are committed to inclusion. It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded. All avenues will be explored before a decision is taken to exclude a child from school.

A pupil may be excluded permanently in response to a serious breach or persistent breaches of the school's behaviour policy. Exclusion could take place if it is decided that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. Should exclusion prove necessary, procedures will strictly follow the guidance provided by the LA (Local Authority) and DfE (Department for Education).

### **What Is Bullying**

At Cobbs Brow bullying is not when two people have a disagreement or falling out. We believe bullying is: The persistent and continued intimidation and/or abuse (either verbal, physical or via social media) carried out deliberately by an individual or group with the intended purpose of harming another individual or group. This can include:

- name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse (for further information about this please refer to Keeping Children Safe in Education Sept 2022, Cobbs Brow School Anti Bullying Policy and the information below. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

### **Peer-on-Peer Abuse**

Below is a list of what counts as problematic and unacceptable behaviour. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying); - see our school anti bullying policy
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks and online sexual
- harassment, which may be standalone or part of a broader pattern of abuse;



- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## Harassment

The school has a duty under the Equality Act 2010 to promote equality. This means that there is a duty to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different beliefs, faiths, race, culture, sexual orientation etc.

As a school, it is particularly important that we help children to understand each other and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values, which include mutual respect and tolerance of those of different faiths and beliefs. Racial abuse or harassment of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be. Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed. The incident is recorded and any incidents are reported at governing body meetings.

## The Principle of a Zero-Tolerance Approach

At Cobbs Brow Primary School, zero-tolerance means that any incident will be proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour policy. We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

We will not tolerate peer on peer abuse but we will not demonise any child. We will support and listen. The response to each incident should be proportionate. For example, we might address a 'lower-level' incident such as a sexist comment through education, our curriculum and the way our school promotes respect. The use of exclusion from school will only be used in the most severe cases, for example if the police recommend we exclude a child after an incident of sexual assault.

## Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

## Monitoring, Evaluation and Review

At Cobbs Brow School, we recognise that the development of our Behaviour policy is a cyclical and not a

linear process. We will monitor, evaluate and review our policy on an annual basis, more often if required, so that it is part of an on-going cycle of change and review to ensure it is effective and meets the current needs of the school.

We will monitor:

- Consistent use of stated behaviour management by all staff
- Improvements in class management and its impact on learning
- Improvements generally in school and at playtimes
- Number of serious incidents logged

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The overall effectiveness of this policy will promote the nurturing ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress, promoting the high standards and high expectations set out in the school's aims and rules of conduct.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The policy is reviewed annually.

**This policy was updated:** January 2024

**To be reviewed:** September 2025

**This policy was approved by the school governing body**

**Date** January 2024

**Signed** *Kevin Davidson* (Chair of Governors)

## Appendix

### A. Sanctions Overview

<b>Bullying</b>	Inform SLT. Miss part of break/lunch or possible exclusion depending on severity. Inform parents.
<b>Deliberate racist/homophobic acts</b>	Inform SLT. Miss part of break/lunch or possible exclusion depending on severity. Inform parents.
<b>Class based incidents</b>	
<b>Verbally abuse child/name calling</b>	Staff member reminds child about the right choice. If a repeat of behaviour occurs, then miss part of break/lunch.
<b>Verbal aggression towards staff</b>	KS1 & 2 - Miss part of break/lunch or possible exclusion depending on severity. Inform parents.
<b>Swearing</b>	Staff member reminds child about the right choice. If a repeat of behaviour occurs, then miss part of break/lunch. Inform parents.
<b>Physically hurt child</b>	Staff member reminds child about the right choice. Miss part of break/lunch or possible exclusion depending on severity. Inform parents.
<b>Waste learning time in class</b>	Catch up work in break/lunch time.
<b>Deliberate destruction of equipment/furniture</b>	Staff member reminds child about the right choice. Miss part of break/lunch. If it is serious (e.g. purposely breaking furniture/window) then send for SLT or possible exclusion.
<b>Disrespectful in class</b>	Staff member reminds child about the right choice. Miss part of break/lunch.
<b>Refusal to do work</b>	Complete all/part of work during break or lunch time.
<b>Refusal to follow adult instructions</b>	Staff member reminds child about the right choice. Miss part of break/lunch.
<b>Running off/walking away from an adult</b>	Staff member reminds child about the right choice. Miss part of break/lunch
<b>Walk out of class</b>	Staff member reminds child about the right choice. Miss part of break/lunch
<b>Persistent low level disruption</b>	Children will be referred to a member of the SLT.
<b>Playground incidents</b>	
<b>Physically hurt someone</b>	Staff member reminds child about the right choice. Child miss part of breaktime next to the wall in view of a staff member. If it is serious, send to member of SLT for an appropriate sanction. Class teacher informed.
<b>Deliberate destruction of equipment</b>	Staff member reminds child about the right choice. Child miss part of breaktime next to the wall in view of a staff member. SLT informed. Class teacher informed.
<b>Verbally abuse someone</b>	Staff member reminds child about the right choice. Child miss part of breaktime next to the wall in view of a staff member. If it is serious, send to member of SLT for an appropriate sanction. Class teacher informed.
<b>Refusal to follow adult instructions</b>	Staff member reminds child about the right choice. Miss part of break/lunch. Class teacher informed.

Please note that for some children sanctions may include the following:

- \* In Early Years children may miss some of their provision time.
- \* In Key Stage 1 children may miss some golden time.

## B. Sanctions – A scaled response

### Level 1 Consequences - for low level routine misbehaviour e.g. talking, distracting others

- Non-verbal e.g. Frown, raised eyebrows, shake of head
- Verbal/visual **Reminders** of behaviour expectations 30 second intervention (Appendix i)
- Tactically ignore
- Redirect attention
- Teacher/staff member position self by child
- Move pupil within classroom

### Level 2 Consequences - for repeated misbehaviour/failure to be Ready, Respectful and Responsible.

- **Caution** - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, “Think carefully about the choices you make and the consequences of your actions”
- **Last Chance** - Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. (Appendix i)
- Complete unfinished work at playtime/golden time/continuous provision.
- Loss of 5 minutes break/lunch time.
- Time out within continuous provision (EYFS).
- Referral to pastoral team for support

### Level 3 Consequences - for persistent misbehaviour/failure to be Ready, Respectful and Responsible.

- Children will be referred to a member of the SLT and consequences will be followed in line with the sanctions appendix within our Whole School Behaviour Policy.

## Appendix i

### 30 second scripted intervention for Level One/Two

	Steps	Actions
<b>A</b>	Warning	You should be ... Thank you  <u>Allow a cooldown time</u> - adult to walk away
<b>B</b>	Warning	You are still ... if you continue you will lose 5 minutes of your playtime (EYFS – continuous provision), you should be ... Thank you  <u>Allow a cooldown time</u> – adult to walk away
<b>C</b>	Consequence	You are still ... so you will lose 5 minutes of your break/lunch time (EYFS – continuous provision).

<b>D</b>	<p><b><u>Repair/Social Time</u></b> Discuss the behaviour and why it is not expectable in class. Remind the child that the everyday is a new day.</p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul>
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**30 second scripted intervention for Level Three**

	Steps	Actions
<b>A</b>	Warning	<p>You have now lost 5 minutes play/breaktime (EYFS – continuous provision) and you are continuing to ....</p> <p><u>Allow a cooldown time</u> -adult to walk away</p>
<b>B</b>	Warning	<p>You are still ... if you continue you will be sent to (name member of Key Stage Lead) ... Thank you</p> <p><u>Allow a cooldown time</u> – adult to walk away</p>
<b>C</b>	Consequence	<p>You are still ... so go and see (name member of Key Stage Lead)</p>
<b>D</b>	<p><b><u>Repair</u></b> Discuss the behaviour and why it is not expectable in class.</p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul> <p>Remind the child that the everyday is a new day.</p>	