

# POSITIVE BEHAVIOUR POLICY

## The Paragon School

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| <b>Policy Owner</b><br>Deputy Head, Pastoral  | <b>Applies to</b><br>The Paragon School   | <b>Superseded documents</b><br>Positive Behaviour Policy v4                    |
| <b>Associated documents</b><br>Anti-Bullying Policy<br>Mental Health and Wellbeing Policy<br>Exclusions Policy<br>Teaching and Learning Policy<br>Safeguarding Policy<br>SEND Policy<br>Equality, Diversity and Inclusivity Policy<br>Positive Handling Policy (inc. Restraint) | <b>Review frequency</b><br>Every year (unless the legislation/regulations update before this time)<br><br><b>Implementation date</b><br>10 October 2024 | <b>Legal Framework</b><br>KCSIE 2024<br>Working Together to Safeguard Children |

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees, where applicable.

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|--------------------------------|--|
| <b>Last reviewed by:</b>       | Deputy Head Pastoral and DSL (Mrs S James) and Head of Compliance (Miss E Wickham) |
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| <b>Approved by Trustees:</b>   | Approved by The Paragon Leadership Team  |
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## 1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage.

## 2. Policy Statement

The Paragon School is committed to creating an environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the 5 school values of: Honesty, Kindness, Compassion, Aspiration and Self-belief.

Our behaviour system is based on children being able to make good choices, for which they are recognised and praised. We encourage our children to reflect on the way they behave by modelling and celebrating those children who make the appropriate choices and by discretely addressing children who make inappropriate choices. We guide children into making the right choice at the time and in the future. We believe that children respond well to praise and positive encouragement to choose appropriate behaviour, and we have a wide range of incentives and rewards in place. All staff praise the children who make the correct choices for their behaviour and follow the Paragon Values.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach, to supporting their behaviour, will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Consistent expectations are important, and all members of staff must be proactive in the implementation of this policy. They should encourage all pupils to make good behaviour choices in class and elsewhere in the school. Good behaviour should be the expectation rewarded with praise and instilling intrinsic motivation.

This policy has been written using the pedagogical thinking from Paul Dix: 'When the adults change, everything changes'.

## 3. Aims of the policy

- To provide a safe, comfortable and caring environment where good relationships are nurtured and optimum learning takes place;
- To provide a clear guide for pupils, staff and parents of expected levels of behaviour;

- To provide a consistent and calm approach;
- All adults take responsibility for behaviour and follow-up personally;
- All adults use consistent language to promote positive behaviour; and
- To use restorative approaches instead of punishments.
- To not give learners excessive attention and priority for poor conduct
- To ensure that excellent behaviour is a minimum expectation for all
- To help children take control of their behaviour and be responsible for the consequences of it

#### **4. Purpose of the policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no ‘bad’ children, just ‘bad choices’
- Encourage children to recognise that they can and should make ‘good’ choices
- Recognise and share what expected behaviour looks like
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions
- Recognise the importance of relational practice with all children

All staff must adhere to this policy. This policy relates to the whole school, including the Early Years Foundation Stage.

#### **5. Safeguarding**

If any pupil’s behaviour gives staff cause that a child is suffering, or is likely to suffer, significant harm or is a Safeguarding cause for concern, they should follow The Paragon School’s Safeguarding Policy and report their concerns to the DSL, as per the policy.

#### **6. The Paragon Values**

‘The Paragon Values’ are a set of values/rules which are the cornerstone of everything we promote at The Paragon. These are the values that every member of our community models and shows and will make our children exemplary members of the community. These values/rules are as important as academic achievement.

The Paragon Values:

- Kindness
- Compassion
- Honesty
- Self-belief
- Aspiration

Recognition of children displaying our school values is the cornerstone of our Positive Behaviour Policy. Every member of the school community can recognise another for displaying the values, for example a child can recognise another for being kind to them or a child can be recognised for their compassion at playtime. The community will praise and recognise members making the right choices to follow our set values.

## 7. Behaviour expectations in and around school - relentless routines

We have relentless routines to ensure consistency of expectations during ‘unstructured times’. These routines are followed by all members of our community and ensure clear guidance of the expectations.

- **Wonderful walking** - all children are to walk in their lines, one behind the other on the left-hand side of the path/stairs as they move around the school. Children should move with purpose around the school, walking not running, and should demonstrate this whether an adult is with them or not
- **Lovely lining up** - all classes to line up in a set order every time they are asked to line up by any member of staff
- **Terrific transitions** - staff members take responsibility for the class they have been teaching and lead them to their next session/lesson in a quiet and orderly manner. If staff are moving on to teach another class, they cannot leave the current class until the next teacher has arrived.

## 8. Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. To ensure that each child has an enjoyable playtime where they feel safe and secure, the importance of full and active supervision at these times cannot be stressed enough.

Staff on playtime supervision will:

- Praise any child for following the Paragon Values
- Support children if they are making the wrong choices in a coaching, supportive way
- Ensure any hot drink is in a lidded beaker
- Not leave the playground until the member of staff taking over the duty has arrived and you’ve handed over any issues to be aware of
- Ensure 2 members of staff are on duty at any time
- Cover teachers should cover the duty of absent teachers
- Staff on playtime duty should be quickly identifiable for the children by wearing a hi-viz jacket
- When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.
- Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision
- Staff taking a class to the playground should not leave them unless there is a member of staff on duty

## 9. Roles and responsibilities

All staff and members of the school community:

- Meet and greet children at the start of the day/lesson
- Recognise children who are following the schools’ values
- Give more time to the positives - *name and fame, not name and shame*
- Use the ‘Classroom stepped support plan’ (see section 13 below) for children not doing as they’ve been asked

- Staff to model the behaviours we want to see, at all times
- Staff to listen to children and value what they have to say
- Build relationships with children based on mutual trust and respect
- See the positive in all children and treat each child the same
- Never walk past or ignore children who are failing to meet expectations
- Always redirect the children's behaviour by referring to the Paragon Values of; honesty, kindness, self-belief, compassion and aspiration
- Model the school values in their everyday conduct
- Praise in public, reprimand in private

#### **Role of Heads of Key Stage:**

The role of the middle leader is not to deal with behaviour issues in isolation, rather they are there to stand alongside colleagues to support, guide, model and show a unified consistency.

- The Heads of Key Stage will support colleagues in ensuring positive recognition is consistently promoted in all classes in their key stage and throughout the school
- Heads of Key Stage will support class teachers with sanctions for children who consistently do not follow the school values
- Heads of Key Stage will work with, and support, class teachers in promoting positive behaviour
- The Heads of Key Stage will be the teachers first point of call if they are concerned about a child's behaviour
- Heads of Key Stage will discuss any behavioural concerns at the weekly pastoral meeting and ensure that incidences and outcomes at step 5 or above are logged on CPOMS - including actions and outcomes

#### **Role of Deputy Head, Pastoral:**

- The DHP will support Heads of Key Stage and all staff in supporting and promoting positive behaviour.
- The Deputy Head, Pastoral will support all staff in promoting positive behaviour consistently throughout the school.
- The DHP will review records on CPOMS to look for patterns and links which will inform Personal, Emotional, Spiritual Development (PSED) topics and staff training.
- The DHP will support colleagues when escalating concerns and implementing a pastoral support plan or further support as necessary
- Support colleagues in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

#### **Role of the Leadership Team**

- Be a highly visible presence around school throughout the day
- Ensure that they model and promote the schools' behavioural values throughout the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, Paragon Path, Friday positive news, positive postcards, Recognition Boards.

#### **Role of Headteacher:**

- The Headteacher will support and guide all staff in ensuring they are following the school's positive behaviour policy.
- The Head will be kept informed of any child on escalating sanction by the DHP

- The Head will make the final decision of a suspension or exclusion in consultation with the DHP, class teacher, chair of the LGC and child's parents

## 10. A Consistent Approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes/children well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- To genuinely like and respect them
- To be calm and constant in their daily interactions

Adult strategies to develop excellent behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

## 11. Promoting Positive Behaviour

On a day-to-day basis, we praise, value and reward children for good behaviour in a variety of ways:

- Staff verbally congratulate children ensuring they link it to the value they are recognising
- Children move their name up a step on the 'Paragon Path'
- Staff may send a child to Head of Key Stage or Deputy Head, Pastoral to reinforce praise.
- All staff to be consistent in their approach to behaviour
- Staff to ensure all good behaviour is recognised and praised
- Staff to be proactive in supporting and reporting children who are struggling with aspects of school.
- If children continually demonstrate their good choices and Paragon Values, an additional recognition may be made - see below

We also understand that for some children following our behaviour expectations are difficult due to their additional needs/developmental level. In these cases, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

## The Paragon Path



The Paragon Path is a way that we recognise individual children's good choices inline with the Paragon Values - this is not for whole class rewards, more an individual recognition. Every week, each child starts at the beginning of the path on step 1. They then move their name forward a step, maximum of one step at a time, if recognised for good behaviour and following the Paragon Values.

The names are reset at the end of the week or if a child reaches point 10.

When they reach point 10, a child receives the intrinsic reward that they have excelled that week in demonstrating the Paragon Values. The class teacher may contact the child's parent by putting a note in their Diary or sending home an email. Each class will keep a tally of how many children have reached point 10 that week and challenge themselves to increase their target the following week. Class teachers may choose to set a class reward if a certain number of children reach point 10 the following week.

The Paragon Path may be used to specifically focus on one aspect of the Paragon Values that a particular class needs extra support in achieving. This is up to the class teacher to decide in discussion with the Head of Key Stage.

Other school staff, specialist teachers and other children can also recognise individuals for demonstrating the Paragon Values and they can suggest they move up a space.

Paragon Path recognises children demonstrating the Paragon Values and good behaviour.

Examples are:

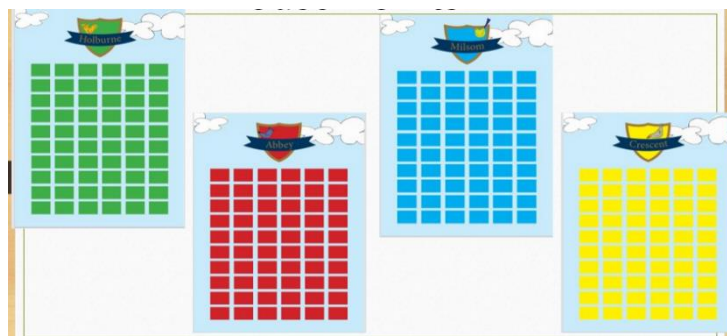
- *Being a kind friend*
- *Helping a friend*
- *Good listening*
- *Showing respect*
- *Having good table manners*
- *Being polite*
- *Sharing*
- *Being positive*
- *Showing forgiveness*
- *Being honest*



## House Points

Every child in the school from Reception to Year 6 is placed into one of our four houses; Abbey, Holbourne, Milsom and Crescent. The children collectively collect points for their house through academic effort or demonstrating skills of The Paragon Wheel. These House Points will be added by the child to their house chart, displayed in each classroom one for each house, by drawing a mark, smiley face, tick etc, with a dry-wipe marker.

*Staff need to be aware that House Points are awarded for the effort that goes into academic achievement, not the outcome.*



Each week the House Points will be added up and a winning cup awarded to the House with the greatest number of points. At the end of each half term, the House with the most points will be awarded the House Cup.

When awarding a child with a house point, the member of staff must make sure they are explicit in telling the child why they have been awarded it. For example, *I am so pleased to see you working collaboratively; Thank you for working so well independently on your project; Even though you found that tricky, you showed great perseverance and made good progress.*

### Criteria for house points (academic)

- Working hard
- Working independently
- Neat presentation
- Working well in a team
- Challenging themselves
- Showing creativity
- Being persistent
- Showing resilience
- Being curious
- Working systematically

## 12. Celebrating Continued Positive Behaviour and Paragon Values

On a day-to-day basis, staff will actively notice and recognise children following the Paragon Values and ensure they praise them for it, as above. Additionally, we have many ways to celebrate children who go 'above and beyond' with their behaviour and embody what it is to be a Paragon child'.

These are:

**Positive news Friday** - teacher to make contact with the parents of one child a week either by phone call, positive postcard, email, face to face conversation, to highlight their child's positive behaviour and contribution to the school value.

**Head's Awards** - These are to reward academic effort, achieving skills from The Paragon Wheel or demonstrating the Paragon Values. Each week a class teacher, or specialist, will choose 1 or 2 children who they feel is deserving of this award and has shown they have excelled during the week. During the key stage assembly that week, the class teacher will explain why the child has received their award to the key stage and they will be presented, by the Head, with a special sticker.

**Above and beyond badge** - At the end of the academic year, children who staff feel have fully embodied the Paragon Values throughout the year are awarded with a special 'Above and Beyond' badge to wear on their blazers. This will highlight the children who the others should look up to as role models for the Paragon Values. These badges can be awarded to any child from Reception to Year 6.

### 13. Dealing with poor behavioural choices

Despite the work that is done to ensure positive behaviour from pupils, from time to time, children will forget our aims and values, make the wrong behavioural choice and may lack consideration for others. We also recognise that in the same way that Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.

At The Paragon School, the fundamental aim of all behaviour management and discipline, is to enable our students to be aware of their behaviour as it affects others' and to take ownership of their own behavioural choices. We understand that whilst external discipline (such as loss of privileges) can suppress anti-social behaviour, in order to effect long term behavioural changes, we aim to support developing pupils' ownership for their behavioural choices.

We believe that it is essential to have a consistent, open and transparent approach to re-directing escalating behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline.

We believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances (for example, pupils need to understand that "ignoring" escalating behaviour doesn't mean a pupil has "got away with it" but that it might be the most effective way of disempowering that behaviour).

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited and provide support to deal with these underlying reasons.

Stepped classroom support plan, as set out below, for making poor behavioural choices should be considered with the age of the child and regard of any learning need a child may have. These steps should be carried out by the member of staff that notices the behaviour.

### 14. Stepped classroom support plan - to support children's behaviour in class

(Also see Appendix B to support in implementing sanctions)

| Step                                    | Action   | Script   |
|---|--|--|
| 1<br>Reminder<br>- non-verbal           | 'drive by', removing an object, standing next to the child as teacher talks, placing hand on their shoulder to regain attention  |  |
| 2<br>Reminder<br>- verbal               | A reminder of the school rule or the requirement delivered privately.<br>Repeat reminders if reasonable adjustments are necessary.<br>Take the initiative to keep things at this stage.<br>Teacher to return and follow up after a few minutes and praise the positive behaviour.            | I noticed you chose to ... (noticed behaviour)<br>This is a REMINDER that we need to be .....<br>You now have the chance to make a better choice.<br>I'll come back so you can show me you've made the right choice.   |
| 3<br>Warning                            | A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.<br><br>Reminder of the requirement.<br><br>Give the child take up time to show they can make the right choice               | Despite me reminding you, I've noticed that you've chosen to continue doing ....<br>This is your final reminder that you need to .....<br>You now have the chance to make a better choice.<br>I'll come back so you can show me you've made the right choice.<br>Think carefully about your next step.   |
| 4<br>Last chance                        | Speak to the child privately and give them the final opportunity to engage.<br><br>Offer a positive choice to do so and refer to previous examples of good behaviour.<br><br>Teacher to follow up with the child after the lesson - privately and this step must be carried out if promised. | I noticed you chose to continue ... (noticed behaviour)<br>You need to speak to me for two minutes after the lesson.<br>If you choose to break the rules again you leave me no choice but to ask you to leave the classroom for a little while until you feel ready to reengage.<br>Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you.<br>Think carefully. I know that you can make good choices. |
| 5<br>Repair, coaching correct behaviour | Teacher to sit calmly with the child following the lesson, or at a convenient time when emotions are not involved and discuss the behaviour with the child.<br>Explore the impact on others, why they acted in that way and how they could have reacted in a different way.                  | What happened?<br>What did you do? Link to behaviours<br>How did you feel?<br>How did this make other people feel?<br>Why did this happen?<br>What should we do to put things right?   |

|   |          |  |   |
|---|----------|--|---|
|   |          | <p>This stage is to help the child develop internal discipline and understand the consequences of their behaviour - including why they did not make the right choice.</p> <p>Behaviour supported at this step to be recorded on CPOMS - ensuring initial behaviour, steps to correct it and coaching conversation to be noted.</p> <p>Head of Key Stage to be informed and they will act to support the class teacher moving forwards.</p>   | How can we do things differently next time?   |
| 6 | Time out | <p>If behaviour is led by emotions, the child may benefit from time out of the classroom to calm down and return in a more positive frame of mind.</p> <p>In this instance, the child should join their parallel class for a small amount of time until they are ready to reengage with the learning.</p> <p>For classes without a parallel class, or one they can't access for a reason, the child is to sit out within the classroom until they are ready to reengage.</p> <p>This is to be followed up with a 2-minute discussion after the lesson (see step 5 above) and recorded on CPOMS.</p> <p>Head of Key Stage to be informed at this point.</p> | Class teachers to communicate with their parallel colleagues if they feel a time out is needed. |

**Any conversations or sanctions about poor behavioural choices should:**

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- Not apply to a whole group for the activities of individuals;
- Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure;
- Need to be in proportion to the offence.

*It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.*

### 15. Steps and sanctions for continued poor behavioural choices:

On occasion, children do not learn how to modify their behavioural choices and learn from their mistakes. When this happens, the class teacher will escalate the matter to Key Stage Lead or Deputy Head, Pastoral, as set out below, to work with the child and their parents to improve the behaviour.

| Step | Action  |
|------|---|
| 7    | Repeat of step 5 or 6 or serious misdemeanour<br>Class teacher to discuss with Key Stage Lead.<br>Agree positive behavioural support to be put in place with clear aims to support the child<br>Parents to be informed and agreement made about next steps  |
| 8    | Repeat of step 7 or significant misdemeanour<br>Child will speak with Deputy Head, Pastoral about their behaviour.<br>Child's parents will be informed about the repeat in behaviour and invited in to discuss.<br>Child will have a behavioural plan in place, drawn up with DHP and class teacher, with clear targets for them to follow. |
| 9    | Beyond stage 8<br>Failure to meet the targets set at stage 8, or a significant misconduct, will trigger a meeting with the Head, the child, their parents and the Deputy Head, Pastoral, when further sanctions will be discussed and considered which may include suspension or expulsion.   |

### Suspension or Exclusion

The suspension or exclusion of a child should be implemented as a last resort, when the safety and/or education of the child or their peers is put at risk as a result of the behaviour of an individual. This could be for persistent behaviours displayed over a period of time to which there is no attempt to improve or for one off incidents.

Suspension may take three forms:

- Neutral suspension - not disciplinary and used to enable an unimpeded investigation and may also be taken for the wellbeing of the pupil by separating them from immediate school pressures.
- Disciplinary suspension - with the agreement of their parents, a child is removed from school to enable a situation to receive the support they require. This will be recorded as a serious sanction.
- Fixed term exclusion - in the case of a significant misconduct, a child may be removed from the school for a fixed period as a warning of the need to reassess their behaviour. A fixed term exclusion will be typically followed up with a return to school with a behaviour contract and failure to adhere to the agreed behaviours may result in a permanent exclusion.

The decision to suspend or exclude will never be taken lightly and the Head will make this, in consultation with the DHP, class teacher, the parents and the Chair of Governors. *Refer to the PPS Exclusions Policy*

### 16. Children with SEND

Reasonable adaptations and expectations should be made for children with SEND so that every child's behavioural achievements are recognised. Occasionally, a child with SEND may require restraint to keep them, and others, safe. Refer to The Paragon School *Positive Handling* policy for further information.

### **17. Corporal punishment**

All staff shall ensure that corporal punishment is not given to any child by others in contact with the children or working at the school.

No member of staff will threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

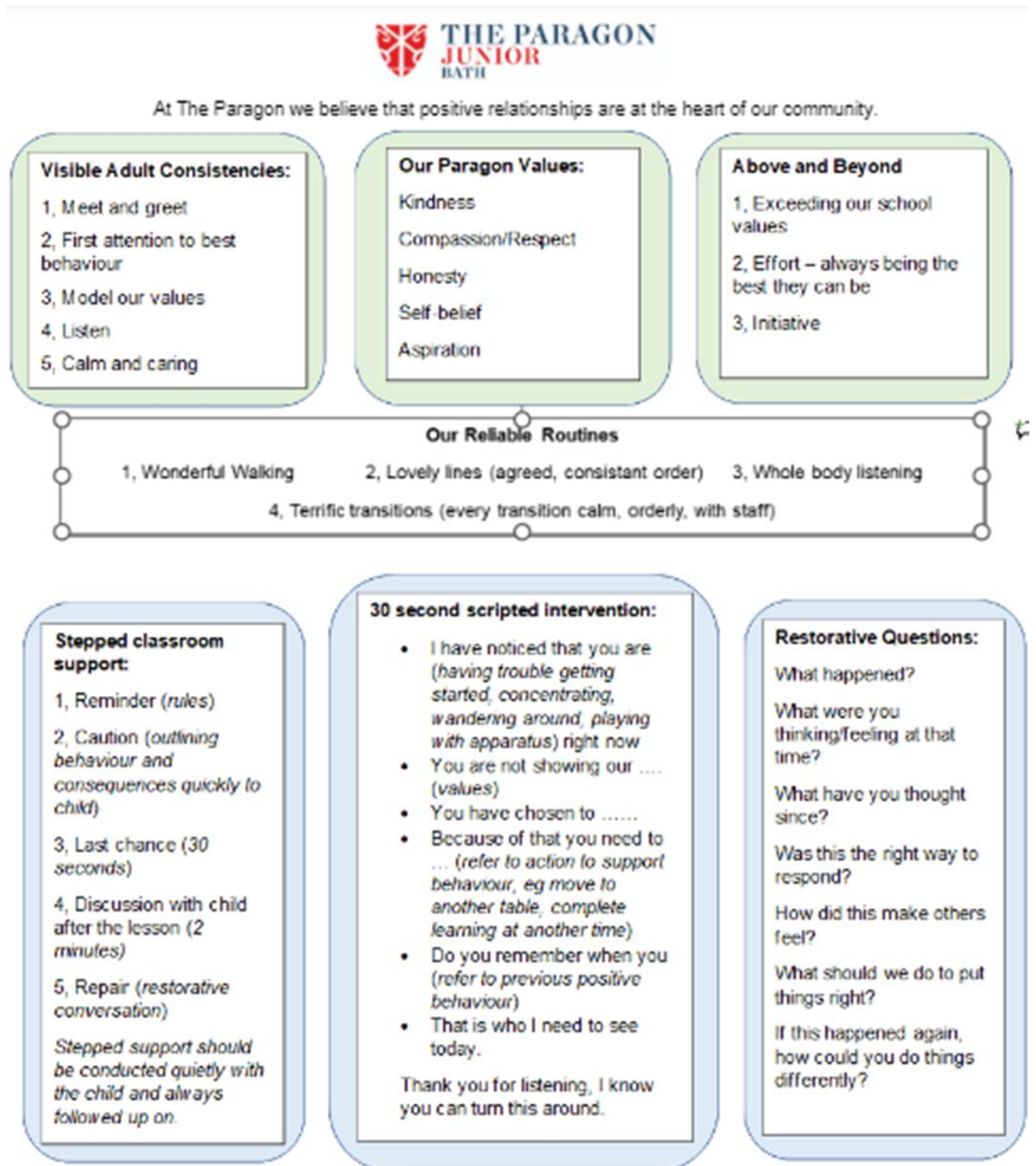
### **18. Use of reasonable force**

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded on CPOMS and parents should be informed about it on the same day. See also the Positive Handling Policy.

### **19. Supply Teachers, Students and Volunteers**

Supply teachers, students and volunteers are expected to uphold our behaviour policy as a member of our school community. This will be provided during induction and any questions can be directed to the Heads of Key Stage or Deputy Head, Pastoral.

**Appendix A: One Page Blueprint for Positive Behavioural techniques**



**Appendix B** - Unacceptable Behaviour sanctions to use following the stepped classroom support plan. More details in Section 13, 14 and 15 of this policy (this is not a complete list, behaviours are just for example). Heads of Key Stage or DHP can support you if more clarity needed. Age and specific needs of each child need to be taken into consideration.

| 'Low level' Behaviour - see steps 1 - 5 in policy for actions and script          | Sanctions   | Unacceptable Behaviour - see steps 5-6 in policy for further actions and scripts                                   | Sanctions   |
|---|---|--|---|
| Shouting out/interrupting   | Praise those sitting nearby showing appropriate behaviour - positive noticing   | Repeating low level behaviour  | Firstly, try steps from level 1 unacceptable behaviour  |
| Throwing an item - frustration  |   | Taking others property without asking  |   |
| Breaking the class rules  | 'Drive by', removing an object, standing next to the child as teacher talks, placing hand on their shoulder to regain attention                                   | Persistent breaking of class rules.  | If a 'time out' could be beneficial to remove any emotions, child can be sent to parallel class to complete set work for 10-15mins  |
| Wandering around the classroom  |   | Deliberately breaking school rules   |   |
| Refusing to work  |   | Frequently avoiding 'in seat' work   |   |
| Thoughtlessly being impolite  | Reminder of the rules - quietly   | Persistently refusing to work  | Ask child to stay behind after the lesson   |
| Thoughtlessly stopping other children from learning                               | Warning by teacher/TA.  | Deliberately being impolite  | Discuss with the child whether their choice of behaviour was the correct one  |
| Irritating/winding up other children  | A clear concise message: "X" if you carry on choosing to do 'Y' then 'Z' will happen.   | Deliberately stopping others from working  |   |
| Calling other children names/teasing  | The child could be relocated to another seat or area where they will have a clear explanation of the behaviour required of them to return to their original seat. | Repeatedly name calling/winding up/teasing   | Child may miss part (age appropriate) of playtime to complete work that has been unfinished due to "unacceptable" incidents.  |
| Unhelpful, uncooperative behaviour e.g. trying to make others laugh in the lesson |   | Persistent unhelpful, uncooperative behaviour  |   |
| Misuse of school equipment  |   | Leaving classroom without permission   |   |
| Inappropriate behaviour at breaktime (1 off occasion)                             | Low level behaviours do not necessarily need to be recorded on CPOMS, unless teacher notices a pattern emerging   | Misuse of cloakroom/toilet area  | Head of Key Stage to be informed and Behaviour supported at this step to be recorded on CPOMS - ensuring initial behaviour, steps to correct it and coaching conversation and any sanction to be noted. |
|   |   | Frequent, inappropriate behaviour at breaktimes  |   |
|   | <b>In all these possible strategies, once the child has successfully completed their sanction, this will be acknowledged.</b>                                     | Low level hitting or kicking - not a deliberate action to hurt, but more out of frustration or lack of development | <b>In all these possible strategies, once the child has successfully completed their sanction, this will be acknowledged.</b>   |



| <b>Serious Incidents - see steps 7-8 in policy for further actions and scripts</b>       | <b>Sanctions</b>  | <b>Very Serious Incidents - see step 9 in policy for further actions and scripts</b>               | <b>Sanctions</b>   |
|--|---|--|--|
| Swearing and rudeness  | <p>Deputy Head Pastoral to be informed so they can support the teacher</p> <p>Phone call to parents to explain situation and steps the school will take</p> <p>Child may be sent home from school if the situation calls for a calming down period - DHP to take decision</p> <p>DHP to discuss the seriousness of the situation with the child. Child's parents to be invited to the discussion</p> <p>Class teacher, staff member who responded to the incident and DHP to agree a suitable sanction.</p> <p>Positive Behavioural Support plan to be completed, along with class teacher and child's parents</p> <p>Actions could result in referral to BANES Early Help by DHP (however all staff can refer if necessary)</p> <p>Everything should be recorded on CPOMS by the staff member who dealt with the step - to include</p> | Being aggressive and verbally disrespectful towards a member of staff or child                     | <p>DHP to contact child's parents and arrange to meet with them that day, along with the Head</p> <p>Child to be removed from any situation, could be sent home or removed to another location</p> <p>Victim to be looked after by a staff member and parents informed, if victim is a child, and statement given - with parent's present</p> <p>Possible 'Neutral suspension' to enable gathering of statements</p> <p>Further sanctions discussed with child and parents depending on the seriousness and deliberate nature of the child's actions. These may include:</p> <ul style="list-style-type: none"> <li>• Behaviour card</li> <li>• Suspension</li> <li>• Exclusion</li> </ul> <p>Actions could result in referral to BANES Early Help by DHP</p> <p>Everything should be recorded on CPOMS - to include description of initial event, steps to correct it and sanction.</p> |
| Fighting   |   | Swearing at, or hitting, a member of staff   |  |
| Punching or hitting another child, with force, to deliberately hurt                      |   | Repeated physical aggression to another child  |  |
| Kicking another child deliberately to hurt   |   | Bullying and persistent threatening, intimidating or harming behaviour - physically or emotionally |  |
| Consistent Rough play  |   | Leaving school without permission  |  |
| Taking something that doesn't belong to them from another child's bag/drawer/belongings. |   |  |  |
| Racist or discriminatory remarks or behaviour  |   |  |  |
| Racist remarks or behaviour  |   | Deliberate sexualised bullying towards another child   |  |
| Sexualised remarks or behaviour  |   |  |  |
| Persistently and deliberately hurting another child - emotionally or physically          |   |  |  |
| Vandalism  |   |  |  |

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|--|--|--|--|
|  | <p>description of initial event, steps to correct it and sanction.</p> <p><b>Child should be aware that it is the behaviour choices they made, not them, that is at fault.</b></p> |  |  |
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