

Shaftesbury Park Primary School Behaviour Management Policy



Contents

Introduction	2
Purpose	2
School Aims.....	2
Government Aims.....	3
Responsibility	3
Principles	3
Our School Charter for Pupils	4
Our School Staff Code of Behaviour	4
Encouraging Positive Behaviour	5
<i>Verbal and Non Verbal Praise and Rewards</i>	5
<i>Promoting Positive Behaviour Through Our Curriculum:</i>	6
<i>Promoting Positive Behaviour Through Pupil Voice</i>	6
Dealing with Negative Behaviour	6
<i>Sanctions</i>	6
<i>Unacceptable Behaviour Bands</i>	7
Monitoring Negative Behaviour	7
Other Issues to Consider When Dealing With Negative Behaviour	8
<i>Children With Behavioural Difficulties</i>	8
<i>Pastoral Support</i>	8
<i>Use of Reasonable Force</i>	8
Managing challenging behaviour.....	8
<i>Lesson Times</i>	8
<i>Lunchtimes</i>	9
Exclusion and Very Serious Incidents	9
Monitoring and Review of This Policy	10
Additional Points.....	10
<i>Bullying</i>	10
<i>Lunchtime / Breaktime Behaviour</i>	10
<i>Behaviour on School Visits and Trips</i>	10
<i>Extended School Day</i>	10
APPENDIX I – Our School Charter	12
APPENDIX II – Our Lunchtime Charter.....	13
APPENDIX III – Negative Behaviour Consequences.....	14

APPENDIX IV – Positive Behaviour Consequences	16
APPENDIX V – A Stepped Approach to Consequences in Foundation Stage	17
APPENDIX VI – A Stepped Approach to Consequences in Key Stage 1	19
APPENDIX VII – A Stepped Approach to Consequences in Key Stage 2	21
APPENDIX VIII – Reflection Sheets Information	23
APPENDIX IX – Key Stage 1 Reflection Sheet.....	24
APPENDIX X – Key Stage 2 Reflection Sheet.....	25
APPENDIX XI – Record of Behaviour	26

Introduction

At Shaftesbury Park, we believe that positive behaviour is fundamental to a successful teaching and learning environment. Every child and staff member has the right to work in an atmosphere free from unnecessary disruption.

We want the children in our care to feel safe, in a supportive learning environment. We aim to teach the children life skills as part of the expected curriculum requirements, such as good morals, values, attitudes and beliefs. The children, under our guidance, should leave school being able to make good choices for themselves, so that they succeed and thrive personally, socially, academically and economically, in the future.

Purpose

This policy aims to outline how behaviour is managed at Shaftesbury Park Primary School, detailing behaviour expectations, how we promote positive behaviour, how we deal with and monitor negative behaviour, as well as other issues to be considered when dealing with negative behaviour.

School Aims

The staff and governors of Shaftesbury Park Primary School firmly believe that in order to behave well children need encouragement, excitement, engagement and positive examples.

We will do this by:

- Creating a learning environment which provides a broad and balanced curriculum which is exciting and challenging.
- Creating mutually respectful relationships, ensuring that the voice of everyone is listened to thus promoting self-esteem.
- Defining and reinforcing acceptable standards of behaviour and ensuring the school's expectations of behaviour and implementation of strategies are consistently applied across the school.

Government Aims

“The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.”

It is recommended this is done through:

- “A consistent approach to behaviour management;
- Strong school leadership;
- Classroom management;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems;
- Liaison with parents and other agencies;
- Managing pupil transition; and
- Organisation and facilities.”

Behaviour and discipline in schools, DFE, January 2016

Our positive behaviour policy aims to ensure that all of the Government’s expectations, in addition to the expectations of all members of our school community are met.

This policy is a review of our previous policy and has been formulated after discussion with children, support staff, teachers and other adults within the school.

Responsibility

The Governing Body is responsible for the main principles of the policy. Shaftesbury Park Primary School’s Behaviour Policy should be published annually for staff, parents and children, by the Head Teacher, who is also responsible for developing the policy. The policy is reviewed on a 3-year basis or earlier as necessary. The Head Teacher is responsible for excluding pupils for a fixed term period or permanently. Governors will be informed of exclusions at the next Governors Meeting, without details being given, in case of any appeals. The Chair of Governors is notified of exclusions. Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, according to the school’s behaviour policy. Parents are responsible for supporting the school’s behaviour policy containing the school/class rules and their responsibilities.

Principles

The whole staff at Shaftesbury Park Primary School are involved in delivering the behavioural policy and fostering a positive approach to behaviour management throughout

the school. Whatever the challenges facing children at our school there will always be times when we catch them being good or working well. We have an emphasis on praise and rewards where children are encouraged to take on responsibility for their own behaviour. Our School Charter sets out the expectations we have for pupils and pupils have for themselves. Not only does it reflect our ethos of positive behaviour reinforcement, but it is written in line with UNICEF's Respecting Rights and Responsibilities. These were decided upon in 2012 by the School Council after consultation with classes.

Our School Charter for Pupils

Rights	Responsibilities
We all have the right to have a good education	We all have the responsibility to try our best in our learning
We have the right to develop our individuality and talents	We have the responsibility to value and respect all cultures, religions and languages
We all have the right to be safe and happy	We have the responsibility to behave positively towards all members of the school
We all have the right to give our opinions	We have the responsibility to listen to all adults and the opinions of others
We all have the right to have good friends	We have the responsibility to talk to them in the right way

In addition, to the School Charter we also have class charters which reflect the needs of the cohort and these are clearly on display and referred to in every classroom. Staff will regularly talk to pupils about school expectations, rewards, sanctions and our behaviour policy, at the start of each half term and whenever an issue should arise where this is necessary.

Our School Staff Code of Behaviour

We recognise that it is the responsibility of everybody working in the school to:

1. Help create a calm, caring atmosphere and show respect for everyone else, both adults and children.
2. Care for the environment by helping to keep the school clean and tidy and show respect for all areas of the school.
3. Demonstrate by their own behaviour the principles of our inclusion policies.
4. Recognise that to be seen to ignore inappropriate behaviour is to be seen to condone it.
5. Give or accept an apology in a graceful, genuine and polite manner.
6. Know and respect the school code of behaviour and ensure that the school rules are respected.
7. Try to understand the reasons and causes behind bad behaviour.

The requirements outlined above are necessary, as we are a community and as such we are most successful when working as a result of shared respect, trust and understanding which is constantly worked toward by all concerned.

Encouraging Positive Behaviour

Verbal and Non Verbal Praise and Rewards

We believe that all children build self-esteem through recognition and rewards and such recognition may lead to improved behaviour through raised self-esteem. We emphasise the use of positive language and modelling positive behaviour within our school, and children will regularly be praised using verbal and non-verbal (i.e. thumbs up) cues as well as gaining a variety of rewards.

Rewards include:

- **Behaviour chart:** All classes use our school behaviour ladder. All children start in the middle of ladder and will move up or down in response to their behaviour in the class that day. This allows all children to have a visual concept of how their behaviour is being perceived and for children who consistently behave well to gain the recognition they deserve. Children who reach the star level of the behaviour chart most in a half term are able to wear their own clothes on the last day of each term so that the whole school can recognise and celebrate their achievements.
- **Praise assembly:** Two children are put forward for their KS 'praise assembly' from each class each week. We believe that it is important that all children receive public recognition for their achievements.
- **Class specific rewards:** All teachers have their own systems of rewarding excellent behaviour, for example a class may work together on a target of listening well, and the teacher will acknowledge this through various rewards.
- **Certificates/ Stickers:** There are also assistant headteacher, deputy headteacher and head teacher certificates for children who have done something exceptional (behaviour or work) relative to their usual experiences in school. Lunchtime and playtime certificates are awarded for pupils showing exemplary behaviour in the playground. We use a variety of stickers to encourage children to display their fantastic effort and behaviour to the whole school.
- **Annual Prize-Giving ceremony:** Teachers nominate pupils for effort and achievement in subjects as well as behaviour at the end of each year for our annual event which takes place in front of the whole school.
- **Responsibilities:** Children are given roles and responsibilities in the class and school in response to good behaviour. For example, two children at each assembly take the role of being 'spotters', where they are given stickers to reward to children who are behaving well throughout the assembly.
- **Houses:** Children are assigned a House on entry to school and these are evenly distributed across the year group. Each house has a House Captain. Houses are used to foster a collaborative and inclusive element to competition and behaviour across the school. Pupils become part of a large community of pupils whose collective behaviour is recognised and rewarded. Points are totalled each week and shared in assembly. Half termly point totals are announced in assembly. At the end of the year the winning House is shared and they win a trophy.

Promoting Positive Behaviour Through Our Curriculum:

We are a school with a supportive ethos and our curriculum is underpinned by SEAL (Social and Emotional Aspects of Learning) in order to provide for children's emotional needs within the school setting. Through regular use of SEAL sessions and circle time across the school, we ensure that children can express themselves in a safe environment.

Promoting Positive Behaviour Through Pupil Voice

We also promote 'pupil voice' and support the school council in encouraging this. We promote 'stop, think and do', friendship stops, friendship buddies, peer mentors and stair monitors as examples of 'pupil voice'.

Dealing with Negative Behaviour

Sanctions

Sanctions are necessary to ensure that unacceptable behaviour does not affect our pupils' right to be safe and to learn while in school. All staff must follow an agreed sequence to ensure that there is consistency and fairness across all classes.

Sanctions include:

- **Behaviour ladder:** as well as moving up the ladder for positive behaviour and effort, children may also be moved down the line for negative behaviour. When moving down the ladder, there is a 1st warning and 2nd warning rung, before moving to time out.
- **Time out:** Each classroom must have a designated timeout area; KS2 should where possible have a table. This is a space away from the class with some thinking prompts. Children need to be allocated time out in class in line with the school's behaviour chart. If behaviour persists children may be sent to time out in their parallel class. In such cases children should be provided with work to do. If a child needs to be sent out again they must be sent to the Phase Leader.
- **Missed playtime/ lunchtime:** Persistent negative behaviour or time out may lead to missing a section of a child's playtime or lunchtime. This may also be used as a consequence for more serious behaviour, particularly if the behaviour occurred at play/ lunchtime. Missed playtime is supervised by the Teaching Assistants, and if a Phase Leader decides that a child will miss some of their lunchtime, this will be spent with a member of the leadership, where there will be an opportunity to discuss the behaviour.
- **Internal/ external exclusion:** In response to very serious incidences, we may use a strategy of removal from a given class or group for a period of time. In extreme cases this may be a fixed term external exclusion from school.
- **Reflection sheets:** we log behavioural incidences with reflection sheets to enable to monitor events which happen across KS1/2 on our SIMs system and filed. These sheets allow the child who has behaved in an inappropriate way to reflect on their behaviour or to record the context surrounding an incident before sanctions are formalised.
- **Individual behaviour chart** in response to certain behaviours or concerns, a pupil may be given a 'weekly behaviour chart'. The child will work with the class teacher and Learning Mentor/s to set behavioural targets for the week, which they will receive

immediate feedback on. Parents will be informed that this will be happening in school and it will be shared with parents.

Unacceptable Behaviour Bands

(Please see appendices for further details about the types of behaviour classified under these bands in each Key Stage)

Level 1 ‘low level’: misbehaviour that can effectively be dealt with within a classroom by the teacher

Level 2 ‘higher level’: behaviour that requires a consequence or more direct response because of frequency or intensity. The class teacher may involve parents/ carers and other staff.

Level 3 ‘serious’: Serious misbehaviour or persistent level 2 misbehaviour. Formal involvement from the leadership team and parents/ carers. Additionally, Inclusion Specialist and Education Welfare Officer and/ or other outside agencies may be involved.

Level 4 ‘urgent’: High level of unacceptable behaviour incidents which may require immediate removal from the classroom and will be referred immediately to Headteacher or Senior Leader in charge of the school when the incident occurs.

Monitoring Negative Behaviour

Our parent worker logs any reflection sheets on to our school system so that the leadership team can analyse incidences and any issues in the school. Our learning mentors discuss any behavioural issues in each Key Stage with the Phase Leader for that area of the school and time is available on their weekly timetables to allow them to follow up incidences with children involved, in addition to the class teacher discussing the issue with the child.

Some children may require additional behaviour monitoring to help manage their behaviour. If a decision is made to put a child on a weekly ‘individual behavioural chart’ by the class teacher and phase leader/ senior leader, the Learning Mentor will work with the child and teacher to decide on appropriate behavioural targets for the week. This chart will be completed by the adult working with the child for each day (usually a class teacher) and the Learning Mentor will check in with the child several times a day to see how the chart is progressing. At the end of each day the child will share their chart with the phase leader / senior leader, and they will have an opportunity to discuss their day; what went well and any areas to focus on for the next day. The chart may be used at playtime/ lunchtime or just for class sessions, depending on the issues involved.

Class teachers should keep notes of any incidences which occur and the outcomes of these in their class files. If deemed necessary, they may make more detailed notes on the behaviour of an individual child in order to identify issues/ triggers and patterns of behaviour and these may be shared with the leadership team.

The child’s parent/ carer will be informed and be provided with a copy of the completed weekly chart.

Other Issues to Consider When Dealing With Negative Behaviour

Children With Behavioural Difficulties

Children with behavioural, social and/or emotional difficulties, after discussion with their parents, will be placed on the school SEN profile and will have behavioural targets as part of their provision map and will access a range of support both in class, in the playground and withdrawal support groups. If concerns over behaviour continue or do not improve with the strategies in place, the SENCo will meet with the parents and class teacher to discuss possible referral to an outside agency such as the B&LSS (Behaviour & Learning Support Service), EPS (Educational Psychology Service) or CAMHS (Child & Adolescent Mental Health) to seek more specific support.

Pastoral Support

The school will provide pastoral support through our Learning Mentor, Parent Worker, class teachers, SENCo, Teaching Assistants and the Headteacher. We also have Unlocking Potential service on-site which can be accessed, as well as a variety of outside agencies who work with children in the school. We will always aim to work closely with parents to ensure that they are also supported and kept informed of support in school. We ask parents to keep us informed of circumstances that may cause children to be upset or affect their performance at school. Appropriate confidentiality is maintained at all time.

Use of Reasonable Force

“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.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.”

- *Use of reasonable force Advice for headteachers, staff and governing bodies, DfE, July 2013*

However, at Shaftesbury Park Primary School, the above should only take place in extreme circumstances. The Head Teacher, a member of the Senior Management Team or another member of teaching staff must be contacted to remove children from a situation, when they are threatening danger to themselves or others or causing serious damage to property. However, if it is deemed necessary to keep other children and adults safe then the child should be removed, immediately, using techniques advised in Positive Handling Training.

Managing challenging behaviour

Lesson Times

There are occasions when children's anxiety and frustration levels reach a point where they find it difficult to listen to instructions. This sometimes leads to defiance and unsafe behaviour. It will be helpful if we are consistent in the following when dealing with what can be an extremely challenging situation:

- All such children should have a clear visual timetable with learning breaks if necessary.
- If a child refuses to follow your instruction but is not behaving in an unsafe way then leave them and try and engage with them at a later point. If a sanction is necessary this must be followed through when they are calm even if it means it will happen the next day.
- If a child is behaving in an unsafe way and are a danger to themselves and other children, they may need to be restrained as a last resort. The members of staff that have been trained to do this will need to be called. A member of the SLT will also need to be called.
- Whenever possible it is best practice to remove the rest of the children from the area and not the distressed child.
- Once the child is calm they will be removed from the class for the rest of the session. They should have work to complete. They should also reflect on how their behaviour has disrupted a calm working environment.

Lunchtimes

- If a child refuses to do as they are told, every opportunity should be given for them to do so using a range of strategies, even if it means you wait a while before you address the matter again. All such incidents should be reported to Christine.
- Christine will then request further support if necessary. In such instances the first port of call will be Julia then Andy and then last port of call Bunmi.
- If SLT have been called, the child will be asked to leave the lunch service. If the child refuses to go but is playing safely then the child will be spoken to as soon as they are calm enough to listen. The appropriate sanction will be carried out even if this means this will happen the following day.

Exclusion and Very Serious Incidents

“Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.”

- *Exclusion from maintained schools, academies and pupil referral units in England*
Statutory guidance for those with legal responsibilities in relation to exclusion,
DFE, September 2017

There may be occasions when the positive behaviour systems detailed here do not work for some reason, or when an incident may be so serious that further action needs to be taken.

In these cases consideration and arrangements will be made to find alternative methods for dealing with a child's behaviour. This may be alternative schooling for a child (a managed move), our exclusions policy may be followed or relevant Local Authority involvement requested. All relevant Local Authority policies for these decisions will then be followed.

Monitoring and Review of This Policy

The Head Teacher monitors the effectiveness of this policy on a regular basis. They have delegated the Deputy Head Teacher to report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in a log as well as positive behaviour records.

Reflection sheets are recorded and monitored to ensure that children are adhering to the behaviour policy. The Learning Mentor meets with the Parent Worker and phase leaders regularly to ensure that any issues are being followed up on. Mid-day supervisors inform teachers on handover of any incident from lunchtime.

The Head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

Additional Points

Bullying

Shaftesbury Park Primary School is committed to tackling bullying school and a separate policy is available which is shared with children and parents. Parents can send their children to Shaftesbury Park in full confidence that any incidences of bullying will be fully investigated and dealt with promptly.

Lunchtime / Breaktime Behaviour

At Lunchtime/Breaktime our school rules apply. We have a special 'lunchtime charter' which is on display in our dining hall. The Senior Meals Supervisor oversees the behaviour of children at lunchtime.

Behaviour on School Visits and Trips

Class teachers should use the same language and systems when out of the building on school trips. Negative behaviour out of school will be dealt with in the same way as within school (this may mean that the consequence happens when back in the school).

Extended School Day

Children attending breakfast and after school club are expected to follow the same procedures as they adopt during the school day and stages of consequences are relevant to their age. We do, however, recognise that the dynamics of these clubs are different to the school day and that early mornings and later evenings can be challenging for children. For this reason we keep a separate log of incidents and adopt different consequences to poor behaviour. These consequences include 'time out' at the reception desk and parents/carers being informed of behaviour. In the most serious cases this could mean temporary or permanent exclusion from this service.

Reviewed: November 2022

APPENDIX I - Our School Charter

Shaftesbury Park Primary School

Our school charter

We believe that all members of our school have the following rights and responsibilities:

We all have the right to have a good education
We **respect the right** by trying our best in our learning

We all have the **right** to develop our individuality and talents
We **respect the right** by valuing and respecting all cultures, religions and languages

We all have the **right** to be safe and happy
We **respect the right by** behaving positively towards all members of the school

We all have the **right** to give our opinions
We **respect the right** by listening to all adults and the opinions of others

We all have the **right** to have good friends
We **respect the right** by talking to them in the right way

Shaftesbury Park



"A Local School with a Global Perspective"

APPENDIX II - Our Lunchtime Charter

Shaftesbury Park Primary School

Our lunchtime charter



We all have the **right** to:

- Eat nutritious food
- Relax while we eat
- A clean environment to eat in
 - Drink clean water
- Feel safe and not bullied

We **respect** these rights by....


- Not wasting our food
- Keeping calm so the hall is peaceful
- Tidying up after ourselves and using the bin
 - Drinking what we pour
- Behaving sensibly and kindly to others

Shaftesbury Park




"A Local School with a Global Perspective"

APPENDIX III - Negative Behaviour Consequences



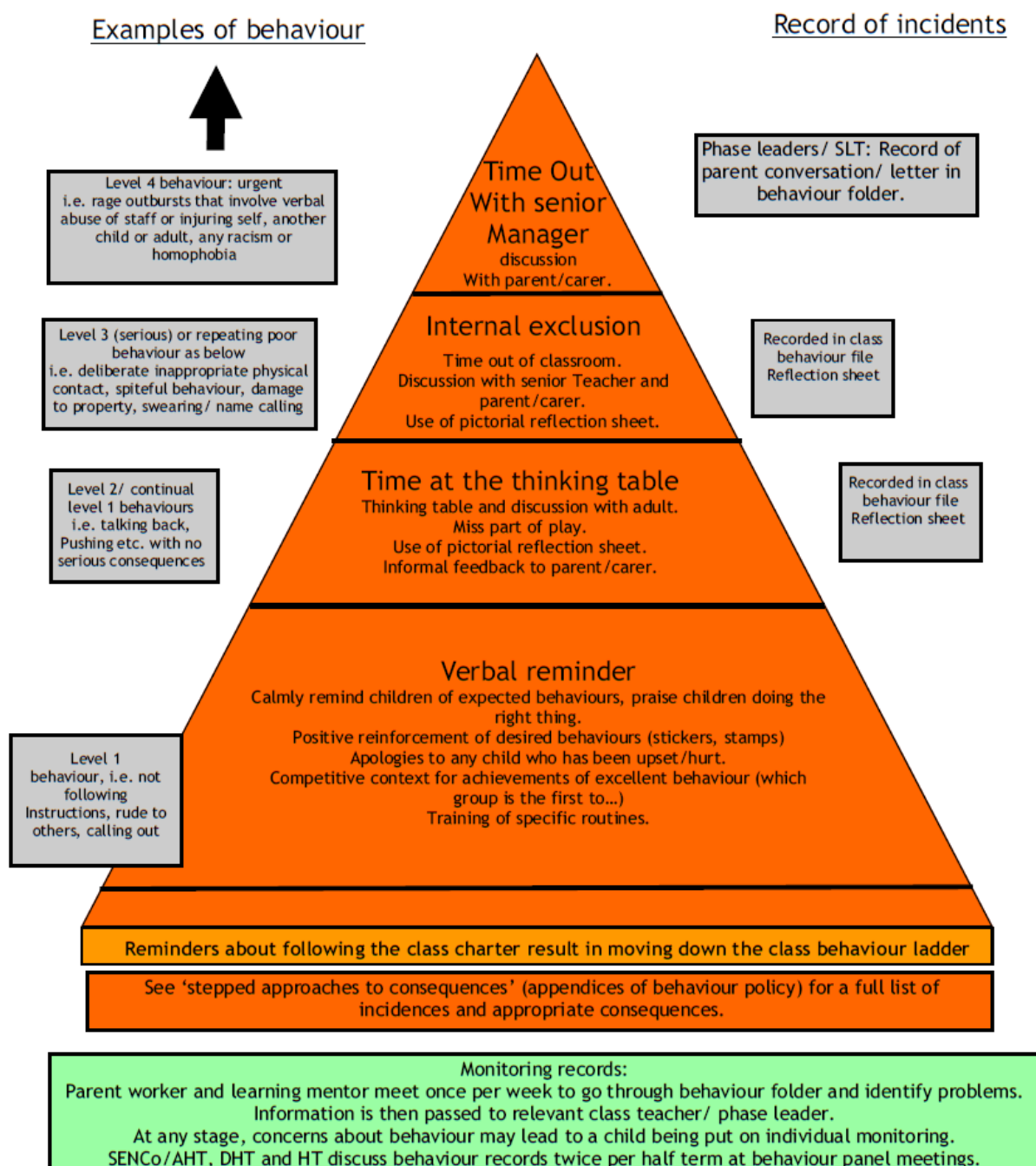
Shaftesbury Park Primary School

Reception Negative behaviour consequences



We encourage and reward positive behaviour in all areas of school life through consistent use of praise and reminders about following our class and school charters.

Depending on the type of negative behaviour displayed, there will be different consequences. At any point, a child may be asked to complete a reflection sheet in response to specific behaviour or an adult may make a record in the school behaviour folder.





Shaftesbury Park Primary School KS1/2 Negative behaviour consequences

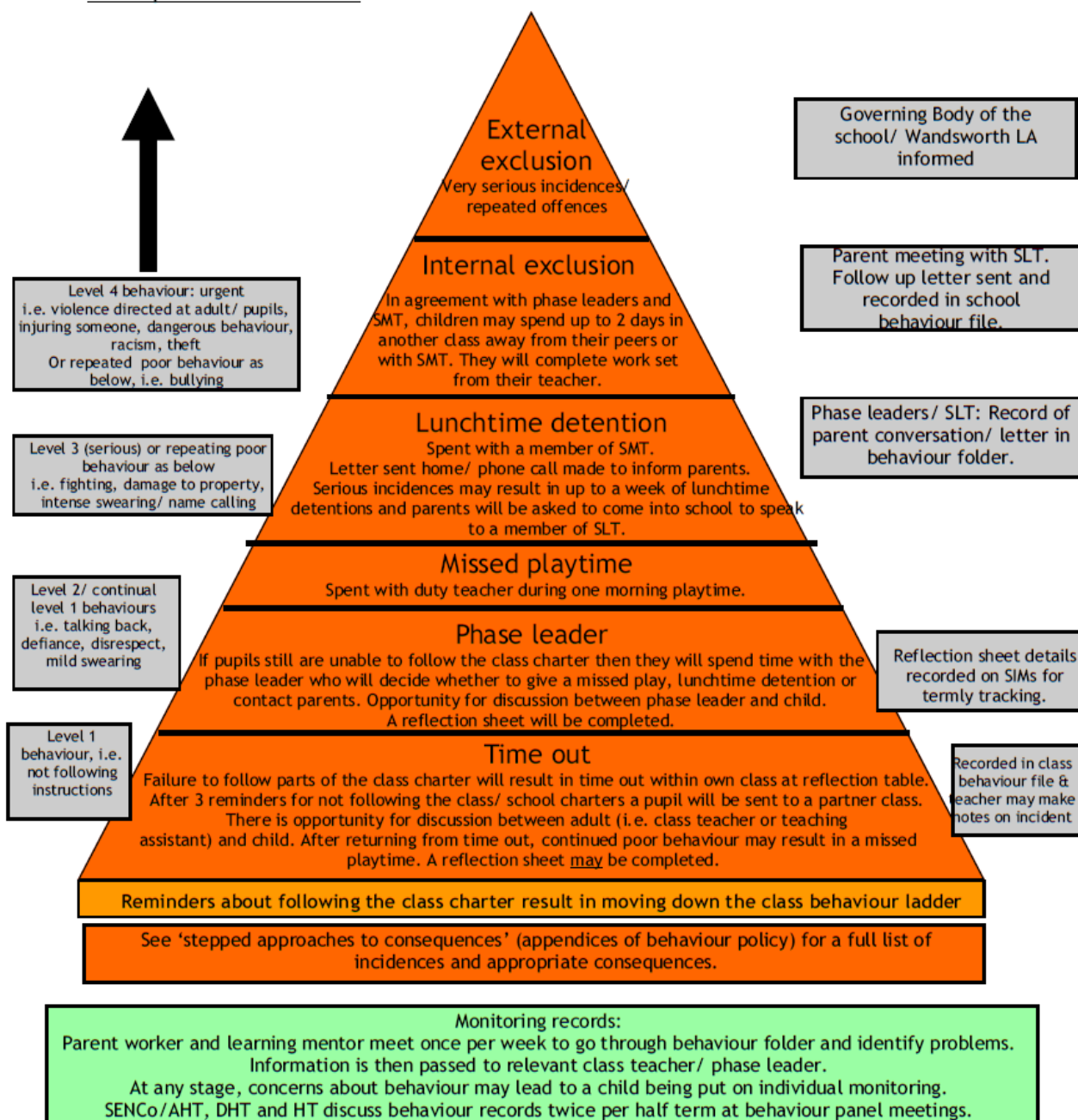


We encourage and reward positive behaviour in all areas of school life through consistent use of praise and reminders about following our class and school charters.

Depending on the type of negative behaviour displayed, there will be different consequences. At any point, a child may be asked to complete a reflection sheet in response to specific behaviour or an adult may make a record in the school behaviour folder.

Examples of behaviour

Record of incidents



APPENDIX IV - Positive Behaviour Consequences



Shaftesbury Park Primary School Positive behaviour consequences



We encourage and reward positive behaviour in all areas of school life through consistent use of praise and reminders about following our class and school charters.

Here is how your good behaviour and effort to follow the school and class charters will be rewarded!

The Shaftesbury Park behaviour ladder; can you get to the top?

Each class has a behaviour ladder with all pupil's names on it. In response to good behaviour and effort to demonstrate the responsibilities in our class and school charters, your name will move up... can you reach for the stars?!

When you reach star you will receive a sticker to show your parents that day, as well as working towards an end of term prize!

We want to tell your parents/ carers when we are really pleased with you! We talk regularly to parents before and after school, as well as making phone calls and sending notes home.



Stickers

We may use stickers in your books or give them to you to show effort in a particular area, don't forget to show them off!

Certificates

We love to share your fantastic efforts and work with other adults in the school! Trying your best may earn you a visit to, and a certificate from one of The following people:

- Class teachers
- Phase leaders
- Teaching assistants
- Assistant/ Deputy Head
- Head teacher

Praise assembly

Golden time

Sharing achievements

Class prizes

APPENDIX V - A Stepped Approach to Consequences in Foundation Stage

Level	Unacceptable / Inappropriate Behaviours	Responses/Consequences
<u>1 - Low Level</u> Dealt with by adults as part of general classroom / playground management	<ul style="list-style-type: none"> • Distracting other children / teacher • Failing to listen (R only) • Pushing in line (R only) • Failing to come in when called after playtime • Teasing • Snatching • Lack of care with equipment • Not tidying up when asked to • Throwing sand/water • Throwing toys • Shouting out • Running inside • Rude to others • Chewing gum sweets in school • Bringing toys etc. to school (past settling-in period) 	<ul style="list-style-type: none"> • The response to these behaviours is to calmly remind children of expected behaviours and praise for children who do not behave in this way • Positive reinforcement of desired behaviour e.g. use of stickers • Apologies to victim of abuse • Regular training of specific routines • Competitive contexts for achievements of exemplary behaviour e.g. which group is the first to....
<u>2 - Higher Level</u> Behaviour that requires a consequence or more direct response because of frequency or intensity.	<ul style="list-style-type: none"> • Continual or frequent behaviour as above • Inappropriate physical contact (i.e. pushing another child out of the way) which does not have serious consequence 	<ul style="list-style-type: none"> • Time at reflection table and discussion with adult (this may involve missing part of play) • Informal discussion with parent/carer • Use of pictorial reflection sheet • 1:1 discussion with an adult to talk through why this is not acceptable. • Informal discussion with parent/carer
<u>3 - Serious</u> Behaviours that senior managers will need to be informed about	<ul style="list-style-type: none"> • Deliberate inappropriate physical contact which may have a serious consequence • Spiteful behaviour that goes beyond teasing • Deliberate damaging of property over a period of time or with a serious outcome (e.g. breaking equipment, damaging other children's clothes etc.) 	<ul style="list-style-type: none"> • Discussion with senior teacher who will then discuss the issue with parent/carer • Time out of classroom until victim is reassured • Use of pictorial reflection sheet

	<ul style="list-style-type: none"> • Deliberate refusal to comply with adult requests • Intense swearing or name calling 	
<p><u>4 - Urgent</u></p> <p>Behaviours that require immediate removal from the class, senior management team involvement and formal follow up</p>	<ul style="list-style-type: none"> • Rage outbursts that involve verbal abuse of staff or injuring self, another child or adult • Dangerous behaviour that threatens self or others • Any racism/ homophobia 	<ul style="list-style-type: none"> • Time out with senior manager and discussion with parent

All discussions about desired behaviour should refer to use the language of being a RRS

APPENDIX VI - A Stepped Approach to Consequences in Key Stage 1

Level	Unacceptable / Inappropriate Behaviours	Responses/Consequences
<u>1 - Low Level</u> Dealt with by adults as part of general classroom / playground management	<ul style="list-style-type: none"> Distracting other children / teacher Talking in assembly Failing to listen Pushing in line Failing to line up after play Teasing Snatching Lack of care with equipment Noises Shouting out Running inside Insulting (shut up man etc.) Disrespectful body language e.g. eye rolling, tutting Chewing gum/sweets in school Bringing toys etc. to school 	<ul style="list-style-type: none"> The responses to these behaviours are to remind children of expected behaviours and praise for children who do not behave in this way Positive reinforcement of desired behaviour Apologies to victim of abuse
<u>2 - Higher Level</u> Behaviour that requires a consequence or more direct response because of frequency or intensity	<ul style="list-style-type: none"> Continual or frequent behaviour as above Talking back Swearing Defiance Inappropriate physical contact (i.e. pushing another child out of the way) which does not have serious consequence Throwing an object at another child in anger 	<ul style="list-style-type: none"> Reflection table and discussion with adult (this may involve missing part of play) 1:1 discussion with an adult to talk through why this is not acceptable Informal discussion with parent/carer Procedures in compliance with classroom sanctions
<u>3 - Serious</u> Behaviours that senior managers will need to be informed about	<ul style="list-style-type: none"> Any physical abuse Spiteful behaviour that goes beyond teasing Deliberate damaging of property over a period of time or with a serious outcome (e.g. breaking windows, damaging other children's clothes etc.) Deliberate refusal to comply with adult requests. Intense swearing or name calling. 	<ul style="list-style-type: none"> Discussion with senior teacher who will then discuss the issue with parent/carer. Time out of classroom until victim is reassured. May miss part of playtime/ lunchtime <p><i>(Reflection sheet procedures begin as outlined in appendices to Behaviour Policy)</i></p>

	<ul style="list-style-type: none"> • Bullying 	
<p>4 - Urgent Behaviours that require immediate removal from the class, senior management team involvement and formal follow up</p>	<ul style="list-style-type: none"> • Rage outbursts that involve verbal abuse of staff or injuring self, another child or adult. • Dangerous behaviour that threatens self or others (e.g. leaving building) • Any racism/ homophobia 	<ul style="list-style-type: none"> • Time out with senior manager and discussion with parent. Verbal abuse to staff is referred directly to AHT/DHT/HT • Internal/external exclusion

All discussions about desired behaviour should refer to use the language of being a RRS

APPENDIX VII - A Stepped Approach to Consequences in Key Stage 2

Level	Unacceptable / Inappropriate Behaviours	Possible Responses/Consequences
<u>1 - Low Level</u> Dealt with by adults as part of general classroom / playground management	<ul style="list-style-type: none"> • Distracting other children / teacher • Squabbles/minor disruption • Failing to listen • Pushing in line • Failing to line up after play • Teasing • Snatching • Lack of care with equipment • Noises • Shouting out • Running inside • Insulting (shut up man etc.) • Talking in assembly / line • Encouraging poor behaviour in others by smiling. • Being disrespectful in body language when spoken to by an adult, e.g. rolling eyes, looking away • Bringing toys etc. to school • Chewing gum/sweets in school 	<ul style="list-style-type: none"> • The responses to these behaviours are to remind children of expected behaviours and praise for children who do not behave in this way • Positive reinforcement of desired behaviour • Moving down a stage on the behaviour ladder • Apologies to victim of abuse • Time out from an activity to reflection table
<u>2 - Higher Level</u> Behaviour that requires a consequence or more direct response because of frequency or intensity.	<ul style="list-style-type: none"> • Continual failure to comply with school charters or frequent behaviour as above • Talking back • 'Kissing teeth' • Defiance- saying 'No' , walking away, saying ' I don't care' • Mild swearing • Aggressive behaviour i.e. pushing chair/ slamming doors 	<ul style="list-style-type: none"> • Reflection table and 1:1 discussion with an adult to talk through why this is not acceptable • Missed playtime / lunchtime detention • Time out with phase leader • Reflection Sheet and discussion with parent carer <p><i>(Reflection sheet procedures begin as outlined in Appendix A to Behaviour Policy)</i></p>

<p><u>3 - Serious</u> Behaviours that senior managers will need to be informed about</p>	<ul style="list-style-type: none"> • Any physical abuse • Bullying • Spiteful behaviour that goes beyond teasing • Deliberate damaging of school/ pupil property over a period of time or with a serious outcome • Deliberate refusal to comply with adult requests. • Intense swearing or name calling. 	<ul style="list-style-type: none"> • Time out with member of SLT • Time spent with Learning Mentor • Lunchtime detention/ series of lunchtime detentions. • Internal exclusion • Parents invited in to discuss issues with class teacher and member of SLT • Individual behaviour monitoring may begin in response to this behaviour.
<p><u>4 - Urgent</u> Behaviours that require immediate removal from the class, senior management team involvement and formal follow up</p>	<ul style="list-style-type: none"> • Rage outbursts that involve verbal abuse of staff or injuring self, another child or adult. • Dangerous behaviour that threatens self or others (eg leaving the school without permission) • Racism/ homophobia 	<ul style="list-style-type: none"> • Time out with senior manager and discussion with parent. • Behavioural support options discussed • Internal/ external exclusion • Verbal abuse to staff is referred directly to AHT / DHT/ HT.

All discussions about desired behaviour should refer to use the language of being a RRS

APPENDIX VIII - Reflection Sheets Information

Reflection sheets at Shaftesbury Park

Reflection sheets are an important part of our behaviour policy. After investigating an incident, a member of staff will use their judgement to decide whether it is appropriate for a child to fill out a reflection sheet about the event for school monitoring purposes.

When used effectively:

- They can give the pupil the chance to reflect on an incident
- They give a basis for discussion with pupils and parents
- At a school level, recording this information can help us to monitor the types/ locations of different incidences over time
- Evidence for allocating support to classes
- Provide us with data that can be reported to stakeholders, i.e. parents, governors
- Provide us with data that may be required at LA level, i.e. racist incidences, bullying information.

Reflection sheet monitoring (Over a half term)

Class teachers will always be given a copy of a reflection sheet for their records.

One reflection sheet: Class teacher informs parent about the incident. It is essential that parents are informed about their children's behaviour. They are an important source of support for the school. Reflection sheet filed in school behaviour file.

Parents are always informed about the incidences recorded on each reflection sheet a child is asked to complete.

Two reflection sheets: as above

Three reflection sheets: phase leader meets with child and class teacher. Parent informed that one more reflection sheet will trigger a school meeting. Brief notes of discussion recorded with reflection sheets. From this point on, a child may be asked to complete a weekly 'individual behaviour chart' to record their behaviour more closely.

Four reflection sheets: parent/ carer invited in for a short meeting with child and class teacher. Phase leaders may support the meeting if required. Incidences and ways forward discussed. Notes of the meeting filed in the school behaviour file.

Five reflection sheets: DHT phoning home to alert parents/carers that another reflection sheet will involve them coming into school to discuss a way forward

Six reflection sheets: parent/carers meet with DHT to go through incidents and discuss a way forward. Notes from this meeting are kept in a separate file in DHT office. Parent/carers will be informed that we will discuss child's needs at a 'Behaviour Panel' which will comprise of DHT/ HT/ SENCo and Class Teacher. This may involve an IEP, referral to Kids Company or contact with another agency.

Eight reflection sheets +: School based meeting with the HT.

APPENDIX IX - Key Stage 1 Reflection Sheet

KS1 Behaviour Reflection Sheet

Date _____ Full Name _____

Type of incident _____ Location: _____

Staff involved _____ Outcome _____



Adult's description of incident: _____

Signed Staff : _____ Child : _____

APPENDIX X - Key Stage 2 Reflection Sheet

KS2 Behaviour Reflection Sheet

Name:	Date:
Staff involved:	Class:
	Location:
	Outcome:

What happened?

What I did that was wrong:

Why I did the wrong thing:

What I could have done instead:

How I feel about my behaviour:

Signed: Staff : _____ Child : _____

For administration use only: Number of incidences this term :

1 2 3 4 5 6
Phase leader Parent meeting SLT meeting

APPENDIX XI - Record of Behaviour



Shaftesbury Park Primary School

Record of Behaviour

This form should be used to record lunchtime detentions, records of parent contact and exclusions (both internal and external).

Name _____ Class _____

Incident	