Lutley Primary School
Behaviour Policy

September 2023

Revision 48

1 Introduction

At Lutley all adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults and children should always act as good role models and deal with behaviour in a positive way. We have a culture of high expectations of behaviour and we promote a calm, safe and supportive learning environment conducive to learning. Whole school classroom rules are displayed and referred to. We have 3 rules which link to our behaviour charter and our school values. Our 3 rules are:

- Always try your best.
- Be kind
- Make the right choices.

Our 'Behaviour Charter' was created in collaboration with all children and staff. The charter along with the rules are a permanent feature of display in all classrooms and around the school. The behaviour charter and rules will be linked directly to sanctions for behaviour (See sanctions section). During the time children are in school, adults within school are in 'loco- parentis'. As such, it is expected that parents of children respect the decision of adults in our school relating to over and above recognition and sanctions. Adults in school follow this behaviour policy closely and always make decisions about sanctions based on good knowledge of the events that have taken place.

The Lutley Behaviour Charter is as follows:

Behaviour Charter

At Lutley we uphold the articles of the UN Convention on the Rights of the Child. All children have the right to learn without disruption.

We all have a responsibility to **always**:

- listen well and stay focused when **learning**. (Article 28)
- treat people with **care**, include and support each other. (Articles 15, 29 and 31)
- use kind hands and feet. (Articles 15, 29 and 31)
- be honest and make good choices. (Articles 15, 29 and 31)
- share our opinions in a respectful way. (Articles 12 and 30)
- respect others' cultures, religions and beliefs. (Article 14)
- **aim high** by showing grit and facing challenges positively. (Article 28)

- use kind words in person and online. (Article 19)
- follow the SMART rules when using technology. (Article 19)
- treat our school and the environment with respect. (Article 19)
- follow instructions to stay safe and tell an adult if you notice anything unsafe or if you need help. (Article 19)

… **together** we will uphold this charter.

Children understand their rights and their responsibility of respecting the rights of others. The Rights Respecting School Agreement is referred to when rewarding and sanctioning children, so that they understand the impact of their behaviour.

2 Aims and Objectives

- Most children know the consequences of negative behaviour. They understand that they can improve their behaviour and make a new start.
- Children are encouraged to become self-disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Parents will be informed of school expectations, our approach to 'over and above' recognition and consequences at the beginning of each academic year and are involved at an early stage when problems occur.
- Work within classrooms must take account of individual ability and needs.
- Poor behaviour needs to be monitored, and appropriate strategies applied.
- School and class councils, and circle time give pupils the opportunity to discuss and learn about a range of emotions as well as to discuss any issues arising from children's behaviour.
- To set out guidance for how staff recognise 'over and above' recognition and sanctions and behaviour management strategies in order to promote the welfare of all our pupils as well as safeguard them linking to Keeping Children Safe in Education (KCSiE 2023).

Legal Framework
This policy has due regard to statutory legislation, including but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)
- Keeping Children Safe in Education 2023
- DfE 'Behaviour in Schools, Advice for head teachers and school staff' 2022
- DfE guidance on searching, screening and confiscation 2022.

3 Roles and Responsibilities

Governing Body
The Governing Body has responsibility to:

- set the framework of the school's policy on pupil discipline;

- ensure that the school complies with this policy;
- ensure the school complies with its legal duty to make reasonable adjustments for SEND pupils;
- delegate powers and responsibilities to the Executive Head teacher to ensure that school personnel and pupils are aware of this policy;
- delegate powers and responsibilities to the Executive Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- support the Executive Headteacher and school personnel in maintaining high standards of behaviour;
- to ensure that the school complies with all equality's legislation;
- to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- ensure this policy and all policies are maintained and updated regularly;
- ensure all policies are made available to parents;
- responsibility to review and monitor the application and implementation of this policy by receiving regular reports from the Head of School and the senior leadership team on behavioural sanctions and support in place for pupils. Governors will scrutinize relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken.

The Executive Headteacher and Head of School will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure that staff are supported and up to date with policy changes.
- ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies.
- ensure all school personnel make reasonable adjustments for pupils with SEND;
- work hard with everyone in the school community to create an ethos that shows our school values and rules;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- review and monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy
- monitor how staff implement this policy to ensure over and above recognition and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular characteristics.
- Act as a source of support and guidance for staff on behaviour management strategies and discipline, providing training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- undertake classroom monitoring and CPOM checks;
- work with external agencies;

Staff are expected to:

- communicate the contents of this policy to all pupils and parents to ensure that the school's expectations are transparent, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- comply with the policy;
- uphold and be advocates of the school values and school rules.
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need. Recognise that there may be contributory factors which affect pupil's behaviour and respond accordingly to individual need;
- be positive ambassadors of the school at all times, through their professional behaviour and conduct. Contribute to the development of systems which support and reinforce positive behaviour;
- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND – as well as the additional challenges that some vulnerable pupils may face. Make reasonable adjustments for disabled pupils as required.
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support such as more frequent engagement with parents and external support agencies, consideration of IBP (with set targets), EHCP, Early Help.
- promote self-discipline amongst pupils including modelling self-regulation and de-escalation strategies;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- challenge pupils to meet school expectations and maintain the boundaries of acceptable conduct, ensuring the majority of pupils' education is not jeopardized by the disruptive behaviour of a minority of pupils;
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.
- report any concerns they have on any aspect of the school community;
- record incidents of poor behaviour and provide praise, over and above recognition and reinforce positive behaviour.
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents if there is a problem with attendance or punctuality and about any concerns or problems that affect their child's work or behaviour;
- aid pupil transition between year groups and if new to the school
- monitor the attitude, effort and quality of the pupil's work;
- ensure corridors are quiet.

Pupils are expected to:

- be aware of and comply with this policy
- uphold our behaviour charter and school values
- act as positive ambassadors and representatives of Lutley Primary School through their exemplary behaviour;
- be polite and respectful of others in the surrounding community;
- show consideration to others in school and online
- work to the best of their ability and effort at all times, whilst allowing other pupils to do the same;
- co-operate with other pupils and members of staff in order to create a positive learning environment;
- make suggestions about school behaviour via the School Council when applicable;
- obey all health and safety regulations in all areas of the school;
- ask for further help if they do not understand;

Parents/carers play an important role in ensuring good behaviour from their children. Parents / carers are expected to:

- support the school in the application and enforcement of this policy, school rules, values and sanctions;
- inform the school of any challenging behaviour exhibited at home, SEND or changes in circumstances that may account for changes in their child's behaviour.
- ensure their child attends school on time, appropriately dressed, fed, rested and equipped.
- work with school in support of their child's learning.
- attend meetings to discuss their child's behaviour, including parent evenings and discussions about their child's progress, if reasonably possible.
- inform the school in writing of any medication their child needs to take.
- in the case of suspension, provide appropriate supervision for their child during the first five days of suspension, ensuring their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.
- have good relations with the school;
- ensure their children understand and value the meaning of good behaviour;
- be asked to take part in periodic surveys conducted by the school;
- monitor their child's behaviour online and reinforce the SMART rules.

We also communicate behaviour to parents, positive and negative, through the pupil planner.

4 Recognition of over and above behaviour

The school believes it is important to encourage good conduct throughout school by celebrating and recognising 'over and above' behaviour. The behaviour policy focuses on positive behaviour as well as negative. We aim to promote good behaviour in school by giving children who behave well, a high profile in school. Over and above behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow and in order to prevent bullying. Examples of over and above behaviour will be highlighted and acknowledged by a well-structured system of over and above recognition that ensures **consistency** across the school. We use house points in the classroom to support the behaviour policy. Each teacher may also have their own individual class recognition systems, strategies and incentives to motivate and encourage each unique group of pupils.

Positive recognition helps to identify positive aspects of each child's behaviour: they make them aware of their abilities and qualities and they help to build self-esteem.

EYFS
We value children's efforts, interests and purposes as instrumental to successful learning. We are careful with over and above recognition and praise, always being specific. We give feedback on the process rather than rely on external rewards.

We support children's Personal, Social and Emotional Development (PSED) through a rich curriculum where children have regular opportunities with their key person, small group and in circle time to learn how to manage their feelings and become aware of how their own actions affect others.

Key Stage 1 and 2
Each class may have its own system to reward good behaviour and work.

Over and above recognition may include:

- A behaviour Champion Award (ABC) – at least termly award for consistently excellent behaviour at all times (1 pupil per class)
- Specific Praise – when children reach or surpass the adults' expectations
- Written comments on work
- Stickers / stamps to stick on work or to wear
- Recognition in front of the group or class, praise or whole-school assembly
- Certificates to recognise work or behaviour
- Achievement awards/certificates/badges for sport, swimming and other achievements
- Telling parents (verbally or written)
- Good news messages
- Smile boards
- Good behaviour written in pupil planners
- House points
- Small over and above recognition such as a 5 minute's extra play
- Golden time
- Worker of the week
- Star of the day
- House points are awarded for the academic achievements, upholding our school rules, behaviour charter and upholding our school values. These are collated each week and the winning house announced in the achiever assembly and displayed in the school hall.
- Extra golden time/ play time for class over and above recognition

A smile board to recognise over and above effort / attitude will be included in each classroom.

Rewarding whole classes when working towards helping a child with significant disruptive behaviour
In some extreme incidents, the inappropriate behaviour of a child may have a detrimental effect on a whole class. It is really important that the class's encouragement and support is rewarded i.e. when the disruptive child has a positive lesson/day/week etc. the rest of the children are praised and rewarded for their help. This can be done in a number of ways: Whole-class reward - by asking Head of School, Assistant Head of School or Assistant Headteachers to come to congratulate the class, hand out stickers etc.

5 Sanctions

Staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing the behaviour. This could also be a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions,

how they can do better in the future and what will happen if their behaviour fails to improve. The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, regarding students' behaviour when necessary.

Assistant Headteachers keep a record of significant behaviour incidents within their team which they will share regularly with the Senior Leadership Team (SLT). Incidences of behaviour when children missed golden time are recorded on an online system so that these can be tracked and support put in place for children who are regularly missing golden time or receiving lots of sanctions.

During school assemblies, children are expected to enter sensibly and to remain silent while the remaining classes arrive. The child will be given a verbal reminder in private. If they continue to talk, show inappropriate behaviour, they will be spoken to by a member of staff outside assembly and think about how they can repair their actions.

When recording a sanction in a child's planner, the behaviour rules should be referred to as part of normal practice. For Example: Joe Bloggs has received a sad face for kicking another child which does not fit in with our rule of 'be kind'

6 Online Safety

Online Safety and data protection

Lutley Primary takes online safety seriously and take significant steps to protect staff and pupils when working with devices and online. By signing our Acceptable Use Agreements staff and pupils are agreeing to use all devices and log on credentials responsibly. In the event of breaches of this agreement the following applies (HVT Online Safety Policy)

- School have the right to take, examine and search users' devices in the case of misuse (England only)

Full guidance for schools on the above is found at: https://www.gov.uk/government/publications/searching-screening-and-confiscation

In such cases, a full investigation will be carried out by Senior Leaders and they will communicate with all parties involved (pupils, teachers and parents).

Sanction for inappropriate use of technology

As stated in our Acceptable Use Agreement sanctions may be required for misuse of devices (including mobile phones), technology or online resources.
"I understand that if I fail to comply with this acceptable use agreement, I may be subject to a sanction within school." (HVT Acceptable Use Agreement)

This could include:

- Loss of access to school network
- Loss of use of internet in school
- Sad faces
- Suspension of credentials and school online accounts

In all cases parents will be informed of any actions and sanctions. In the event of illegal activities, a flow chart action plan will be followed (see Online Safety Policy) and this will include involvement of the police.

Emotion Coaching

At Lutley we use emotion coaching as a strategy to help pupils manage their feelings and behaviour effectively. It is based in deep research and is effective in our school. Emotion coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. Staff use a practical three-step approach to dealing with behaviour in the moment:

- Step 1 - Recognising, empathising, validating the feelings and labelling them
- Step 2 - Setting limits on behaviour
- Step 3 - Problem-solving with the child or young person

Staff will empathise with pupils' feelings before engaging in discussion with pupils about behaviour, next steps or sanctions (where appropriate). This approach preserves the dignity of our pupils and enable staff to effectively deal with high emotional behaviour calmly. Staff are trained in this approach.

Foundation Stage

Strategies for 'teaching' particular behaviours

Conflict resolution

We adopt the High-Scope / Emotion Coaching approach to conflict resolution:
1. Approach calmly, stopping any hurtful verbal and/or physical actions - place yourself between the children, on their level. Use a calm voice and gentle touch. Remain neutral rather than take sides. Set the limit and explain why this cannot continue e.g. "It's not okay to (label the behaviour). I am afraid someone will get hurt/they have been hurt."

2. Acknowledge children's feelings - "You look really upset." Let children know you need to hold any object in question.

3. Gather information - "What's the problem?"

4. Restate the problem - "So the problem is…"

5. Ask for ideas for solutions and choose one together - "What can we do to solve this problem?" Encourage children to think of a solution.

6. Be prepared to give follow-up support - "You solved the problem!" Stay near the children.

Swearing

Set the limit saying "We use kind words."

Destructive behaviour

Stop the destructive behaviour. Use calming / grounding strategies if needed. Explain why they can't continue. Talk about their feelings, what the problem is and how to solve it. The child will then be asked to tidy up and/or repair items if possible.

If a child continues to demonstrate 'challenging' behaviour we will continue to use the above strategies in addition to using the visual behaviour chart away from others as we reprimand in private to respect the child's dignity and feelings of shame in front of others.

Second time:	Show the child the yellow face and indicate which rule that has been broken and what they need to do next.
Third time*:*	Show the child the red face and indicate which rule that has been broken and what they need to do next. Write in planner.
Persistent unacceptable behaviour	*Spend time with the Early Years Leader in another classroom for 5-10 minutes. If the child is in the Early Years Leader's class, the child will spend 5-10 minutes in another EYFS classroom.*

On occasions such as extreme physical aggression or persistent aggressive or disruptive behaviour, the Assistant Head of School and/or Head of School will be consulted. The SENCo may also become involved. In these cases, a child's parents will be contacted.

Over time, if a child is showing extreme behaviours which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of suspension or permanent exclusion, Dudley Inclusive Pathways guidance will be followed (appendix 1 and 2).

Years 1-2 Sanctions including loss of Golden Time

Sad face sanction works in conjunction with golden time and will be communicated to parents through their child's pupil planner.

First time a pupil breaks a rule: Warning is given before every sad face

1st sad face ☹	Written in planner by teacher to communicate to parents. The teacher will have a conversation with the child about their behaviour and consider support strategies for their behaviour to improve. The comment will be linked to the rules.
2nd sad face ☹☹	Further disruption: Written in planner by teacher to communicate to parents. The teacher will have a restorative conversation the **child** about their behaviour and consider support strategies for their behaviour to improve. The child will reflect and repair in a range of ways such as completing missed work at home, doing a job for the member of staff, writing a letter/ drawing a picture of apology to the person affected. The child will miss their playtime.
3rd sad face given ☹☹☹	Continued disruption: Year 1-2. No golden time that week. An adult will write in planner that golden time has been missed. The teacher will have a conversation with the **parents** and the **child** about their behaviour and consider support strategies for their behaviour to improve. The child will reflect and repair in a range of ways such as completing missed work at home, doing a job for the member of staff, writing a letter/ drawing a picture of apology to the person affected.

4th sad face ☹☹☹☹ The child will miss 5 break times and meet with the Assistant Head of School. A note will be made in the planner and parents will be contacted. Further restoration work will be carried out with the child with AHOS and/ or teacher.

5th sad face ☹☹☹☹☹ The child will see the Head of School about their behaviour and their parents will be invited in. The child may also be given a behaviour diary overseen by the SENCo and the SENCo may organise pastoral support for the child. Sanctions will be decided on an individual basis. The school may decide to send the child to another school within our Multi Academy Trust. This placement will be for a fixed period of time, ascertained by the Head of School and Executive Head teacher and unique to individual cases (see section 7).

Severe disruption: ** Sent straight to the Assistant Head of School or Head of School. The incident will be recorded in the child's planner and parents will be contacted and sanctions will be determined based on the disruption.

(see section which outlines what constitutes "Severe Behaviour")**

If a child misses their golden time 3 times, within a half term, then a behaviour diary may be set up for the child.

An immediate sad face will be issued to any child using inappropriate language and receive a sanction of a loss of playtime.

Three sad faces and loss of lunchtime play will be issued to any child using physical aggression towards another child (including retaliation). This will be deemed to be child on child abuse as set out in Keeping Children Safe in Education 2023. Golden time will also be lost. Parents of both children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done in conversation with the class teacher as described above or by using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.

Over time, if a child is showing extreme behaviours which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of suspension or permanent exclusion, Dudley Inclusive Pathways guidance will be followed (appendix 1 and 2).

In instances of bullying, staff will follow our anti-bullying policy. In addition to a suitable sanction being issued, both the victim and the perpetrator of bullying will receive support so that bullying does not happen again. Parents of both the victim and perpetrator will be communicated with.

Years 3-6 Sanctions including loss of Golden Time

First time a pupil breaks a rule: warning is given before every sad face

1st sad face ☹ Written in planner by teacher to communicate to parents. The comment will be linked to the rules. The teacher will have a restorative conversation the **child** about their behaviour and consider support strategies for their behaviour to improve.

	The child will miss their playtime.
2nd sad face ☹ ☹	Continued disruption: Year 3-6. No golden time that week. An adult will write in planner that golden time has been missed. The teacher will have a conversation with the **parents** and the **child** about their behaviour and consider support strategies for their behaviour to improve. The child will reflect and repair in a range of ways such as completing missed work at home, doing a job for the member of staff, writing a letter/ drawing a picture of apology to the person affected.
3rd sad face ☹☹☹	The child will miss 5 playtimes. The child will meet with the Assistant Headteacher, and a note will be made in their planner and parents will be contacted. Further restoration work will be carried out with the child with AHT and/ or class teacher.
4th sad face ☹☹☹☹	The child will see the Assistant Head of School/ Head of School about their behaviour and their parents will be invited in. The child may also be given a behaviour diary overseen by the SENCo and the SENCo may organise pastoral support for the child. Sanctions will be decided on an individual basis Sanctions will be decided on an individual basis. The school may decide to send the child to another school within our Multi Academy Trust. This placement will be for fixed period of time, ascertained by the Head of School and Executive Headteacher and unique to individual cases (see section 7).
Severe disruption: (**)	Sent straight to the Assistant Head of School or Head of School. The incident will be recorded in the child's planner and parents will be contacted and sanctions will be determined based on the disruption.

(see section which outlines what constitutes "Severe Behaviour)**

An immediate sad face will be issued to any child using inappropriate language and receive a sanction of a loss of playtime.

A visual display of these sanctions will be included in each classroom as a reminder of the sanctions for negative behaviour. This will include a whiteboard to record warnings and sad faces given out each week. Warnings are erased at the end of each day and sad faces will be erased at the end of each week. The class teacher will keep a record of both to enable them to track patterns of negative behaviour.

Severe disruption is likely to include:

- Bullying (See anti-bullying policy)
- Racist/homophobic behaviour (criteria sourced from Dudley LA Standard Operating Procedure). The definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person". include:
  - Derogatory name calling, insults, racist jokes and language
  - Racist graffiti
  - Incitement of others to behave in a racist way (which could be perceived to be radicalisation)
  - Racist comments in the course of discussions in formal and informal settings
  - Ridicule of an individual for cultural or religious differences e.g. food, music
- Refusal to co-operate with others because of race or ethnic origins
- Repeated physical assault/ aggression (any violent incident should be recorded)
- Repeated bad language

- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk to themselves or others

An immediate sad face will be issued to any child using inappropriate language and receive a sanction of a loss of playtime.

Two sad faces will be issued to any child using physical aggression (including retaliation). This is known as child on child abuse in Keeping Children Safe in Education 2023. This will mean a loss of golden time. In addition to this, a loss of breaktime and lunchtime play will also be issued. Parents of both children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.

Over time, if a child is showing extreme behaviours which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of suspension or permanent exclusion, Dudley Inclusive Pathways guidance will be followed (appendix 1 and 2).

In instances of bullying, staff will follow our anti-bullying policy. In addition to a suitable sanction being issued, both the victim and the perpetrator of bullying will receive support so that bullying does not happen again. Parents of both the victim and perpetrator will be communicated with.

Positive Handling Strategies

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or physically aggressive behaviour. These include but are not limited to: *humour, verbal advice and support, firm clear directions, limited choices, distraction, reassurance, adult swap, success reminders and reminders about consequences.* (see appendix 3) If these strategies do not work it may be necessary to use positive handling techniques to keep children and adults safe from harm. These strategies may involve positive handling or 'holding' techniques. These are a last resort. If a child needs positive handling by a member of staff, a dynamic risk assessment is carried out prior to any action. Parents are also informed. All incidents are followed by a 'debrief' in order to adapt practice for the future.

Behaviour Diary

If a child has a pattern of negative behaviour then a 'Behaviour Diary' is set up. This needs to be in consultation with parents, class teacher, and the SENCo. Behaviour Diaries should focus on no more than 3 achievable targets; these are reviewed weekly. A behaviour diary will usually run for a maximum of two weeks. At the end of the two-week period a decision will be made as to whether the individual child needs to be put on an Individual Behaviour Plan.

Individual Behaviour Plan

Criteria for putting a child on an IBP:

- Behaviour diary has been set up and proved unsuccessful
- Repeated challenging behaviour
- In danger of or has been suspended

- Advice has been sought from an external agency to modify the child's behaviour such as the Child and Adolescent Mental Health Service (CAMHS) or social services.

Parents are informed about why the decision to set up an IBP has been made. The child will be placed on the Special Educational Needs list at 'school support' if the child's academic progress is being affected by the behaviour.

The targets on the plan are clear and understood by the child. The IBP details overall targets which are broken down into smaller targets to achieve on a weekly basis. The targets are very specific, focusing on one or two wanted behaviours at a time. The targets are phrased in a positive way using the child's name, e.g. *This week I am looking for Susie to put her hand up when she wants to share something with the class.*

The rewards for displaying appropriate behaviour and meeting individual targets have meaning for the child and they are shared with them. The consequences are phrased so that the child knows if they continue to behave/act in this way then it will lead to a loss of privileges/activities. Children on IBPs may not have golden time. This will be decided on an individual basis. This is because they will have their own reward system for meeting their targets. Staff will track the child's progress against these targets and communicate this with parents on weekly basis.

The plan should not run longer than half a term and is reviewed with the child's parents, detailing evidence of the school's intervention.

Other people are involved in the plan such as the appropriate mediator and lunchtime staff.

Key staff have been trained in de-escalation techniques (appendix 3). Staff will employ these techniques when necessary. For some pupils a positive handling plan will be put into place with agreement from parents along with the IBP.

It is likely that school staff will also keep a log of behaviour incidents using an antecedent, behaviour and consequence form (appendix 6). This enables staff and senior leaders to identify what is going well for the child, what triggers the child may experience which leads to disruptive behaviour and allows staff to reflect on what may need to be changed for the child to be successful the following day. In addition to this, school staff may create a behaviour response plan (appendix 7) and work with the child on emotions scaling work in order to support them to self-regulate (appendix 8).

At Lutley, there is a recognition that some children may find it difficult to regulate their emotions, and so their behaviour, because of a diagnosed special educational need or disability, or because they have suffered trauma. We understand that all behaviour is communication. Because of this some children will require a different approach to most children in school. This is no different than ensuring that children who are identified as having special educational needs have additional to or different from their peers in order to help them to succeed. The focus is teaching children how to manage their emotions and behaviour. It is widely recognised that consequences alone, do not work well. Children suffering with social, emotional and mental health needs and/or trauma need understanding, consistency, and empathy, with a team of professionals and parents around them working to support them.

6 Lunchtime Behaviour

Foundation Stage, Key Stage 1 and 2 playtimes, over and above recognition and sanctions

Children modelling good citizenship e.g. helping, caring, sharing and living up to behaviour expectations are rewarded with specific praise, stickers and house points. At playtime if a child is disruptive, the member of staff on duty may ask them walk with them for a few minutes or sit on the bench as a 'time out' sanction.

Foundation and Key Stage 1 Lunchtime over and above recognition and sanctions from dinner supervisors

Good behaviour	House Points, specific praise
Inappropriate behaviour	Verbal warning (Yellow Card)
Continued inappropriate behaviour	5 minutes time out (Red Card) Teacher informed via a red card incident form. Some circumstances may result in a member of the Well-being Team becoming involved to support the child to reflect on behaviour and a short intervention may be put in place. Parents will be informed if a child reaches 5 red cards. Teacher will work with the child / parents to put strategies in place to support the child.
Physical aggression/ assault towards another child. Child on child abuse.	Three sad faces will be issued to any child using physical aggression (including retaliation). This will mean a loss of golden time. In addition to this, a loss of breaktime and lunchtime play will also be issued. Dinner Supervisors will complete an investigation form which will be entered on CPOMS by class teacher. Parents of **both** children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.
Further inappropriate behaviour	Walk with the dinner supervisor; teacher advised of behaviour. Information added to red card. A teacher will speak with the child as above. Parents will be informed via the planner and a call home.

Key Stage 2 Lunchtime over and above recognition and sanctions from dinner supervisors

Good behaviour	House Points, specific praise
Inappropriate behaviour	Verbal warning (Yellow Card)
Continued inappropriate behaviour	10 minutes walking with staff on duty (Red Card) Teacher informed via a red card incident form. Some circumstances may result in a member of the Well-being Team becoming involved to support the child to reflect on behaviour and a short intervention may be put in place. . Parents will be informed if a child reaches 5 red cards. Teacher will work with the child / parents to put strategies in place to support the child.
Physical aggression/ assault towards another child. Child on child abuse.	Two sad faces will be issued to any child using physical aggression (including retaliation). This will mean a loss of

	golden time. In addition to this, a loss of breaktime and lunchtime play will also be issued. Dinner Supervisors will complete an investigation form which will be entered on CPOMS by class teacher. Parents of **both** children will be contacted. During the time when a child misses playtime, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (appendix 4) or a reflective think sheet (appendix 5). Reflective think sheets will be kept by the class teacher and monitored by the senior leadership team.
Further inappropriate behaviour	Teacher informed on an incident form 15 minutes loss of social time with a teacher for the next break time/lunchtime. A teacher will speak with the child as above. Parents will be informed via the planner and a call home.

Note: Dinner Supervisors play a key part in Health and Safety and need staff to share on a regular basis the playground rules:

- To keep safe, children should not run through the trees.
- To keep safe, children should not swing or climb on bars or trees.
- To keep safe, children should not play on or near the fire escape through the trees.
- The only reason to be indoors is to use the toilet or the water fountain or if they need first aid administered.

Our Behaviour Charter and rules will be visible on the playground and should be referred to by all staff when dealing with negative behaviour on the playground.

Sanctions on KS1 and KS2 Playground

Lunchtime staff has initiated a yellow/red card system which is designed to make children aware that poor behaviour at lunchtime has consequences.

Yellow Card
If a child behaves inappropriately they will receive a yellow card as a warning. The yellow card contains the behaviour charter and rules will be used to explain to the child why they have received a warning. The child will be given positive strategies to improve their behaviour and given an opportunity to demonstrate a change in their behaviour.

Red Card
If a child continues to behave inappropriately they will receive a red card. Their name is added to the red card and the red card slip which and detail of their behaviour including which rules they have failed to uphold will be indicated. The red card is then passed to a teacher. A member of the 'Well-being Team' may speak to the child to offer further support and identify patterns in behaviour that may require further sanctions, ongoing support or involvement of parents or other agencies. This information will be recorded either by writing in or stapling the red card incident form in the child's planner.

All staff play an important role in maintaining good discipline at dinnertime. They will use praise points and /or stickers to reward good behaviour and issue sanctions in line with this Behaviour Policy.

Year 4 and 6 playground leaders work under the direction Assistant Head teachers and key staff adults leading this initiative. They work with children on the playground, helping children to play together, and hence develop social skills; at the same time reinforcing the expectation for good behaviour at lunchtime. They also take on the

role of Anti-Bullying Ambassadors. In year 5 children, can become a buddy working in the playground, they are given the opportunity to solve problems under adult supervision.

7 Trust Internal Placement

When a child is at risk of suspension or permanent exclusion, as well as following the Dudley Inclusive Pathways graduated response, the school may decide to send the child to another school within our Multi Academy Trust. This placement will be for a fixed period of time, ascertained by the Executive Head teacher, in liaison with the Director of Education or Chief Executive Officer, and unique to individual cases. In the event of this occurring the Multi Academy Trust Behaviour Policy will be referred to in order to move forward after the fixed term period ends.

8 Suspension and Exclusion

The school will follow the DfE guidance Behaviour in Schools September 2022 and DfE 2022 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (September 2022***)*** when making an exclusion.

There is no set pattern as to when suspension or exclusion is appropriate. A decision to suspend or exclude is made on a case-by-case basis.

Usually a suspension or permanent exclusion results from escalation of extreme behaviours and when all other support mechanisms have been exhausted. A suspension or exclusion may be given for repetition of inappropriate behaviours.

In some cases where behaviour is very extreme a suspension or permanent exclusion is likely to be given immediately. In this instance an adult with parental responsibility will be called to collect their child from school with immediate effect.

Dudley Primary Fair Access Protocol and Inclusive Pathways, may be used to seek alternative provision in some cases.

Suspensions can be short term i.e. 1 - 4 days at a time. A child may be suspended for a number of short-term suspensions. Work is always sent home with a letter explaining the reasons for suspension. On return to school, the child is always welcomed back by a Senior Leader (where possible). It may also be deemed appropriate for a child to return to school on a Reduction in Pupil Entitlement (RIPE) plan. This would usually only be appropriate when a child's anxiety or mental health is being affected badly by attending school full time.

Any RIPE would be a reciprocal agreement between parents and school. The purpose of a RIPE is to support a child to be successful in school as the time spent in school will be shorter. Once success has been experienced, our aim is always to support the child to return to school full time as quickly as possible.

At Lutley, suspensions and permanent exclusions are likely to be triggered by behaviours such as:

- Physical assault towards a teacher or other adult working with children
- Physical assault towards other children
- Health and safety issues to pupil involved and / or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Assistant Head teacher, Assistant Head of School, Head of School or Executive Head teacher.

Permanent Exclusion

When issuing a permanent exclusion, the school follows DfE statutory guidance Exclusion for maintained schools, academies and pupil referral units in England (2022).

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually, permanent exclusion results from consistent breaches of the school behaviour policy over time or escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviour exhibited in school. However, in some cases behaviour is so extreme that permanent exclusion is issued immediately.

In such serious cases advice is sought and guidance followed from the Dudley Local Authority Exclusion officer. When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

Internal Exclusion

An internal exclusion may be issued for a variety of reasons and may include break times and/ or lunchtimes. A member of the Senior Leadership Team will issue internal exclusions and they will determine how long this will be for on a case-by-case basis.

9 Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy.

10 Child on Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

11 Search, Seizure and Confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil’s clothes or bags is deemed appropriate, a search may be carried out by the senior leadership team, or staff authorized by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched and screened. This includes the individual needs or learning difficulties of pupils with SEND and making reasonable adjustments that may be required.

The Head of School, Assistant Head of School or Executive Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff with support from the designated safeguarding leads. They will also ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of pupil's property as a disciplinary sanction as long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission, the school may impose a sanction for failing to follow a reasonable instruction.

The senior leadership team and other members of staff authorised by them, have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil)

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search pupil must not be required to remove any clothing other than outer clothing. 'Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

12 Behaviour and Special Educational Needs (SEND)

Where there is an ongoing pattern of poor behaviour, disruption, anti-social behaviour and normal school over and above recognition, and sanctions have minimal or no impact the following stages need to be followed:

Intervention Strategy:

- Multiple behaviour diaries are often the trigger for Intervention strategies.
- Assistant Head of School and SENCo meet with parents where targets and provision are discussed and agreed. During this discussion a follow up date will be set to review any progress and agree next steps.
- Staff awareness – so that adults can observe and praise good behaviour as well as ensure that the approaches taken to address poor behaviour are consistent.
- Circle of friends/circle time may be used to create a supportive environment and to increase self-esteem.
- Regular involvement from a pastoral/behaviour mentor maybe used to support positive outcomes.
- Children may have an individual behaviour plan and be moved on to the special needs overview. Parents made aware that the child is on the special needs overview.
- Alternative provision may be explored which could include Reduction in Pupil Entitlement (RIPE) – this means that pupils would not be in school for parts of a day (eg mornings only). This is a reciprocal arrangement between school staff and parents as outlined above.
- As well as the above, the SENCo /school may need to draw upon specialist support and advice from external agencies, e.g. Educational Psychologist, Social Care, The Sycamore Centre Outreach Support, referrals to G.P. or CAMHS.
- Dudley Inclusive Pathways guidance document will be followed (appendix 1 and 2).

Related policies

- Safeguarding
- Anti-Bullying
- Online Safety

- Special Educational Needs and Disability Policy

13 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or head of school in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

14 Monitoring and review

To keep the policy 'live' and 'active' the policy will be reviewed annually and can be reviewed and adapted before if necessary. This policy will be reviewed and updated on or before 1st September 2023

Appendix 1 – Inclusion Flow chart

Appendix 2 - For children who do not have an Education, Health and Care Plan (EHCP)

Appendix 3 - De-escalation Strategies

Appendix 4 - Back chaining

Appendix 5 – Reflection Form

Appendix 6 – ABC Form for tracking

Appendix 7 – Educational Psychologist Strategies

Appendix 8 - Emotion Scaling Tool

Appendix 9 – Behaviour Contract

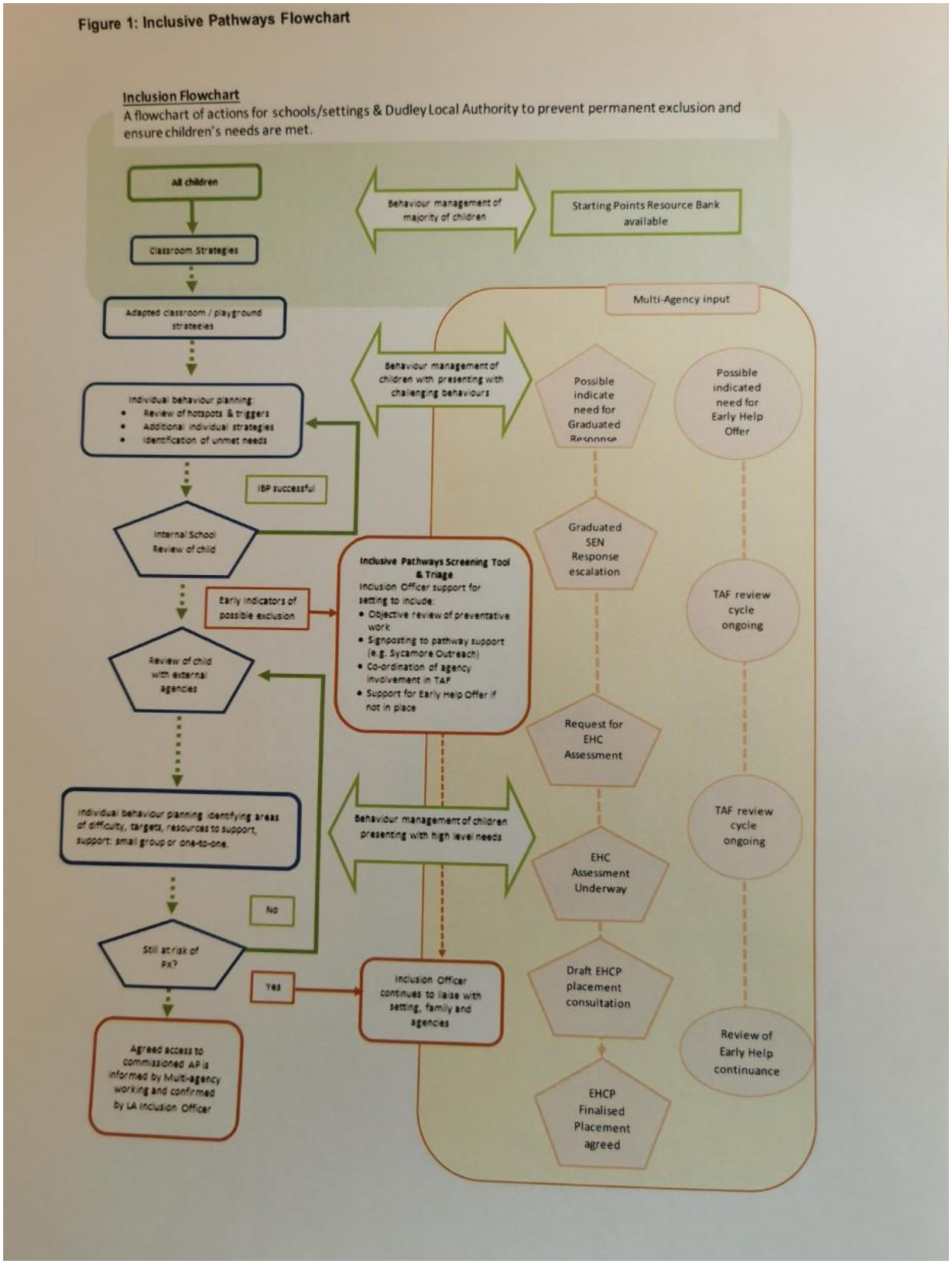


Figure 1: Inclusive Pathways Flowchart
Inclusion Flowchart
A flowchart of actions for schools/settings & Dudley Local Authority to prevent permanent exclusion and ensure children's needs are met.
All children
Classroom Strategies
Adapted classroom / playground strategies
Individual behaviour planning:
Review of hotspots & triggers
Additional individual strategies
Identification of unmet needs
IBP successful
Internal School Review of child
Early indicators of possible exclusion
Review of child with external agencies
Individual behaviour planning identifying areas of difficulty, targets, resources to support, support: small group or one-to-one.
No
Still at risk of PX?
Yes
Agreed access to commissioned AP is informed by Multi-agency working and confirmed by LA Inclusion Officer
Behaviour management of majority of children
Starting Points Resource Bank available
Behaviour management of children with presenting with challenging behaviours
Inclusive Pathways Screening Tool & Triage
Inclusion Officer support for setting to include:
Objective review of preventative work
Signposting to pathway support (e.g. Sycamore Outreach)
Co-ordination of agency involvement in TAF
Support for Early Help Offer if not in place
Behaviour management of children presenting with high level needs
Inclusion Officer continues to liaise with setting, family and agencies
Multi-Agency input
Possible indicate need for Graduated Response
Possible indicated need for Early Help Offer
Graduated SEN Response escalation
TAF review cycle ongoing
Request for EHC Assessment
TAF review cycle ongoing
EHC Assessment Underway
Draft EHCP placement consultation
Review of Early Help continuance
EHCP Finalised Placement agreed

Appendix 2

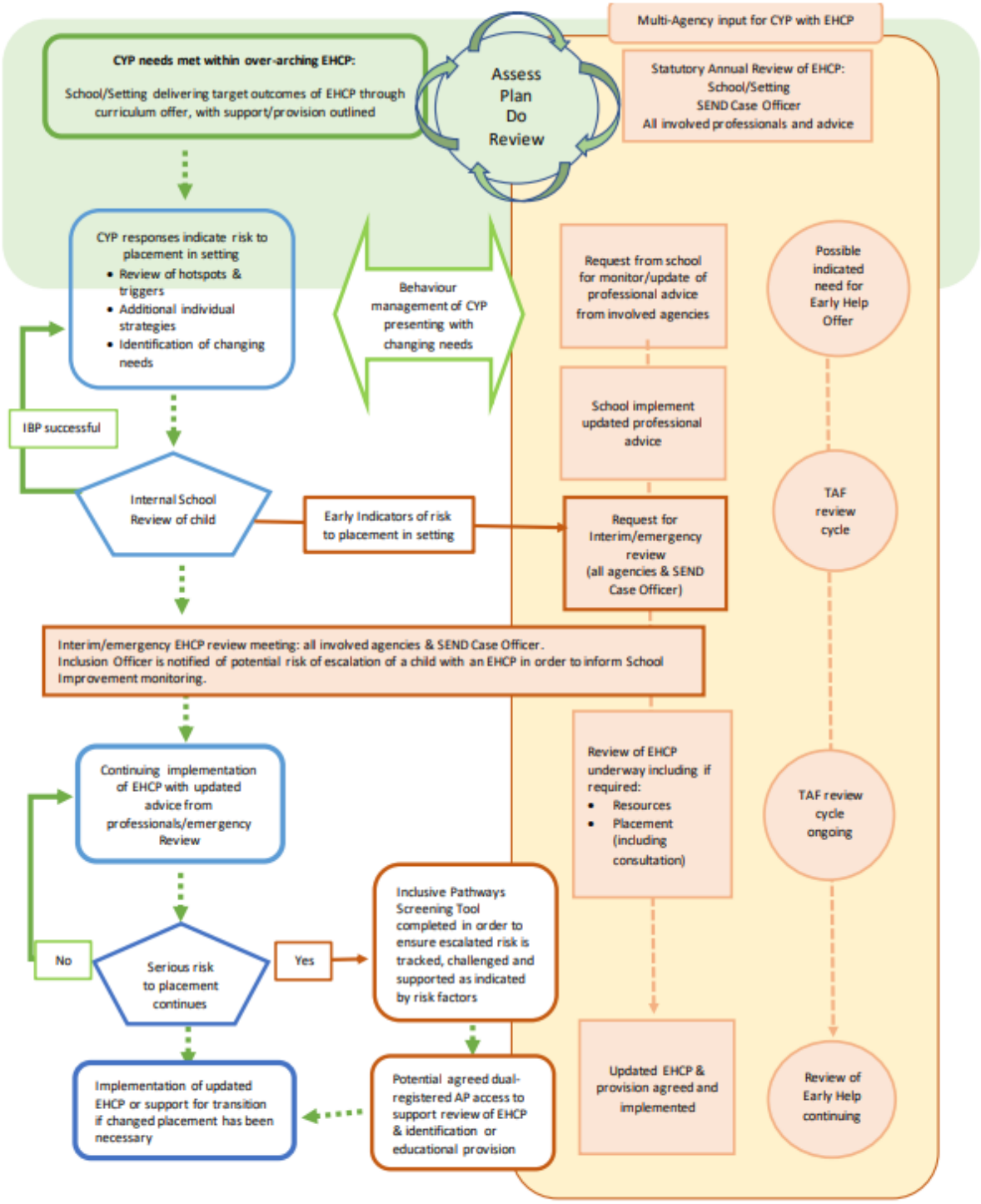
Flow chart for graduated response for children who already have an Education, Health and Care Plan (EHCP)

Figure 2: Inclusive Pathways Flowchart :CYP with EHCPs

Inclusion Flowchart and IP Screening Extension: CYP with EHCPs

This flowchart combines Statutory Process and potential for Inclusive Pathways screening for CYP at risk of Exclusion.

All settings are reminded that inability to meet need must not be a reason for Permanent Exclusion



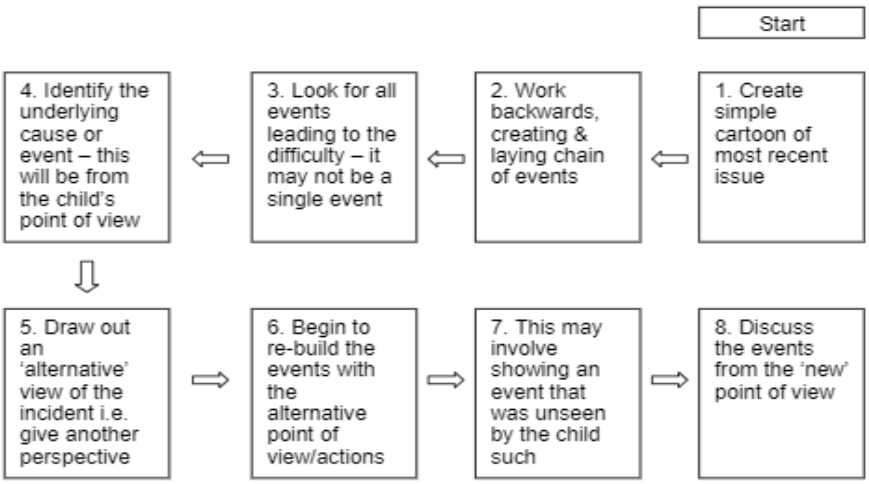
Appendix 3

De-escalation Strategies

- C.A.L.M—communicate, awareness, assessment, listen and look, make safe
- Distraction
- Reassurance
- Lowering voice/ broken record—'I am here to help.'
- Allowing space
- Humour
- 7. Little challenge/ competition - 'I bet you can't….'
- Planned ignoring
- Time out
- Reminder of what success looks like
- Verbal advice and support
- Showing pictures/ not too many words
- Change of adult
- Over and above recognition for doing the right thing / noticing a change in behaviour
- Emotion coaching—connect/ empathy
- Remove the class if children are in a potentially dangerous situation

Appendix 4

Back chaining



This is to be used with a child who may have difficulty in identifying the point at which a situation has gone wrong, or in identifying any perspective on a situation other than their own. Their perception of events may differ from those of other people involved in the incident, and therefore incidents, or reference to incidents may go on for some considerable time, furthering the breakdown of interaction with peers, and adding to the child's anxieties. If a student is having difficulty in understanding the events and interactions of a specific incident that has happened, and is causing distress use the back-chaining diagram above to support the child to explore the incident further.

Adult and student draw a simple picture of the current situation (e.g. child angry). On a separate sheet they draw the incident that directly lead to that anger. At this point, don't assume that this one incident had caused the anger.... Keep drawing pictures that go further back until a chain of events is established.

With the student, identify where in particular the chain has gone wrong (this may be a single episode or a series of episodes). Draw an alternative picture for what should/could have happened instead, in other words, redraw the incident from an alternate perspective, perhaps that of the other peer involved (this may involve actually drawing out a picture showing that an incident had been dealt with, but which the child did not necessarily see, such as another peer being sanctioned). From the pictures of the other perspective, draw out the alternative sequence of events that would have happened from then on. In this way, the child can see any situations that they perceive have not been dealt with, or in which they cannot identify their own actions as having an effect on events. They can also identify where a specific event could have been dealt with differently, and that a different course of events would have resulted. Keep the back chain (stick in a book as necessary), as it not only shows that an incident has been dealt with, but will also serve as a record of any incidents which are recurring and may need further intervention through strategies such as Social Stories. If necessary, keep the 'alternate' (modelled) outcome for future reference and file the back-chain in a 'finished' box.

Appendix 5

Reflective Think Sheet

Trackit Lights

What happened? (Circle all the correct pictures)

wasn't following instructions | talking | wasn't on task | was disrespectful/ silly | had a negative attitude | distracted others | wasn't ready/ late | made a mess

was dangerous | bullying | was aggressive | was violent | damaged property | persistant negative | was inapropriate | other

Want to tell us more?

How were you feeling? (Circle the correct feelings)

bored / impatient | silly / giddy | angry | frustrated | sad | confused | troubled / a lot on my mind | embarassed

guilty | tired | anxious | stressed | jealous | hungry | scared | other

What were you thinking?

Reflective Think Sheet

Trackit Lights

Who else has been affected

How might they be feeling? (Circle the correct feelings)

What could you have done differently?

How can we repair the damage?

Appendix 6

Lutley Primary School
Learning, Caring, Aiming High - Together

ABC of Behaviour

Name:

Date and Time Which lesson was the child in / area of school?	**Antecedent** What happened before? (i.e. transition, factors at home, other child, words, instruction given?)	**Behaviour** What was the behaviour? Bullet point? Include anything that was said	**Consequence** How will you reflect on your practice and what will you change?

Appendix 7

Dudley Educational Psychology Service

As the lesson begins:
1)Ask ***** how he is feeling using visual supports
2) Go through *****'s Visual timetable for the day
3) Remind ***** of the class rules.
4)Show ***** his **'First and Then'** board

If ***** is distracting other people in the lesson:
Give a **verbal warning.**
Empathise with him then label the inappropriate behaviour
e.g. ***'I understand that you are angry, but it is not ok to shout at people.'***

Praise/notice ***** for good behaviour shown:

- Good listening
- Good sitting
- Putting hand up to answer questions
- Asking for help
- Kind words

Reward with:
1) Smiles and verbal praise
2) Stickers
3)Golden book entry
4)Golden time

If ***** throws objects, hits others or seems particularly distressed:

- Use guidance on **Team-Teach Risk Assessment**.
- Approach him from the side / reassure ***** e.g. ***'I understand that you are angry, but it is not ok to hit people.'***
- Keep language to a minimum/ make the environment safe for him and others.
- Direct ***** to an identified safe space **'The Rainbow Room'** (It may help him to hold an object in both hands)
- *Use **weighted scarf, chill out box or colouring** to support ***** to calm down. He may need to remove his jumper and have a drink of water.*
- *Once ***** is calm, use **'child debrief cartoon'** to identify what happened and explain the consequence. Then draw a cartoon for a better solution for what happened.*
- **Incident to be recorded in behaviour log in class and shared with parents through communication book.**

If ***** cannot be directed to a safe space send the **RED Triangle** to gain assistance.
Team Teach trained staff to follow Risk Assessment
Once ***** is in a safe space follow guidance in *italics* above. **Incident to be recorded on Integris**

Appendix 8

Emotion Scaling Tool

Rating		Looks/Sounds/Feels Like	An Adult Can Help/I Can Try To
	5		
	4		
	3		
	2		
	1		

Behaviour Contract

Lutley Primary School

Visible consistencies:

Daily meet and greet on the door.

Persistently catching children doing the right thing.

Emotions board in every classroom—time to teach about/ reflect on emotions everyday.

Accompanying children to the playground at break, lunch and the end of every day. Collecting them from the playground at the end of break and lunch.

Moving around school.

Routines for behaviour in assembly and moving around school and class transitions.

Praising in public/ reminding in private.

Consistent language/ script and use of emotion coaching.

Connect before correcting.

Show kindness and compassion/ empathy.

Use grounding techniques to support regulation.

Engagement in restorative follow ups.

School Rules:

Always try your best

Be kind

Make the right choices

Over and above recognition:

Specific verbal praise.

Name on smile/ recognition board.
Stickers.

House points.

Phone call home.

Note in planner.

Postcard home.

Go to see a member of SLT to celebrate.

Star of the Day

Worker of the Week.

ABC Award.

Restorative Talk:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

What can we do to make things right?

How can we do things differently in future?

Sanctions:

Warnings — reminder of the rule that has been broken

Sad face — reminder of the rule that has been broken or discussion if a further rule has been broken.

Further sad faces— restorative conversation will take place with the class teacher to repair and restore. Together, decide how best to repair damage.

Loss of playtimes and golden time.

Involvement of SLT as per policy. This will be followed up with a restorative conversation as above. Parents will be contacted.

For persistent or very serious unacceptable behaviour, an appropriate sanction will be imposed to be decided by SLT. Parents will be contacted.

Some key phrases to use:

I can see that you are..... (frustrated/ cross/ hurt/ upset)

I might feel that way if that happened to me/ I understand how you might be feeling.

Maybe you are right.... (I may need to speak to them).

I understand....(that you are angry/upset/cross).

I need you to ....(come with me so..../ let me help you....).

That as may be....(but I need you to....)

I have often thought the same..... but I need you to focus on.....

I hear you....(it's not easy but I know you can do it, I believe in you).

If you choose to do X, you can be certain Y will happen

Do you remember yesterday/ last week. When you did.... And how proud we were....we need that child today.