



"Start children off on the way they should go, and even when they are old they will not turn from it."  
Proverbs 22:6

## BEHAVIOUR, ATTITUDES & DISCIPLINE POLICY

Adopted	Spring 2024
Committee	Standards
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We are a Christian school where quality and opportunities make a difference. We value all children as unique 'Children of God' and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

'Learning, loving, laughing in the light of Jesus'.

## Introduction

The Governors and staff at Forsbrook CE Primary School, firmly believe that for children to make outstanding progress in lessons and to make a positive contribution to our school community, behaviour should also be outstanding. We aim to use a therapeutic approach to:

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect within a Christian environment.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. It is expected that some children might test the boundaries. Positive affirmation should have a place in achieving acceptable behaviour but it must be recognised that consequences will result when children do not accept and follow the behaviour expectations and rules of the school. Acceptable standards of behaviour, work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling. This is developed with reflection when things go wrong. At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

## Aims and expectations

It is a primary aim of Forsbrook CE Primary School to secure a caring community, whose core values are built on our Christian ethos. The school's policy, therefore, is designed to support the way in which all members of the school can live and work together in a supportive way.

### **Our rules:**

Our rules are concerned with safety, the happiness of the child and preparing for life in society. We require children to follow our expectations and demonstrate the following pro social behaviours.

- Always treat others in a way you would wish to be treated yourself.
- Enable good learning for yourself and others.
- Take responsibility for what you say and what you do.
- Take pride in all you do at school.
- Talk to each other, teachers and other adults in a respectful, polite and friendly way and listen to others.
- Make sure you always show good manners around the school and in the playground.
- Use every opportunity to act as an ambassador for the school within school itself and in our local community.
- Treat school equipment, classrooms, grounds and the school environment with respect and care.
- If someone provokes you, move away from them, or if you find it hard to regulate yourself, find an adult to help you or a safe space.
- Wear your school uniform smartly and take pride in your appearance including your PE kit.
- Follow safety rules to ensure everyone is and feels safe by following the classroom rules which are displayed in every classroom and referred to by all adults in the school.
- Ensure that you understand how to stay safe online and to prevent online bullying.

Our **expectations**:

Children understand the importance and nature of a high standard of behaviour through:

- modelling of high standards by all staff
- modelling of high standards by older pupils
- whole school celebration assemblies and collective worship
- PSHE / RSE
- on-going positive reinforcement of positive behaviour
- zero tolerance of bullying in any form
- close monitoring

### **Legislation and Statutory Requirements**

This policy is based on advice from the DFE including:

- ✓ The Equality Act 2010
- ✓ SEND Code of Practice
- ✓ Section 175 of the Education Act 2002
- ✓ KCSIE 2022
- ✓ Behaviour in Schools 2022

### **Equality**

Through appropriate treatment of all, Forsbrook CE Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's Christian values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

### **Rewards and Sanctions**

At Forsbrook CE Primary, we apply a number of rewards and sanctions. Systems of rewards will be reviewed on a regular basis with a regard to the attitudes and suggestions of pupils in the school. We operate a traffic light system for monitoring behaviour that follows 4 stages. **(See Appendix A)**

#### **Rewards - 'Good to be Green'**

At Forsbrook CE Primary, learning at the beginning of each academic year reinforces positive behaviour traits. We praise and reward children for good learning attitudes and behaviour in a variety of ways:

- Staff congratulate and praise children verbally
- Staff give children power points and these contribute towards a class total which is shared in the weekly values assembly. We operate a team system named after consultation with the pupils. The team names are Air, Fire, Water, Earth.
- Headteacher stickers
- Values Certificates - Values certificates can be awarded to children who have been successful and made progress or have been helpful in any way during the week in question. This includes success in all spheres not just in the classroom e.g. behaviour, courtesy etc. These are awarded to children during our celebration assembly.

- Small certificates and trophies - All pupils are encouraged to bring in any trophies and certificates they may have received outside of school thus, creating a very positive link between home and school.
- Stickers - Class teachers and classroom support staff can give an individually designed sticker that rewards good work or behaviour. These can be put into exercise books or work folders.
- Headteacher - Examples of good work or improved behaviour should be communicated by the child to the headteacher, teacher, or other children during the school week in order to raise levels of self-esteem and motivation.

### What our pupils say about expected behaviours at Forsbrook:

School Value	Associated good behaviours shown through this value;
<p><b>LOVE</b></p> <p>"We love because he first loved us."</p> <p>(1 John 4:19)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• help people if they are hurt</li> <li>• let people play and include in our games</li> <li>• give friends a hug if they are sad</li> <li>• include all</li> <li>• are kind to one another</li> <li>• take care of each other</li> <li>• always listen and are available to talk to each other</li> </ul>
<p><b>JOY</b></p> <p><i>"I sing for joy at what your hands have done. How great are your works."</i></p> <p>(Psalm 92:5)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• show that we are happy for other people in their achievement</li> <li>• give each other a 'well done' when things have gone well</li> <li>• share joy with others</li> <li>• cheer someone up who is upset and encourage them</li> <li>• are happy but ensure others are happy too</li> <li>• smile</li> <li>• including one another in games/conversations</li> <li>• share jokes and offer a friendly shoulder when someone is feeling down</li> <li>• Take an active part in school life</li> </ul>
<p><b>PEACE</b></p> <p>"Blessed are the peace makers, for they shall be called children of God".</p> <p>(Matthew 5:9)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• don't hurt each other</li> <li>• respect people's need to have alone time</li> <li>• try to find a compromise so each person maintains their peace of mind</li> <li>• cheer someone up who is upset</li> <li>• use Lucy's Garden for reflection time</li> <li>• say sorry and be the 'bigger person'</li> <li>• try to de-escalate any arguments</li> <li>• listen to each other and talk through any issues that arise</li> <li>• don't purposefully frustrate one another</li> <li>• work quietly so everyone can concentrate</li> <li>• ensure peace with other year groups</li> </ul>
<p><b>HOPE</b></p> <p>"Hope does not disappoint us, because God poured out his love into our hearts by his Holy Spirit, who is God's gift to us."</p> <p>(Romans 5:5)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• offer hope to others when they are struggling with their beliefs</li> <li>• send well wishes</li> <li>• encourage and believe in our friends</li> <li>• tell someone they CAN do it</li> <li>• are grateful for help</li> <li>• try to turn negatives into a positive</li> <li>• show resilience</li> <li>• have a 'can do' attitude</li> <li>• face challenges head on</li> </ul>

<p style="text-align: center;"><b>FRIENDSHIP</b></p> <p>“I no longer call you servants,” said Jesus... “Instead, I have called you friends.”</p> <p style="text-align: center;">(John 15:15)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• play with other people</li> <li>• ask those who are new to our school if they want to play so they are included</li> <li>• cheer each other up if they are down</li> <li>• laugh with one another</li> <li>• show reciprocal care and positive praise</li> <li>• are open minded and play with everyone</li> <li>• share interests and show interest</li> <li>• listen</li> <li>• trust one another and are loyal to our friends</li> <li>• apologise when mistakes have been made</li> <li>• negotiate and see reason</li> </ul>
<p style="text-align: center;"><b>COMPASSION</b></p> <p>“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you”.</p> <p style="text-align: center;">(Ephesians 4:32)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• help charities and donate to the foodbank</li> <li>• help others such as the homeless outside of school</li> <li>• try to cheer up those who are having a tough time</li> <li>• show friends we understand if they are upset</li> <li>• help children who have been absent with their work</li> <li>• make people laugh/smile</li> <li>• think of others and how they may be feeling</li> <li>• understand others situations and are caring</li> <li>• show kindness</li> </ul>
<p style="text-align: center;"><b>RESPECT</b></p> <p>“So in everything, do to others what you would have them do to you” and show respect.</p> <p style="text-align: center;">(Matthew 7:12. 12)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• respect other’s beliefs</li> <li>• show patience and respect by waiting</li> <li>• hold the door open for others</li> <li>• show good sportsmanship</li> <li>• sit nicely to show we care and are listening</li> <li>• don’t speak over the teacher</li> <li>• follow rules</li> <li>• use manners</li> <li>• dress smartly, abiding by the uniform policy</li> <li>• greet everyone with a smile</li> <li>• show a positive attitude towards learning</li> <li>• show mutual understanding</li> <li>• listen to instructions in class</li> <li>• are honest</li> </ul>
<p style="text-align: center;"><b>COURAGE</b></p> <p>“Be strong and of good courage, do not fear nor be afraid of them; for the LORD your God, He is the One who goes with you. He will not leave you nor forsake you.”</p> <p style="text-align: center;">(Deuteronomy 31:6)</p>	<p><b>At Forsbrook, we:</b></p> <ul style="list-style-type: none"> <li>• show resilience in challenges</li> <li>• show courage and try, try, try again even when we make mistakes</li> <li>• we don’t give up</li> <li>• try new things</li> <li>• stand up for people</li> <li>• have the courage to say sorry when we are in the wrong</li> <li>• have the courage to do something for someone else when they are struggling to take on that task</li> <li>• are brave</li> <li>• tell someone if something is wrong or we are worried</li> <li>• have the courage to say ‘no’ if someone is getting you to do something they shouldn’t</li> <li>• have faith in our own ability – ‘HAVE A GO’ attitude</li> <li>• challenge ourselves and show self-belief</li> <li>• learn from mistakes</li> <li>• have a determination to do well</li> <li>• Follow our dreams</li> </ul>

## Dealing with inappropriate behaviour

Most instances of poor behaviour are relatively minor and can be adequately dealt with by the class teacher. These may include a reminder of expected behaviour, loss of free times e.g. playtimes, moving to sit alone, reflecting, and a loss of responsibilities. However, if this is not sufficient, then our cascade model approach to dealing with inappropriate behaviour comes into effect.

Each case is treated individually. It involves dealing with disruptive and rule breaking behaviour in a 'stepwise' approach, from the least to the most intrusive. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. It must be clear why the sanction is being applied, as well as it being made clear what changes in behaviour are required. It should be the behaviour, rather than the person, that is punished and the primary message to communicate is: **'You Own Your Own Behaviour.'**

At Forsbrook CE Primary, we will not tolerate behaviour which impacts on other people's learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

In the first instance, the teacher is responsible for resolving the situation. If the misbehaviour continues, then the teacher seeks help and advice from a member of the Senior Leadership Team and then the Headteacher. If extreme circumstances dictate, then the Headteacher is the first to be contacted. The behavioural incident is recorded on the child's individual record on Safeguard and any issues are analysed and acted upon as appropriate.

If a child repeatedly acts in a way that repeatedly disrupts or upsets others, the Headteacher will contact the child's parents or carers. Initially, this may be an informal conversation. If the misbehaviour persists, then the Headteacher will arrange an appointment for parents to attend in order to discuss the situation and actions to be taken, including signposting parents towards agencies offering family or child support, or making referrals through school to gain further guidance, advice or support.

## Inappropriate Behaviour in the Classroom - (See Appendix A)

### **Cool off time in class**

Initially, a reminder is given on what is expected, what rule they are breaking and what choices they have. If this is not sufficient, there is:

- A 5 minute 'cool off to rethink' in the classroom, but away from the other children. We do not keep a record of this sanction.

### **Teacher Partners**

If a child is displaying behaviour that is likely to lead to classroom disruption, then they should be sent to the teacher's 'partner'.

- The 'partner' will be a staff member in close vicinity.
- The child should stay with the 'partner', normally this will be: KS1 10 minutes, and KS2 15 minutes.
- The child will be sent with a THINK SHEET activity to complete before returning to the classroom.  
**(See Appendix B)**
- The member of staff, or their 'partner', should give the child as little attention as possible
- On entry into the 'partner classroom, the child should be asked to sit in a chair quietly.
- After the nominated time has passed the 'partner' teacher will send the child back to their own classroom

- On entry back into the classroom a working relationship should be rebuilt, rather than continuing the incident. A smile, thank you, a welcome back can all help. Essentially it means 'Let's start again'.
- The incident is recorded in the child's Safeguard record. This includes the nature of the incident the date and the time.

### **Removal from the classroom – Yellow Warning**

If a child is displaying disruptive behaviour that is either verbally or physically aggressive to such a degree that you wish them to leave the room but do not wish to operate the 'partner' system, then the child should be escorted to the Headteacher, or in her absence, the Deputy Headteacher.

Unacceptable behaviour, which also includes their attitude to learning within the classroom or in Afterschool club, may also lead to the child: -

1. Missing part of break and/or lunchtime
2. Missing a larger part or all of break and/or lunchtime
3. Missing extra-curricular activities including sporting events
4. Being removed from Afterschool club

### **Inappropriate Behaviour outside of the Classroom**

#### **Cool off time**

If a child misbehaves at playtimes or lunchtime they have a 5 min time out period standing with a member of staff. A reminder given on what is expected, what rule they are breaking and what choices they have.

#### **Removal from the playground**

If behaviour is persistently disruptive, disrespectful to staff, inappropriate language or hurtful actions or words then they are sent to the school office for the remainder of the lunchtime. If the behaviour is severe enough then they are sent straight to the Headteacher.

A midday supervisor will inform the class teacher when inappropriate behaviour occurs during the session. The incident is recorded in the child's Safeguard behaviour record. This includes the nature of the incident the date and the time.

Unacceptable behaviour may also lead to: -

1. Miss break and or lunchtime for an agreed period set by the HT / DHT or class teacher
2. The HT / DHT or class teacher informing parents with a phone call. (Possibility of being invited in.)
3. Missing extra-curricular activities including sporting events
4. To lose their place in afterschool club.
5. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school playground for the duration of the lunchtime period.

If inappropriate behaviour occurs at break times, the staff on duty need to deal with it immediately. Children will be asked to stand alone for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of break time, they will then need to be collected by their class teacher who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact, then a Reflection Log will be completed (**See Appendix C**) and an Individual Behaviour Plan may be drawn up (**See Appendix D**). This will be communicated with parents and an agreed plan of action will be followed by home and school.

## **Behaviour outside of school**

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or could adversely affect the reputation of the school

## **The Restorative Approach**

Restorative Practices helps children take responsibility for their own behaviour management by:

### *1. Focusing on relationships.*

In Restorative Practices, the emphasis is on promoting, fostering and sustaining positive relationships and teaching pupils what to do when there is conflict or difficulty in a relationship. Talking improves understanding and empathy. This takes the retribution out of the equation and lets children know that relationships can be restored after conflict or difficulties.

### *2. Building empathy.*

Children are made aware of the real consequences of their actions by facing the person who was harmed and hearing how that person feels and what they are thinking. By developing compassion and empathy for others and understanding how their behaviour affects others, students can learn to regulate their own behaviour.

### *3. Agreeing on relevant and supportive consequences.*

Reparation is decided between the two parties so that any follow up is relevant i.e. related to the harm e.g. if a pupil spoke rudely to a teacher, then the child may repair the harm by apologising and promising to ask for help when feeling stressed in future; and supportive e.g. the teacher agrees to help the pupil when the work is difficult.

### *4. Using a no-blame approach.*

When children and teachers agree to a restorative conversation, respectful language is used in a non-threatening and non-confrontational manner. When children are given the opportunity to be accountable for their behaviour in a safe, supportive environment, they are more likely to accept responsibility and be prepared to change their behaviour.

### *5. Giving everyone a voice.*

Children are given an opportunity to speak their truth, to tell their story and be heard. This process gives schools more information about what is going on for pupils and can help teachers assist them to avoid those difficult situations in the future.

## **Restorative Language**

**When our pupils find themselves in conflict or upset, we will ask them:**

What happened?

What were you thinking or feeling when that happened?

What needs to happen to put this right?

What would you do differently next time?



### **We might also say to our pupils:**

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What other choice could you have made?
- How can you make sure this doesn't happen again?

### **By using the restorative approach, we aim to:**

REDUCE	IMPROVE	DEVELOP
<ul style="list-style-type: none"><li>• Exclusions</li><li>• Disruptive behavior</li><li>• Conflict</li><li>• Bullying</li><li>• Low level disruption</li></ul>	<ul style="list-style-type: none"><li>• Behavior</li><li>• Learning</li><li>• Attendance</li><li>• Outcomes</li></ul>	<ul style="list-style-type: none"><li>• Honesty</li><li>• Responsibility</li><li>• Accountability</li><li>• Empathy</li><li>• Emotional literacy</li><li>• Conflict resolution skills</li><li>• Positive learning behaviours</li><li>• Positive learning environment</li><li>• Independence</li></ul>

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Bullying, including Cyber Bullying, in any form, is unacceptable, and is regarded as a most serious offence. This includes any bullying actions within the school, on the way to school and on the way home from school. It is the right of all children to have a safe and secure environment, free from bullying in which to play and learn. Bullying includes any form of physical, written/typed (online or on paper) or verbal behaviour, which can be aggressive in nature and/or is intended to make the receiver feel bad and the perpetrator feel good.

Examples of bullying are teasing, pushing / hitting / fighting, name calling, excluding, intimidation, making malicious comments or spreading malicious stories. These may be done 'face to face', through third parties or through social media.

Pupils are reminded frequently, through assemblies, and PSHE lessons about actions to take if they are being bullied. They are helped to understand that if a school does not know that a pupil is being bullied, it cannot help. Each case of bullying, or suspected bullying, must be recorded (with written statements taken) investigated and reported to the Headteacher. The knowledge that written statements will be taken should help to stop spurious complaints being made. Parents will be informed of any incidents of bullying in which their child is involved – as victim, perpetrator or bystander. Bullying is acknowledged as a serious offence within the school and one that brings serious consequences.

### **The Involvement of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school values on the school website as well as reinforcing them regularly at parent's meetings, and we expect parents to read these and support them. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way that their child

has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and finally if they are still not satisfied they can contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Recording, Monitoring and Evaluating Behaviour**

Incidents of disruptive behaviour are recorded in the child's Safeguard record. These records can be used to inform the child or children involved in such incidents, other colleagues, parents / guardians and other interested parties of an individual's poor behaviour when necessary. The guidelines will be reviewed regularly by all staff and will be reported on at staff meetings on a termly basis. The closer monitoring of the behaviour process will be recorded by SLT and reported to staff.

### **Special Educational Needs**

All staff should be aware of children whose special needs require a particular approach, the many complex and different needs of individuals including Dyslexia, Dyspraxia, ADHD and ASD e.g. Autism, impaired vision/hearing, attachment issues. When managing the behaviour of individuals with a special educational need reasonable adjustments will be made, taking into consideration their additional need.

### **The role of the headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of it. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **Exclusion**

Only the head teacher 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. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour. The class teacher records minor classroom incidents as well as those incidents where a child is sent to the Headteacher on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors pass on details of any incidents to the class teacher and record them on the child's Safeguard record.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Attendance**

When monitoring behaviour, we consider whether there is an impact on school attendance data. Any concerns about behaviour and attendance are recorded on our Safeguard system which helps us to see if there is a bigger picture to the concerns.

### **Allegations regarding persons working in or on behalf of the school (including volunteers)**

We will always follow the Staffordshire Safeguarding Children Board procedures that can be accessed at [www.staffsscb.org.uk/professionals/procedures/](http://www.staffsscb.org.uk/professionals/procedures/) section 7 "Managing Allegations of Abuse made against a person who works with children". Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### **Action**

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.
- Every effort will be made to maintain confidentiality and to guard against unwanted publicity while an investigation is being investigated.
- Disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

## Appendix A – BEHAVIOUR GUIDELINES (to be displayed in classrooms)

Stage	Behaviour	Consequence	Action / Managed by
<b>Stage 1</b> Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time.  LOW LEVEL	<ul style="list-style-type: none"> <li>Low level disruption</li> <li>Calling out/making silly noises/fidgeting with equipment</li> <li>Pushing in line</li> <li>Walking around the classroom without permission</li> <li>Bickering or squabbling</li> <li>Telling tales</li> <li>Failing to complete a task</li> </ul>	Verbal reminder  5 mins thinking time in class or table move for session	<ul style="list-style-type: none"> <li>Restorative approach</li> <li>Restorative questions</li> <li>Identify school values</li> <li>Name the behaviour</li> <li>Tell them what you expect – give example</li> </ul> If persistent: <ul style="list-style-type: none"> <li><b>See stage 2</b></li> </ul> Managed by: Class teacher or Support Staff
<b>Stage 2 - YELLOW</b> Behaviours do begin to <b>impinge on children's and adult's rights</b> most often the right to learn.  They are often behaviours that have <b>continued from stage one and require a period of time out.</b>  PERSISTENT LOW LEVEL	<ul style="list-style-type: none"> <li>Stage 1 behaviour continues after adult intervention or warning</li> <li>Failing to complete the task set for the second time that day – staff will check first for understanding to ensure no barriers to learning</li> <li>Deliberately breaking school property</li> </ul>	<b>Yellow Warning</b>  Miss 10/15 mins of playtime <b>or</b> 10/15 mins out to partner class <b>THINK SHEET to be completed</b>  Record on Safeguard	<b>Follow up with restorative conversation</b>  As above but move child to yellow.  If persistent: <ul style="list-style-type: none"> <li>Class teacher to speak with parents at the end of day</li> <li>Complete Safeguard online</li> </ul> Managed by: Class teacher or phase leader
<b>Stage 3 - RED</b> These behaviours seriously impinge on children's and/or adults right – most often <b>the right to be safe.</b>  ZERO TOLERANCE BEHAVIOUR	<ul style="list-style-type: none"> <li>Swearing at another child</li> <li>Calling a child/adult racist, homophobic names</li> <li>Physically hurting another child or adult through hitting, kicking, scratching, biting or pinching</li> <li>Fighting</li> <li>Running out of classroom during lessons</li> <li>Bullying</li> </ul>	<b>Red Warning</b>  Miss whole lunchtime / break  Write apology letter / <b>Reflection Log or Behaviour Plan</b> (if recurring incidents)  Record on Safeguard	<b>Follow up with restorative conversation</b>  SLT or class teacher to follow up with parents and teacher Behaviour Diary considered Record racist/homophobic incident and send to LA Nurture support to be targeted  If persistent: <ul style="list-style-type: none"> <li>Behaviour Support Team intervention – Behaviour Plan</li> </ul> Managed by: SLT
<b>Stage 4</b> Exclusions  PERSISTENT ZERO TOLERANCE BEHAVIOUR	<ul style="list-style-type: none"> <li><b>See Exclusion Policy</b></li> </ul>		<b>SLT to follow DFE and LA guidance on exclusions</b>  Managed by: Headteacher / Deputy headteacher in absence

Appendix B – THINK TASK

<b>THINK TASK</b> <b>'You own your own behaviour'</b>  Because of your actions, you need to STOP and THINK!	
<b>Name:</b>	<b>Date:</b>
<b>What did you do?</b>  _____  _____  _____  _____	<b>Why did you do this?</b>  _____  _____  _____  _____
<b>What school values were you not following?</b>  <b>LOVE   JOY   PEACE   HOPE</b>  <b>FRIENDSHIP   COMPASSION</b>  <b>RESPECT   COURAGE</b>	<b>How did your actions or behaviour affect others?</b>  _____  _____  _____  _____
<b>What can you do to make this better?</b>  _____  _____  _____	



























































































<b>TEACHER REASON FOR REFLECTION</b>  <hr/> <hr/> <hr/> <hr/>	
<b>NAME:</b>	<b>DATE:</b>
<b>This week, I needed to reflect on my choices more than once.</b>  <b>I think this is because...</b>	
<b>Next week I am going to make sure I make better choices by</b>  <hr/> <hr/> <hr/>	
<b>What school values do I need to remember?</b>  <b>LOVE JOY PEACE HOPE FRIENDSHIP COMPASSION RESPECT COURAGE</b>  <hr/> <hr/>	
<b>Revisit – How did it go?</b>          	
<b>Date of revisit</b>	



INDIVIDUAL BEHAVIOUR PLAN

"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

NAME:		WEEK COMMENCING:			
AM 1	WORSHIP	BREAK	AM 2	LUNCH	PM
  	  	  	  	  	  
  	  	  	  	  	  
  	  	  	  	  	  
  	  	  	  	  	  
  	  	  	  	  	  

Signed by Class Teacher -----

Signed by Pupil -----

Signed by Headteacher -----



POSITIVE PLAYGROUND PLAN

"Start children off on the way they should go, and even when they are old they will not turn from it."  
Proverbs 22:6


NAME:		WEEK COMMENCING:	
MORNING BREAK		LUNCH	
Comments:		Comments:	
<div><div>😊</div><div>😐</div><div>😞</div></div>		<div><div>😊</div><div>😐</div><div>😞</div></div>	
Comments:		Comments:	
<div><div>😊</div><div>😐</div><div>😞</div></div>		<div><div>😊</div><div>😐</div><div>😞</div></div>	
Comments:		Comments:	
<div><div>😊</div><div>😐</div><div>😞</div></div>		<div><div>😊</div><div>😐</div><div>😞</div></div>	
Comments:		Comments:	
<div><div>😊</div><div>😐</div><div>😞</div></div>		<div><div>😊</div><div>😐</div><div>😞</div></div>	

Signed by Class Teacher -----

Signed by Pupil -----

Signed by Headteacher -----



	Behaviour	Consequence	Action / Managed by
<b>Stage 1</b> Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time.  LOW LEVEL	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Calling out/making silly noises/fidgeting with equipment</li> <li>• Pushing in line</li> <li>• Walking around the classroom without permission</li> <li>• Bickering or squabbling</li> <li>• Telling tales</li> <li>• Failing to complete a task</li> </ul>	Verbal reminder  5 mins thinking time in class or table move for session	<ul style="list-style-type: none"> <li>• Restorative approach</li> <li>• Restorative questions</li> <li>• Identify school values</li> <li>• Name the behaviour</li> <li>• Tell them what you expect – give example</li> </ul> If persistent: <ul style="list-style-type: none"> <li>• <b>See stage 2</b></li> </ul> Managed by: Class teacher or Support Staff
<b>Stage 2 - YELLOW</b> Behaviours do begin to <b>impinge on children's and adult's rights</b> most often the right to learn.  They are often behaviours that have <b>continued from stage one and require a period of time out.</b>  PERSISTENT LOW LEVEL	<ul style="list-style-type: none"> <li>• Stage 1 behaviour continues after adult intervention or warning</li> <li>• Failing to complete the task set for the second time that day – staff will check first for understanding to ensure no barriers to learning</li> <li>• Deliberately breaking school property</li> </ul>	<b>Yellow Warning</b>  Miss 10/15 mins of playtime <b>or</b> 10/15 mins out to partner class <b>THINK SHEET to be completed</b>  Record on Safeguard	<b>Follow up with restorative conversation</b>  As above but move child to yellow.  If persistent: <ul style="list-style-type: none"> <li>• Class teacher to speak with parents at the end of day</li> <li>• Complete Safeguard online</li> </ul> Managed by: Class teacher or phase leader
<b>Stage 3 - RED</b> These behaviours seriously impinge on children's and/or adults right – most often <b>the right to be safe.</b>  ZERO TOLERANCE BEHAVIOUR	<ul style="list-style-type: none"> <li>• Swearing at another child</li> <li>• Calling a child/adult racist, homophobic names</li> <li>• Physically hurting another child or adult through hitting, kicking, scratching, biting or pinching</li> <li>• Fighting</li> <li>• Running out of classroom during lessons</li> <li>• Bullying</li> </ul>	<b>Red Warning</b>  Miss whole lunchtime / break  Write apology letter / <b>Reflection Log or Behaviour Plan</b> (if recurring incidents)  Record on Safeguard	<b>Follow up with restorative conversation</b>  SLT or class teacher to follow up with parents and teacher Behaviour Diary considered Record racist/homophobic incident and send to LA Nurture support to be targeted  If persistent: <ul style="list-style-type: none"> <li>• Behaviour Support Team intervention – Behaviour Plan</li> </ul> Managed by: SLT
<b>Stage 4</b> Exclusions  PERSISTENT ZERO TOLERANCE BEHAVIOUR	<ul style="list-style-type: none"> <li>• <b>See Exclusion Policy</b></li> </ul>		<b>SLT to follow DFE and LA guidance on exclusions</b>  Managed by: Headteacher / Deputy headteacher in absence



## TEACHER REASON FOR REFLECTION

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**NAME:**

**DATE:**

**This week, I needed to reflect on my choices more than once.**

**I think this is because...**

**Next week I am going to make sure I make better choices by**

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**What school values do I need to remember?**

**LOVE JOY PEACE HOPE FRIENDSHIP COMPASSION RESPECT COURAGE**

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**Revisit – How did it go?**

**Date of revisit**





























































































## INDIVIDUAL BEHAVIOUR PLAN

"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

NAME:

WEEK COMMENCING:

AM 1	WORSHIP	BREAK	AM 2	LUNCH	PM
  	  	  	  	  	  
  	  	  	  	  	  
  	  	  	  	  	  
  	  	  	  	  	  
  	  	  	  	  	  

Signed by Class Teacher -----

Signed by Pupil -----

Signed by Headteacher -----



## THINK TASK

'You own your own behaviour'

Because of your actions, you need to STOP and THINK!

Name:

Date:

What did you do?

Why did you do this?

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What school values were you not following?

**LOVE JOY PEACE HOPE**

**FRIENDSHIP COMPASSION**

**RESPECT COURAGE**

How did your actions or behaviour affect others?

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What can you do to make this better?

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