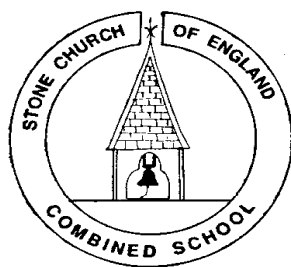


# Stone Church of England Combined



## BEHAVIOUR AND SELF-REGULATION POLICY

Ratified by Governors	27 <sup>th</sup> March 2023
To be reviewed	27 <sup>th</sup> March 2024

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## 1. Aims

At Stone, we aim to provide a happy, safe and secure environment for pupils, staff and visitors. At the heart of our behaviour policy is our vision which is rooted in Christian values:

***'Love one another as I have loved you' (John 13: 34-35) helping each other to reach for the stars.***

We believe that promoting positive behaviour, self-esteem and self-regulation encourages all children to behave in a positive way ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. We believe that this will be more effective if parents/carers are working in partnership with us.

We aim to promote forgiveness as a means to forging positive relationships through our use of restorative approaches and believe that good, positive relationships are central to the success of our school as a learning community.

Our aim is to create a positive, consistent culture with predictable outcomes which is applied to all equally and has the best impact on promoting excellent behaviour.

We aim to define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

As an overview to the rules in this policy, we use the following with the children to support the management of the behaviour policy:

- Be Ready
- Be Respectful
- Be Safe

The rules incorporate all aspects of this policy.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Any form of sexual violence, including sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sexting/sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism, including including damage to school or personal property belonging to any member of the school community
- Theft including:
  - stealing school property
  - stealing personal property (pupil or adult)
  - stealing from local shops on a school outing
  - selling and dealing in stolen property
- Any form of verbal abuse/threatening behaviour
  - threatened violence
  - aggressive behaviour
  - swearing
  - homophobic abuse and harassment
  - verbal intimidation
  - carrying an offensive weapon
- Any form of physical assault including:
  - fighting
  - violent behaviour
  - wounding
  - obstructing and jostling
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on the Stone School Website here: <https://www.stone.bucks.sch.uk/information/policies>

Pupils, parents and staff can report bullying to the child's class teacher, a member of SLT or the headteacher.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 6)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 6)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (on our incident recording program CPOMS)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

### DEVELOPING SELF-REGULATION SKILLS AND ENCOURAGING POSITIVE BEHAVIOURS

The ethos and culture of our school is central to developing self-regulation skills in order to establish and maintain our expectations for excellent behaviour.

Positive behaviour and self-regulation is explicitly taught as part of PSHE/Relationships Education as well as through our use of Zone of Regulation, Skills for Life and School Values.

To create a culture that promotes excellent behaviour we expect our children to live by our school values:

Our School Value	How we live our value
<b>Perseverance</b>	➤ Do work hard
<b>Respect</b>	➤ Do be polite and respectful to members of staff and each other ➤ Treat the school buildings and school property with respect
<b>Community</b>	➤ Do help each other
<b>Honesty</b>	➤ Do be honest
<b>Responsibility</b>	➤ Behave in an orderly and self-controlled way ➤ In class, make it possible for all pupils to learn ➤ Move quietly around the school ➤ Wear the correct uniform at all times ➤ Accept sanctions when given ➤ Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
<b>Compassion</b>	➤ Do be kind and gentle

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

#### Special Acts of Kindness

We use the book, 'Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids.' To help model positive behaviours and to develop well-being. Special Acts of kindness are acknowledged by pupils/staff identifying when someone has been very kind and putting this in the 'Class Bucket'. A Special Act of Kindness pencil is awarded to one child each week from each class.

## 6.1 Mobile phones

- Mobile phones are not allowed in school with the following exception
- Pupils in Year 5 and 6 who walk to/from school alone may bring a phone to school
- Parents should inform the school in writing if their child is bringing their mobile phone to school and the reason for this.
- Mobile phones must be turned off before coming into the school building.
- Mobile phones are not allowed in the classroom and should be deposited in the school office, by the child, before the child goes to the classroom.
- The child should collect their mobile after they have been dismissed and not return to the classroom
- The mobile phone must be named or in a named bag
- Any phone not handed in will be confiscated and the parents will need to collect it.

Further information regarding the use of mobile phones can be found in our Social Media and Use of Mobile Phones and Digital Photography Policy which can be found on the Stone School Website here:

<https://www.stone.bucks.sch.uk/information/policies>

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectations and any additional classroom rules of their own
- Develop a positive relationship with pupils, which should include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information which can be found on the Stone School Website here: <https://www.stone.bucks.sch.uk/information/policies>

### 7.3 Responding to good behaviour

We constantly encourage positive behaviour through the use of praise and recognition, modelling, positive reinforcement and through the use of consistent language and scripts (see Stepped Boundaries Appendix 1).

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with one or more of the following:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- House points
- Certificates
- Celebrated in special assemblies
- Class based reward systems
- Positions of responsibility
- Whole-class or year group rewards, such as a popular activity
- Praise from HT/SLT member

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases (see appendix 5).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

**Therefore, where children are not adhering to the school expectations the consequences *should*:**

1. **BE PROTECTIVE:** they should make it clear what was unacceptable and why
2. **BE EDUCATIONAL:** Make it clear what change of behavior is required and how this can be achieved
3. **BE CONSISTENTLY APPLIED** by all staff to help to ensure that children and staff feel supported and secure

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Time in at break or lunchtime
- Escorting/observing in social situations
- Setting of tasks/work such as a written account of their behaviour
- Rehearsing expected behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service, such as tidying a classroom, litter picking
- Referring the pupil to a senior member of staff
- Restorative meetings
- Assisting with repairs
- Educational opportunities



- Letter or phone call home to parents
- Reflection time (with a senior leader)
- Agreeing a behaviour contract
- Putting a pupil 'on report' (see Report Card Appendix 8)
- Removal of the pupil from the classroom
- Conflict resolution/peaceful problem solving
- Exclusion from school trips
- Suspension
- Permanent exclusions, in the most serious of circumstances

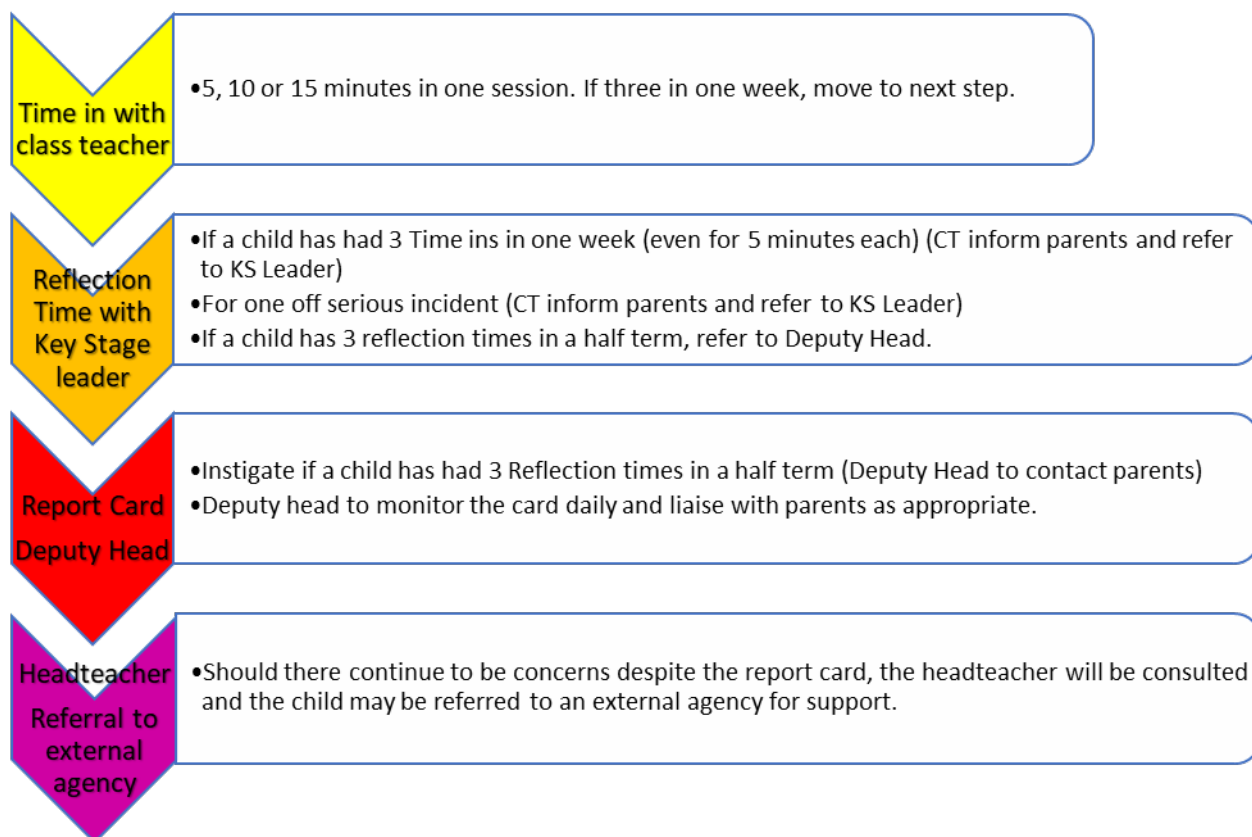
Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Class teachers will deal with most behavior or discipline problems relating to children in their class. Unacceptable behavior resulting in a reflection session with a key stage leader, report card, or any type of suspension or permanent exclusion – (see below for escalation process) will be reported to parents via a telephone call, email or request for a meeting from the appropriate member of staff and a record will be made on our data collection system, CPOMS.

#### ESCALATION PROCESS (see Appendix 11)

Repeated i.e. three times in (for as little as 5 minutes a time) in one week or a one-off serious incident will be referred to the Key Stage Leader in the first instance for a reflection session with them at the end of the week – see Appendix 10. Should a child have three reflection sessions in half a term with the key stage leader, this will be referred to the Deputy Headteacher, who will make contact with the child's parents and a report card will be put in place and reviewed after two weeks.

Should there continue to be concerns despite the report card, the child may be referred to an external agency for support.



In the case of a serious incident, such as where the health and safety of the school community/a member of the school community is put at risk, the learning of the rest of the class is compromised, or where personal/school property is damaged, the child may be sent to the key stage leader/head/deputy headteacher, sent to another class and/or isolated. The parents of the child concerned will be informed by telephone/email and may be asked to make an appointment with the leader/head/deputy headteacher/class teacher.

There may be occasions, when, for a serious breach, or persistent breaches, of the school behaviour policy the consequence is suspension or permanent exclusions. If the breach/es occur at lunchtime, the pupil may be suspended at lunchtime for one week, half a term or permanently.

Persistent breaches may include, for example continuous low-level disruption, repeated fighting, repeated refusal, bullying etc.

### **BREAK TIMES AND LUNCH TIMES**

Break time and lunch time procedures are similar. See Appendix 12 for a clear breakdown of the escalation process.

### **RECORDING BEHAVIOUR INCIDENTS**

The school uses the software, CPOMS, to record behaviour incidents and concerns. Behaviour incidents will be recorded which result in:

- a reflection session with a key stage leader
- a report card
- an internal exclusion
- a suspension or permanent exclusion

The class teacher/TA will complete a behaviour log for pupils requiring additional support/adaptations for behavior (see Appendix 7) which will be uploaded to CPOMs weekly, if required.

### **Restorative Approaches**

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All staff are trained in this approach.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

A guide/record to support a restorative justice meeting can be found in Appendix 9.

## 7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / DSL / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information which can be found on the Stone School Website here: <https://www.stone.bucks.sch.uk/information/policies>

- All safeguarding concerns, including child on child abuse, should be reported to a DSL immediately. In cases of sexting/consensual and non-consensual sharing of nudes and semi-nudes and/or pornography or sharing other explicit images our immediate response will be the safeguarding of the children. Staff will follow the guidance set out in Appendix 6 of our Online Safety Policy which contains Advice for Staff - Sharing nude and semi nudes: How to respond. The DSL will follow <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

## 7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy which can be found on the Stone School Website here: <https://www.stone.bucks.sch.uk/information/policies> for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Time In/ Reflection Time (Detention)

Teachers, TAs, Midday Supervisors, Admin Staff and Senior Leaders may all give pupils detention.

Pupils can be issued with detention during break or lunch time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would compromise the pupil's safety.



## 8.2 Removal from classrooms (internal exclusion)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education in another class or under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious/repeated misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be removed for a maximum of 1 school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral worker
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Support from external agencies
- Pupil Referral units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## 8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspension and permanent exclusions policy for more information which can be found on the Stone School Website here: <https://www.stone.bucks.sch.uk/information/policies>

# 9. Responding to misbehaviour from pupils with SEND

## 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.



When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place reasonable adjustments/support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour include for example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Reasonable adjustments should be outlined in bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. A roots and fruits analysis (see Appendix 2) and behavior tracker (see Appendix 3) will be completed in order to inform the positive behavior plan (see model pan Appendix 4).

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support for that child. We will work with parents to create the plan and review it on a regular basis.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

# **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- Reintegration meetings
- Regular contact with the pastoral lead
- A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

All new staff are trained on the use of our behaviour policy during their induction process. Staff are reminded of the policy at least once a year and updates are shared whenever they are made. All staff are responsible for ensuring they are aware of the needs of the children they work with, through effective communication between staff members, referring to support plans or other relevant paperwork and asking questions if unsure.

Staff are provided with training/information about how SEND and mental health needs impact behaviour and a behaviour guide with the key procedures for managing behaviour is provided to all staff.

Appropriate staff receive 'Step Up' Training

When the need arises relevant staff receive 'Stop On' Training which includes use of reasonable force/restraint

Behaviour management also forms part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (internal exclusion)
- Attendance, permanent exclusion and suspension
- Use of pupil support units and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture will be carried out annually

The data will be analysed every term/year by the Inclusion Lead

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and school improvement committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing board.

The written statement of behaviour principles (appendix 6) will be reviewed and approved by the full governing board annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

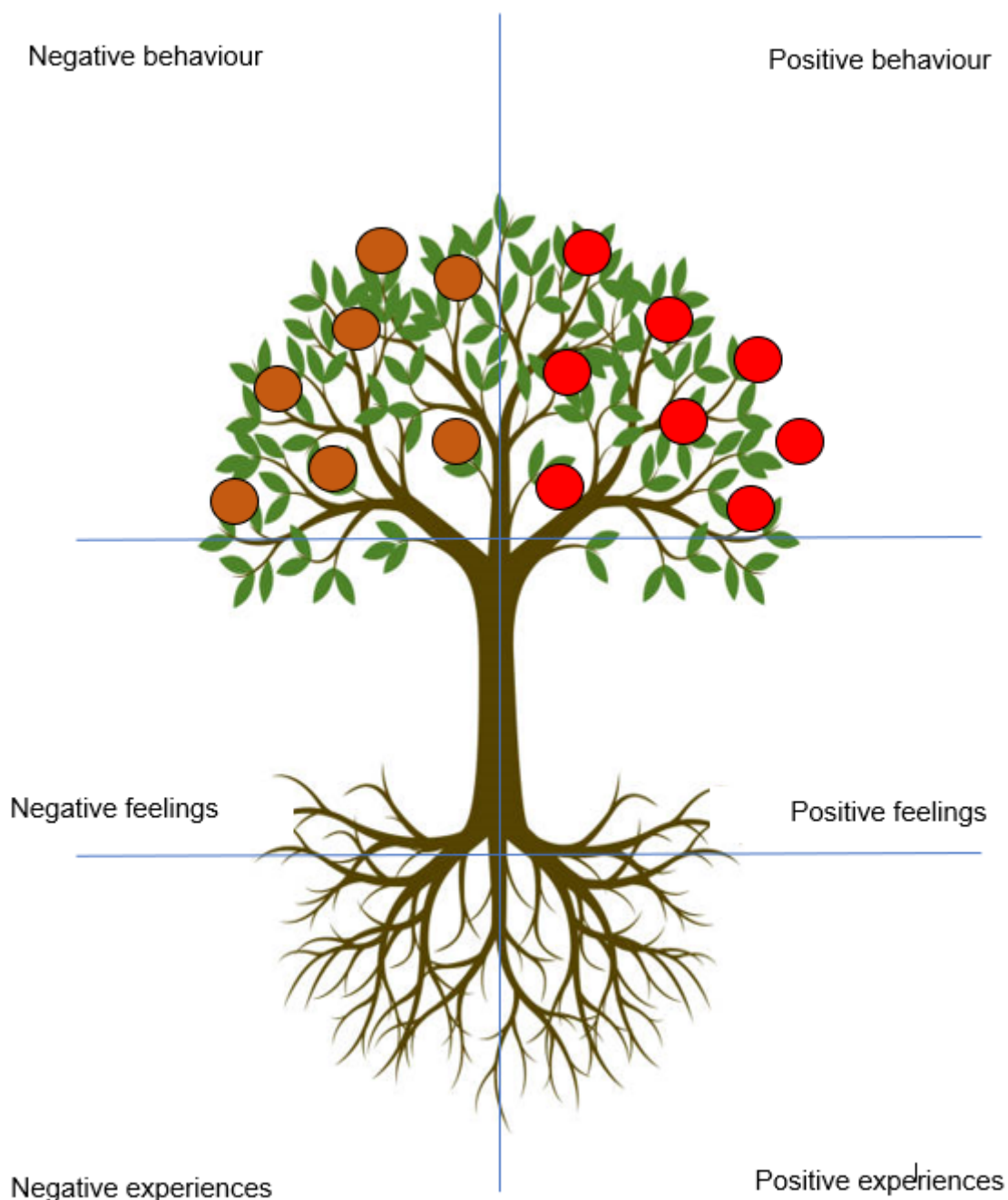
- Suspension and Permanent Exclusions policy
- Child protection and safeguarding policy
- Use of Social Media and Mobile Phones and Digital Photography Policy
- Anti-bullying Policy

## Stepped Boundaries


Gentle Approach, use child's name, child level, eye contact, deliver message
<p>1. REMINDER:</p> <p>I noticed you are/were..... (noticed behaviour)</p> <p>Remember you need to Be (Ready, Respectful, Safe) ....thank you</p> <p><b>Examples:</b></p> <p>I notice that you're <b>running</b>. Remember you need to be <b>safe</b>. <b>Wonderful walking</b> - thank you.</p> <p>I notice that you haven't <b>started your work</b>. Remember you need to be <b>ready</b>. <b>Get started</b> - thank you.</p>
<p>2. WARNING</p> <p>I noticed you are/were still ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>If this carries on.....</p> <p>Do you remember when ..... (Model of previous good behaviour)? That is what I expect from you. Thank you for listening / I'm glad we had this conversation.</p> <p>I noticed you are/were still <b>running</b>. This is the second time I have spoken to you. If this carries on <b>you will need to see me for two minutes at break time to practice wonderful walking</b>. Do you remember when <b>you were seen wonderful walking yesterday?</b> That is what I expect from you. Thank you for listening.</p> <p>I noticed you are still <b>not working</b>. This is the second time I have spoken to you. If this carries on <b>you will need to do your work at break time</b>. Do you remember when <b>you started your work straight away yesterday?</b> That is what I expect from you. Thank you for listening.</p>
<p>3. CONSEQUENCE:</p> <p>I noticed you are/were still ..... (noticed behaviour)</p> <p>You now need to .....</p> <p><b>Example:</b></p> <p>I noticed you are still <b>running</b>. You now need to <b>stay in at lunch time to practice wonderful walking</b>.</p> <p>I noticed you have still <b>not started/completed enough work</b>. You now need to <b>stay in at lunch time to do more work</b>.</p>

## Roots & Fruits Analysis

<b>Pupil's name:</b>	
<b>Who contributed to this analysis?</b>	
<b>Date of review:</b>	



Behaviour Tracker



								X		
			X							
				X					X	
		X								X
					X					
X	X		X			X	X			
Arrival	Registration	Assembly	Literacy	Playtime	Numeracy	Lunch time	PE	Music	Quiet reading	Home time

## Appendix 4

**Tracked by:**

**Date / Time frame:**

## Positive Behaviour Management Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Version of plan:</b> <b>Review Date:</b>
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<p><b>Brief description of presenting difficult/dangerous behaviours:</b></p>	<p><b>Positive behaviour(s) we wish to see / have:</b></p>
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Differentiated measures to promote / support positive behaviours:	

	POSITIVE behaviours you will see:	What you will say and do:

	<b>DIFFICULT behaviours you will see:</b>	<b>What you will say and do:</b>
	<b>DANGEROUS behaviours you will see:</b>	<b>What you will say and do:</b>
<b>Post incident recovery and debrief measures</b>		

Signature of plan co-ordinator..... Date .....

Signature of parent / carer..... Date .....

Signature of young person (if appropriate).....Date.....



## Appendix 5

### De-escalation Scripts

Individual's name:

I can see something has happened (Oh dear, tell me what happened)

I am here to help you

Use your words

Tell me

Talk and I will listen

Come with me and we can ...

Let's go over here and ...

## Written Statement of Behaviour Principles

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Stone C of E Combined school, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Stone C of E Combined School, we value everyone as an individual, capable of growth, change and development. Our relationships and behaviour are rooted in Christian values and are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

### Principles

- All children, staff and visitors have the right to feel safe at all times at school and during remote learning.
- Stone C of E Combined School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children are set out in the Behaviour Policy and the Equality and Cohesion Policy.
- The school rules are clearly set out in the Behaviour Policy, are linked to our school values and are displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- The Governors feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Name:

Record of Behaviour

Date	<b>Antecedent</b> – what happens to cause the behaviour	<b>Behaviour:</b> Incident – how the child reacts	<b>Consequence</b> – what happens to reinforce the behaviour	Impact on staff	Impact on pupils	Damage to property

Name:

## Record of Behaviour

Date	<b>Antecedent</b> – what happens to cause the behaviour	<b>Behaviour:</b> Incident – how the child reacts	<b>Consequence</b> – what happens to reinforce the behaviour	Impact on staff	Impact on pupils	Damage to property

**Daily Report Card****Name** .....

Dear Parent/Carer

This card is a means for the class teacher and a senior member of staff to monitor the behaviour of your child due to some previous inappropriate behaviour. Your child should present this card to the Head Teacher, or a senior member of staff, at the end of each day. I would ask you to also sign the card each evening and to praise or encourage further effort as is appropriate. Thank you for your support.

Date	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...
Session 1 Staff:											
Break											
Session 2 Staff:											
Lunch											
Session 3 Staff:											
Head Teacher											
Parent											

**Key:** 1 = AMAZING - Positive and hard working  
3 = More effort needed

2 = Good - Generally attentive and on task  
4 = Unresponsive/Disruptive

**Daily Report Card****Name** .....

Dear Parent/Carer

This card is a means for the class teacher and a senior member of staff to monitor the behaviour of your child due to some previous inappropriate behaviour. Your child should present this card to the Head Teacher, or a senior member of staff, at the end of each day. I would ask you to also sign the card each evening and to praise or encourage further effort as is appropriate. Thank you for your support.

Date	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...	.../.../...
Session 1 Staff:											
Break											
Session 2 Staff:											
Lunch											
Session 3 Staff:											
Head Teacher											
Parent											

**Key:** 1 = AMAZING - Positive and hard working  
3 = More effort needed

2 = Good - Generally attentive and on task  
4 = Unresponsive/Disruptive

## Record of Restorative Meeting

**Date:**

**Name(s):**

**Incident:**


What happened?

How did people feel?






Who has it affected?

What is needed to carry on?

What now? Are there consequences?




	<h1>Stone C of E Combined School</h1> <h2>Reflection Time Record sheet</h2>	
Name	Class	Date
<p>What happened:</p>		
<p>Teacher:</p>		
<p>School values:</p> <ul style="list-style-type: none"><li>• Community: We work well together</li><li>• Perseverance: We focus and work hard</li><li>• Honesty: We tell the truth</li><li>• Compassion: We are gentle, kind &amp; helpful</li><li>• Respect: We show respect to others and property</li><li>• Responsibility: We make the right choices</li></ul>		
<p>How did my behaviour affect others? How did they feel? Who did it affect?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>What do I need to do now?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>Teacher leading Reflection:</p>		

## Appendix 11 – Class Behaviour Prompt

Sanctions	Explanation
	1 <sup>st</sup> verbal warning I noticed you are/were..... (noticed behaviour) Remember you need to Be (Ready, Respectful, Safe) .....thank you
	Final warning I noticed you are/were still .... (noticed behaviour) This is the second time I have spoken to you. If this carries on..... Do you remember when.....(Model of previous good behaviour)? That is what I expect from you. Thank you for listening / I'm glad we had this conversation.
<p>TIME IN</p> 	<p><u>Consequence</u></p> <p>If the behaviour continues - 5 minutes time in during next break time If the behaviour continues - 10 minutes time in during next break time If the behaviour continues - 15 minutes time in during next break time Supervised by class teacher.</p> <p>I noticed you are/were still .... (noticed behaviour) You now need to .....</p> <p>If behaviour continues, carry out internal exclusion and send to work in the next year group up (Year 6 to go to Year 5)</p> <p>This process starts afresh for each session*</p> <p>Session 1 - up until break time Session 2 - up until lunch time Session 3 - up until home time</p>
<p>REFLECTION TIME</p>	<p>Reflection Time given if regularly losing lunch time (e.g. 3 times in a week) or it is a particularly serious incident.</p> <p>Class teacher to complete Reflection Time form (saved on T, Behaviour) - this is to be taken by child to Reflection Time with a Key Stage Leader at the end of the week (day tbc by Leader, 12.15pm)</p>
	<p>If child has had three Reflection Times in a half term, refer to Deputy Head.</p> <p>Deputy to liaise with parents and start report card for 2 weeks.</p>
	<p>If child has been on a Report Card a few times and this is still not working, refer to headteacher. Consider referring to external agencies.</p>



## Appendix 12 – Break Time Behaviour Prompt

Sanctions	Explanation
Minor disagreements	Staff on duty should support children to resolve any minor disagreements using our restorative justice approach, which encourages children to talk through issues and resolve them by discussing a way forward. Please do not just dismiss children - it is important to model appropriate conflict resolution.
	For behaviour that does not reflect our school values, the first step is to give a verbal warning - explain why behaviour is inappropriate and what will happen if it continues. <i>I noticed you are/were..... (noticed behaviour)</i> <i>Remember you need to Be (Ready, Respectful, Safe) .....thank you</i>
	If the behaviour occurs again, the children should receive a final warning. <i>I noticed you are/were still ..... (noticed behaviour)</i> <i>This is the second time I have spoken to you.</i> <i>If this carries on.....</i> <i>Do you remember when(Model of previous good behaviour)? That is what I expect from you. Thank you for listening / I'm glad we had this conversation.</i>
	If the behaviour continues, the child should stand by a member of staff on duty for 5 minutes and watch other children play - the staff member should point out the positives in other children's play, encouraging the child to take this on board. If behaviour continues, 10 minutes with staff member If behaviour continues, 15 minutes with staff member
REFLECTION TIME	If it is an incident involving anything physical or swearing - reflection time with key stage leader on a Friday lunch time.
ESCALATED TO SLT	If the behaviour carries on despite consequences, it is an immediate safety risk or particularly severe incident, the child should be brought in immediately to sit outside the headteacher's office (if possible - if not call for SLT support); a member of SLT informed immediately and an appropriate sanction will be put in place e.g. internal exclusion.

Please report any significant behaviour issues which may affect a child's learning and those resulting in Reflection Time or more to class teachers.