



Whitchurch Church of England Primary School Behaviour Policy

Effective date	Revision date	Reviewed	Approved by
17/10/25	18/10/26	Annually	FGB

Whitchurch Vision Prayer & Values

Lord God, together we make a difference through love, courage and respect. With kind actions, words and thoughts we accept everyone for who they are and care for those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen

Jesus said, 'Love your neighbour as yourself' (Matthew 22:39)
Together we make a difference through love, courage and respect.

Purpose

The purpose of this policy is to guide teachers, pupils and parents on the restorative and relationships focused behaviour management that we use in school. The policy promotes a consistent approach to supporting all pupils to learn and play in a calm, consistent and nurturing environment where all children feel safe. We are committed to creating an environment where everyone is expected to demonstrate high levels of personal conduct and to accept responsibility for their actions, in a manner that is appropriate to their age and stage of development.

Our policy is based on five fundamental concepts:

- 1) Calm consistent adult behaviour
- 2) Relationships
- 3) First attention for best conduct
- 4) Consistent routines
- 5) Restorative follow ups

Aims

- To provide a clear and consistent approach to behaviour management that is based on developing strong relationships and restorative practices as well as being informed by trauma and attachment strategies.
- To support our pupils to regulate their behaviour.
- To provide a safe, inclusive and equitable school ethos where learning opportunities for all are maximized and all children feel valued.
- To provide all staff the tools to enable them to support and equip children with strategies to develop their behaviour and to build positive relationships with others.

- To support children to understand and be accountable for their actions and the impact that this may have on themselves and others, promoting a solution focused approach to changing future behaviours.
- To ensure that our school values are embedded in our school ethos and emphasized by the conduct of our pupils.

School Values

Our three school values underpin the learning and social behaviours that we expect all members of our school community to demonstrate. These sit alongside our behaviour expectations to equal five key foci.

Love	Courage	Respect	Safe	Ready
I am kind and caring to others, my school and myself.	I challenge myself in my learning & to try new things.	I treat others as I would wish to be treated and show care for my school environment.	I follow the school expectations in or when representing my school.	I show positive learning behaviours and engagement.

Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to recognise and apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously. Our consistent approach is imperative to ensure all children understand the expectations.

Start of Day

- Senior leaders to meet and greet children on the playground
- Teachers to meet and greet children on arrival in the classroom
- Early morning activities to be available immediately and accessible
- Visual Timetables displayed and shared

Start of Lesson

- Teacher to collect children from the playground at the end of playtimes and lunchtimes and walk in calmly, ready to learn
- The lesson should begin promptly therefore engaging children from the start
- Clear start if lesson routines

During Lessons

- High expectations of work and behaviour
- Effective teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues
- Ensure all children can access resources easily and that all can see interactive whiteboards from their seat
- Ensure school rules (exemplified) and rewards are visible to all
- Praise consistently (5:1 ratio minimum) – ‘Catch them being good’

- Know your children well and understand their needs SEND etc. Ensure you use strategies recommended in any specialist's advice / reports etc.
- Make opportunities to build positive relationships in unstructured time eg. Playtimes, lunchtimes
- Watch language, tone, posture, body language etc. Remain calm and cool at all times
- Use of AfL encourages motivation and engagement
- Ensure you always follow through on what you have said
- Address/refer to the behaviour – not the child. Avoid punishing the whole class for the actions of a few
- Reflect! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time

End of Lessons

- Allow time for plenary and reflection on the learning
- Ensure the classroom is tidy
- Ensure an orderly dismissal - whether this be to playtime, lunch time, transition between lessons/activities or the end of the day. It is crucial the class has clear routines.

Out of Class

- Notice and respond to good behaviour exhibited by children from across the school
- Duties – on time, in correct place. Take opportunities to build relationships with children
- Intervene whenever incidents occur – follow Restorative Approaches where possible
- Corridors kept clean and tidy with motivating/informative displays

Emotional literacy and wellbeing

The school supports pupils' understanding of the school values and their emotional literacy and wellbeing in a number of ways, including:

- Whole school and class worship
- PSHE schemes of work
- Thrive provision
- Regular training for all staff – Trauma, Attachment and PBS - Dysregulation
- Family Link Worker
- ELSA

Incentives and Rewards

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of recognition and reward. This is for all children. At Whitchurch rewards are given for pupils' personal and social development as well as for academic attainment and effort. Our core values (love, courage and respect) underpin all the work we do and the tasks and achievements that we value in school. All staff give verbal or written recognition as often as possible.

Positive notes home

Any member of staff will give out a positive note to children to recognise their efforts, behaviour or acts of kindness. These are used in the moment to recognise children who are modelling our values and behaviours. They should not be used as an incentive to behave. Children who are regularly modelling exemplary behaviours should receive the most positive notes.

Nomination for Celebration Worship

Individual certificates celebrating achievements are awarded throughout the year at Friday's celebration worship. These will be for 'Lead Learner', in Year R – Star of the Week. Additionally, children will be put on 'Roll of Honor' for going above and beyond to show a positive attitude to learning or our school values. They will receive a roll of honour pencil and will be celebrated in School Matters, weekly. There is not an expectation that each class gives one out each week. It is for when children show significant positive behaviours.

Individual stickers, merits and house points

Children will also be praised for good effort in their learning. This may be supported by stickers, stampers, house points within a class structure led by the individual teacher. Points may be earned for a table group or the whole class to earn a class treat.

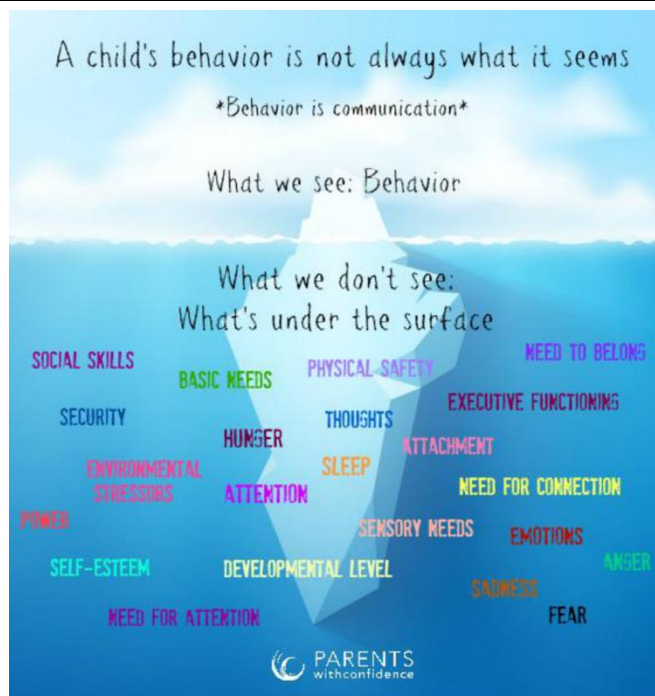
Sharing of learning

Children may be praised for their effort in their learning tasks by taking their work to another member of staff to celebrate their success.

Whole class rewards

Classes will collectively earn marbles to build towards a whole class treat. Once they have filled the jar they will be able to choose a reward collectively.

All Behaviour is Communication



If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. A child will not be able to be rational or reasonable about what has happened until they are regulated.

Adults will then re-establish their relationship with the child, before moving on to a restorative approach. Prompts for this can be found in the Behaviour Blueprint – Appendix 2.

Regulate

The process for this is:

- 1) Label the emotion
 - Tell the children what emotion you think they are feeling
- 2) Limit the behaviours
 - Make sure everyone is safe and share clear behaviour boundaries
- 3) Lid closure
 - When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy ‘flipping the lid.’ We need to help children ‘close the lid’ so that the decision making part of their brain is reengaged. A video explaining this can be found here: [Trauma Matters Omaha | Hand Model of the Brain \(youtube.com\)](#)

Relate

Connect before you correct.

It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.

Restore

Staff will conduct a restorative conversation with the child. Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they may have.

The key questions are:
What happened?
Who was affected?
What will happen next?

A number of processes can be used as part of restoration. These are broken down in Appendix 3, but include: thinking time, scripted interventions and restorative conversations.

Stepped Sanctions

Sometimes, children make decisions that are not in line with school values. In this case, a stepped approach to sanctions is used. The aim is always to help the child to correct their behaviour and to learn from their mistakes.

At Stage 3, a 30 second scripted intervention will be used

Stepped Sanctions	Stepped sanctions at play
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<ol style="list-style-type: none"> 1. Reminder – General/Non-verbal 2. Reminder – outline specific expectations 3. Thinking Time & reset followed by scripted intervention 4. Impositions linked to restorative conversations 5. Repair - You will discuss your behaviour with your class teacher and consider how best to repair the problem. E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing. 	<ol style="list-style-type: none"> 1. Reminder – outline specific expectations 2. Walk with an adult (5 minutes reflection) 3. Repeat behaviour: walk with an adult (reflection) & no return to that activity for the rest of play that day 4. Dangerous behaviour – to SLT 5. If the behaviour repeats the next day – not allowed to participate in that play activity for two days.
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In general, children will work through the steps. If a pupil is aggressive, threatens or hurts another pupil or a member of staff, they will move straight to Stage 4.

Imposition

Impositions should be **immediate**, on the same day and therefore inconvenient enough for the child to link their action to the consequence.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime. Where this is not possible, the work may be sent home to be completed and returned to the teacher the following day.

Lost break will take place in the shared area supervised by teaching staff.

Pupils in Key Stage 1 may lose some minutes from their break or lunchtime for a restorative conversation to take place. This will be carried out by the class adults.

If a child's behaviour has led to them missing their playtime, parents will be informed.

Children with Challenging Behaviour or Additional Needs

As an inclusive school, we recognise that some children will need different strategies and support to enable them to show our school values.

When working with children, we will tailor our language to the child's age and needs.

Pupils who find it difficult to manage their emotions and behaviour may have a 3-point plan or different strategies to support them to be successful in school.

Parents will be involved in putting the plan together and other agencies may be asked to support the child. This may include the Primary Behaviour Service (PBS) and the Educational Psychology Service.

Physical Intervention

Should pupil behaviour present a serious danger of causing significant harm to themselves, to others or to property, the Headteacher or other authorised adult (including a volunteer) may need to take physical control. In this instance the school would follow policy for Restrictive Physical Intervention which is based on the Model Policy developed by Hampshire & Isle of Wight Educational Psychologists (HIEPs).

Recording and Reporting

- Behaviour that has resulted in time out of class, a conversation with a parent, or a restorative conversation, should be recorded on CPOMS. Any actions taken as a result, including lunchtime or internal suspensions should be included in the actions.
- Where a child is suspended for a fixed term, in addition to completed CPOMS records, the headteacher will complete the suspension notification letter to parents and the notification form to the local authority.

Serious breaches of the behaviour policy

For more serious breaches of the school rules, the adult dealing with the situation will need to use their professional judgement over the best course of action in ensuring the safety of children and staff first. A restorative conversation will always follow a serious breach of school rules.

- A teacher may immediately move to step 4: ie the child is to spend some time out of the classroom
- A verbal warning from the headteacher, alongside the class teacher, as to future conduct
- Communication with parents, this may be a phone call or a meeting in school to discuss future improvements needed
- The school may seek support from external agencies
- The school may utilise internal suspension, playtime suspension or fixed term suspensions:
 - The child may, at the discretion of the Head teacher be either be given an Internal exclusion or Fixed Term suspension for:
 - Serious and persistent disruption to other children' learning, including rudeness, disobedience and
 - refusal to abide by the School's Code of Conduct
 - Physical violence to children, parents, staff or adults
 - Swearing at any child, parent, staff or adult in the School
 - Threats of physical violence to children, parents, staff or adults, or in some other way risking the safety of children, parents, staff or adults
 - Serious or persistent bullying or racial/sexual intimidation
 - Serious damage to School's property

For an Internal exclusion the child will complete the following day under supervision in a different classroom, reflecting on their behaviour and completing work set by the class teacher. For a fixed term suspension, the child will complete work set by the teacher at home for a fixed period of days.

Where the behaviour of a pupil seriously contravenes the school rules or is a serious threat to the safety of themselves or others, it may be necessary to permanently exclude that pupil. This may only be carried out in accordance with the principles and procedures set out in guidance from the Department for Education.

Reference will also be made to County guidance.

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Definition of suspension: where a pupil is temporarily removed from the school.

Definition of permanent exclusion: means that a pupil is not allowed to attend school or go on to school premises permanently.

If your child is suspended or excluded, you will be notified by the Head Teacher (or their nominated representative) immediately. This may be by phone or you may be asked to come in to a meeting. As part of this conversation, you will be told the length of the suspension and reason for it. We may also discuss the next steps after the suspension.

If the child has a social worker or is looked after, the social worker will be informed immediately.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful. Work will be set by the school for your child to complete at home during the first five days of the suspension. Please note that it is your responsibility to ensure completed work is returned to the school for marking.

If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- Requesting an appointment with the Head Teacher to discuss your concerns further and to ask them to reconsider.
- Asking the school governors to review the decision.

The governors' committee which meets to review suspensions and permanent exclusions is known as the governors' discipline committee and consist of at least three governors. If the suspension is between six and fifteen days in a term, and the parents request a meeting, then the governors' discipline committee must meet within 50 school days. Your child will have been receiving full-time education from the sixth day of the suspension. The duty to provide appropriate full-time education will remain with the local authority, and a long-term assessment of the pupil's needs will take place. Some children may be ready to return immediately; others would benefit from some time to address their behaviours in a more focused way. Preventing further suspension and permanent exclusions: When your child returns to school, you can help prevent further suspensions by keeping in regular contact with your child's class teacher and phase leader; ensuring that you and your child are involved in any future meetings.

Further guidance and advice: we follow the Hampshire guidance – Exclusions from school and further information and contact details for parents can be found on the link above.

Appendix 1

Governor's Statement of Behaviour Principles Whitchurch CofE Primary School October 2024: reviewed 3-yearly

This is a statement of principles, not practice, in line with the Education and Inspections Act 2006. Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the headteacher when developing the behaviour policy for Whitchurch Primary School.

The headteacher will develop the behaviour policy with reference to DFE guidance.

At Whitchurch Church of England Primary School we believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at our school. We recognise our responsibility to safeguard all those who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Principles

Our statement is informed by our school's Christian values: *"Together we are making a difference with love, courage and respect"* and our vision which is written as a prayer.

Lord God, together we make a difference with love, courage and respect. With kind actions, words and thoughts we accept everyone for who they are and look after those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen

As the Governing Body of Whitchurch Church of England Primary School we believe:

- In living out our Christian vision which based on Jesus's commandment: "Love your neighbour as yourself" (Matthew 22:39).
- Our school values of love, courage and respect, alongside being ready and safe, underpin our school ethos and practice and should be displayed by pupils, staff, governors and visitors.
- Whitchurch Primary School is an inclusive educational setting where all pupils, staff, governors and visitors are free from any form of discrimination.
- All children, staff, governors and visitors should feel safe, valued and respected at Whitchurch Primary School.
- As an inclusive school, we recognise the difference between equality and equity. This will mean that children are supported in different ways to follow our school values and behaviour principles. Some pupils will require a personalised approach to help them to achieve our school aims.
- We understand that behaviour communicates need which may be unmet.
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide structure, predictability, consistency and routine to build a sense of safety in the emotional and physical environment.
- We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children are still growing, learning and developing.

- We seek to restore relationships and support children to change unacceptable behaviours. This includes the use of sanctions.
- Rewards and sanctions are used consistently.
- We seek the most appropriate way of supporting children to develop their ability to self-regulate their emotions and behaviour. This includes developing the skills of self-control, empathy and emotional literacy and management.
- Pupils are taught and supported to take responsibility for and reflect upon their actions and how this can affect others.
- School practice is sensitive to and informed by attachment and trauma approaches.
- Good relationships between children and staff are paramount to a successful behaviour policy and is at the heart of the ethos of Whitchurch Primary School.
- The use of physical intervention and/or reasonable force will be based on individual children and the professional judgement of staff and in line with DFE guidance.
- In a primary school where everyone works together to inspire and empower our children to be the best they can be.
- That positive behaviour is essential in allowing effective teaching and learning and that good teaching, in turn, encourages positive behaviour.
- in the development of self-discipline and positive behaviour in all our children, based on mutual respect.
- in the value and importance of self-worth and promote self-confidence in all our pupils.
- children developing self-regulation, internal discipline and the development of mental resilience
- that home-school partnership is important in establishing positive behaviour.
- that all staff, governors, parents, carers and visitors should model positive behaviour and provide good role models for our children.
- in equal opportunities and value all members of our school family regardless of race, gender or ability.
- we have a responsibility to support all those children with emotional and/or behavioural needs so that they can be fully involved in the academic and social life of the school.
- that the following will not be tolerated: bullying, violence, verbal abuse, racism, sexism, disability discrimination, homophobic behaviour or any other form of harassment.
- in celebrating successes and rewarding positive behaviour.
- in operating a system of consequences which will be graduated and appropriate to the level of behaviour.

Suspensions and exclusions are used as a last resort and in line with DFE guidance.

As Governors we will support the Head Teacher and all other staff in implementing the behaviour policy.

Signed:
Chair of Governors

Date: 01.10.24

Appendix 2

Whitchurch Primary School
Behaviour Policy Blueprint

Love	Courage	Respect	Safe	Ready
I am patient & understanding of other's differences.	I challenge myself in my learning and	I am kind and caring to others, my school and myself.	I follow the school expectations in or when representing my school.	I show positive learning behaviours and engagement.

Dysregulated – Emotion Coach
Fight – Flight – Freeze

Regulated

Regulate	
Label the emotion	<ul style="list-style-type: none"> - I can see you are feeling... - I know that you are...because... - I can see that you are in the....zone
Limit the behaviour	<ul style="list-style-type: none"> - Safety = Priority - Clear, concise instructions - Give a clear boundary - Consider offering an alternative action - Consider a change of location (choose A or B/let's go to) - Explain what is happening (We're going to move to the sofa so that you are safe and/or comfortable) - Make sure an adult in close proximity – tell them and check in
Lid Close the lid	<ul style="list-style-type: none"> - 5 minutes calm down time - Reduce sensory overload - Alone time – adult in proximity (I'm going to sit...If you need me, I'll come and check on you in 2 mins). - Quiet – reduce language & interactions - Movement - Sleep - Play/being playful/silly - Read or listen to a story - Colouring - Distraction - Change of face

Stepped Sanctions
<ol style="list-style-type: none"> 1. Reminder – General/Non-verbal 2. Reminder – outline specific expectations 3. Thinking Time & reset with scripted intervention 4. Impositions linked to Restorative Conversation

Scripted Intervention
<ul style="list-style-type: none"> • I have noticed that... • You are not showing... (school value/behaviour expectation – ready, respectful, safe) • You need to... • This is your final warning. • Thank you

Restore	
Ideally, this will be with, or include the member of staff who was with the child when the incident started.	
Neutral tone – non judgemental	
What happened?	What happened? What were you thinking? How were you feeling at the time?
Who was affected?	Who was affected? How do you think they might have felt?
What next?	What can you do to make things better? What could you do next time? Who can help you?

Relate	
Re-establish a bond with the child to enable them to engage with the restorative part of the process.	
Strategies	Example
Talk about a shared interest	I saw a lovely horse the other day. I thought of you because I know you love horses.
Talk about a happy memory you share	I remember when we went on the school trip and went pond dipping.
Take part in an activity together – this can be small	Help them with their lid closure activity, look for the bluetak on the wall.
Tell them something they might be able to relate to and ask a question	It's 16 days until my birthday. Do you know how long it is until your birthday?

Appendix 3

Thinking Time

Thinking time provides the opportunity for the child to stop, reflect and reset.

For most children, Thinking Time will be for 5 minutes. This may be adjusted to best suit the age and stage of the child.

Children should be given a timer and directed to sit in an appropriate place to allow them to stop and reset. This may be in the classroom or just outside the classroom with an adult to co-regulate with them and have a restorative conversation. Children should not be sat outside the classroom without an adult.

Once the timer has finished, pupils will be given the opportunity to repair. Pupils may need support to engage in learning and complete their tasks if they have missed part of the lesson.

Scripted Intervention

Micro-scripts are an effective way to quickly remind a child of the behaviour you expect. They should last no longer than 30 seconds and the child should then be offered 'take up' time to consider what you have said and make the correct choice. What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why in moments of stress you find yourself saying ridiculous phrases like 'Why am I waiting?' and 'Would you do that at home!' Here are some key phrases to use instead:

- **'I've noticed.....'**
- Removes the judgement from behaviour interventions. 'I've noticed that you are feeling frustrated'. There is no blame attached, there is nothing for the learner to defend against. This could be used with 'I wonder if...'
- **'I need you to....'**
Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Sometimes introducing 'choice' in the moment is not helpful. Eg 'I need you to stop throwing the ball at the window.' However, sometimes giving a child who is really struggling, just two clear choices, either of which you are happy with, enables them to still feel in control without losing face. Eg 'I need you to come inside. Would you like to go back to the classroom or to sit in the library for a minute with me?'
- **'I know you can make the right choice...'**
- Instantly reminds the learner that you have faith in them despite their poor behaviour today. Remind them of previous successes. Done well it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.
- **'I care about you'**
- Lets the pupil know that you believe in them and want good outcomes for them. End by thanking them for listening. Secondary behaviour should, where possible, then be ignored and can be followed up in private later.

Restorative actions and sanctions

Restorative conversation should take place between the pupil and the member of staff who initially spoke to the child about the incident, however it could be completed alongside a senior member of staff. This is a key opportunity to explore the behaviour with the child, help them learn from it, as well as for the staff to identify why it happened.

Ask 5 key questions:

- 1) What happened?
- 2) What were you thinking about at the time? Or How were you feeling at the time
- 3) Who was affected by this behaviour?
- 4) What can you do to put things right?
- 5) What could you do differently next time?

For younger children you may need to simplify or re-word the questions. You could also limit it to just three questions if needed.

Emotion Coaching Prompts

I threw something	I pushed someone	I shouted at someone	I was rude to someone	I walked off
I scribbled on my work	What happened?			I broke something
I quit				I came
I was hit by someone	I was unkind to someone	I stopped others from learning	I hurt someone	Something else

worried	tired	confused	angry	excited
scared	What were you thinking? What were you feeling?			anxious
silly				sad
frustrated	tired	energetic	out of control	Something else

me	my friend	a teacher	a LSA	another child
other children	Who has been affected?			my class
a lunchtime supervisor				my family
another adult	the school office	school cleaner	another class	someone else

sad	sorry	guilty	stressed	focused
mad	What are you thinking now? How are you feeling now?			embarrassed
calm				tired
worried	okay	not okay	energetic	something else

talk to an adult	ask for some quiet time	go to a calm space	come inside	walk away
play with someone else	Next time I could			ignore them
count to 10				wait
Happy Breathing	sit near someone else	fiddle with something	ask for help	something else

make a plan	write a letter	talk to someone	say sorry to someone	fix something
have some thinking time	What needs to happen to put it right?			tidy something
miss some break				play a different game or toy
work in another room	think about zones	complete my work	play with different people	something else

Definitions and further guidance

Responsibilities

Pupils:

- To live out of values of: love, courage and respect.
- To follow the school rules: “ready, respectful and safe”.
- To follow the agreed class charter.
- To learn to take responsibility for their own actions.
- Have the courage to tell an adult if they are being mistreated or if they know that someone else is being mistreated.

All Staff:

- To make sure they build excellent relationships with all children, especially those in their own class.
- If a child displays negative or dysregulated behaviour, staff will talk through the problem with the child to understand the cause of the behaviour and provide support to encourage them to respond to such situations differently.
- To understand that vulnerable and SEND pupils are more likely to be victims of bullying and harassment. Staff will consult with the Team Leader and SENCO if they are concerned about a vulnerable pupil.
- To understand that their role is to teach children to behave appropriately. They are utterly consistent to the school approach in promoting the school rules: “ready, respectful and safe”.
- Always deal with negative or dysregulated behaviour, understanding that ignored behaviour is behaviour which children think staff accept.
- To show enthusiasm and positivity for “over and above” expected behaviour. To respond emotionlessly to negative or dysregulated behaviour and remind the child of the expectations to be ready, respectful and safe ideally using a scripted response.
- To consistently lead by example and be positive role models.

Parents

- The school aims to work collaboratively with parents so children receive consistent messages about the expectations of behaviour both at home and at school.
- We expect parents to support their child’s learning and to co-operate with the school, as set out in the home-school agreement letter, which is signed by parents at the beginning of every new academic year.
- If the school has a justified reason to give a child a consequence, then parents should support the decisions made by the member/s of staff. If they are concerned that their child has not been treated fairly, parents should initially inform the class teacher. If the concern remains, parents should contact the Key Stage Leader, deputy head teacher or ultimately the head teacher. A formal grievance can then be implemented if the parent still feels that the issue is yet to be resolved. The governing body may be informed.

Severe or extreme incidents of anti-social behaviour

- If a child is acting in a challenging way which puts others in danger, in the classroom or playground then an additional member of staff will be called to assist the class teacher.

- Parents will be contacted as soon as possible to discuss the incident and may be asked to attend a meeting with the HT or DHT and class teacher to discuss next steps.
- Serious behaviour incidents are recorded by the adult (s) who were present on the CPOMs system
- Incidents of serious dysregulated, dangerous or anti-social behaviour may result in a suspension from school.
- DfE guidance for school suspension and permanent exclusion is followed.

Incidents of extreme anti-social behaviour may be where a child:

- Is physically aggressive i.e. hurts another child, leaving a mark
- Uses offensive language. This may include language that is rude, aggressive, offensive to other races and cultures, or anything of a racist, homophobic, sexist nature.
- Exposes private parts of their bodies
- Hurts or is abusive to an adult
- Uses offensive gestures
- Deliberately damages property
- Refuses to comply with a request made by a member of staff
- Leaves the school without permission
- Enters or stays in an area of the school that is out of bounds
- Uses social networking sites such as Facebook to post up abusive or offensive messages relating to school
- If a child brings a weapon or knife into school this must be confiscated and handed directly to the Police (see the DfE document: Behaviour and Discipline in Schools 2013)
- Carries out any of the above whilst in school uniform out of the school grounds and it is reported back to the school

Consequences of extreme anti-social behaviour may include:

- Withdrawal from the class
- Regular contact with parents or carers
- Behaviour contract or support plan with specified targets
- Suspension or Permanent Exclusion from school (See DfE guidance, [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk))

In the very rare occasions when a serious incident occurs the following protocol should be followed:

1. Ensure safety of other children and adults e.g. removing the child from the room or the class if this is needed
2. Notify a senior member of staff immediately
3. Senior member of staff will evaluate the situation and deploy staff as required. Should any form of physical intervention be required two members of staff should be present if time allows.
4. **In event of physical intervention the DfE guidance “Use of Reasonable Force” 2013 will be followed.**
5. Depending on the severity of the incident – if a child is in danger or putting others in danger then a phone call to the police may occur
6. Staff should never put themselves directly in a dangerous situation and should never deal with serious behaviour alone unless the situation is an emergency.