Priory School

POSITIVE BEHAVIOUR POLICY

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1.	POLICY STATEMENT

1.1   Positive Behaviour is a fundamental part of Priory School's ethos in which we aim to create a harmonious learning environment where pupils are encouraged to be kind and work hard. We promote opportunities for pupils to self-regulate and to understand their own emotions and those of others. We aim to use 'Restorative Practice' to support this learning through four key areas:

1. Respect
2. Responsibility
3. Repair
4. Re-integration

Please see **Appendix D** for Restorative Practice definitions.

1.2   Key Beliefs:

At Priory School we believe that:
- Behaviour is a form of communication; the behaviour is a meaningful way of the child communicating what they are feeling. At all times, we need to consider the underlying causes of the behaviour being displayed so that we can understand it before intervening.
- Pupils want to behave well.
- Pupils can learn to improve their behaviour.
- Praise should be the foundation of our day to day practice within behaviour management.
- Having positive relationships with all of our pupils is paramount to our practice.
- It is important for children to be kind and work hard.
- All adults can learn and develop strategies to support pupils to improve their behaviour.

1.3   How are we communicating:
- Careful how we are speaking to other adults when the child is present: it can be done constructively e.g. I'm really sad to see _____ so upset. I wish they would tell me what's wrong so I could help.
- Avoid using 'kicking off' as a phrase: 'wobble' is more child friendly.
- Avoid showing our frustration to other members of staff in front of the child or speaking negatively about the behaviours they are displaying. We do not want to antagonise their situation.
- Reflection time is useful to speak with the child after they feel calm and ready to have a think about what happened. For non-verbal children, we need to provide alternative ways for them to express what is wrong, as we need to find the underlying cause of what is upsetting them.

We must always remain calm; we do not shout. We are modelling how to appropriately handle difficult situations.

2.	AIMS OF THE POSITIVE BEHAVIOUR POLICY

2.1   To promote a calm, purposeful and happy atmosphere within school

2.2   To foster positive, caring attitudes towards everyone where achievements at all levels are valued

2.3   To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour

2.4   To have a consistent approach to behaviour throughout the school with parental co-operation and involvement

2.5   To raise children's self-esteem

2.6   To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety

2.7   To help children, staff and parents have a sense of direction and a feeling of common purpose

2.8   Enabling successful relationships:

To build positive relationships we need to:

- Actively build trust and rapport.
- Promote an environment where praise is encouraged from both adults and peers.
- Convey to the child the belief that they can succeed and achieve.
- Understand and consider possible triggers for the child's behaviour.
- Treat the pupil with dignity and respect at all times; avoid belittling language.
- Apologise if we make a mistake.
- Maintain consistent boundaries for pupils and keep our word when implementing rewards and consequences.
- Listen respectfully to the pupil to make a personalised judgement about how/when to respond based on the individual needs of each child.
- Recognise the meaning behind the behaviour/ words; ask ourselves why the pupil is behaving/ talking in this way (remembering that behaviour is a form of communication).
- Identify the positive qualities in every child to help them identify and build on their own strengths.
- Always model the desired behaviour and manage our own emotional reactions to pupils behaviour i.e. demonstrate emotionally intelligent behaviour at all times.
- Let go of our memory/feelings of a pupil's previous difficult behaviour. Support the child to develop strategies and techniques to respond more appropriately.

3.	TEACHING POSITIVE BEHAVIOUR

3.1   Be kind and work hard: these are two expectations that we believe underpin everything that we are helping the children to learn here at Priory school.

At Priory we believe that this positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:

- Independence and organisation
- Self-image and self esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance and resilience
- Fairness
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty
- Trust and rapport
- Respect for self and others

3.2   We believe that all staff at school have a responsibility to actively help children develop the core skills and abilities. They can be taught throughout the school day by:

- Praise children for their specific achievements
- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Modelling active listening
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using consequences to encourage the learning of appropriate and inappropriate behaviour
- Teaching the skills and abilities through weekly assemblies
- Teaching PSHE, P4C and Thinking Skills.

3.3   To further support positive behaviour in class, staff can:

- Accurately assess the pupil to effectively differentiate to suit the individual child's learning style and ability.
- Tailor the environment to support the needs of each child to facilitate effective learning e.g. consideration of sensory needs, equipment and seating.

- Recognise what the child believes they can do to be conscious of our expectations in line with their self- esteem.
- Recognise the special interests of each pupil to help motivate and encourage effective learning and achievement.

4. PRIORY VALUES

- Team work
- Positivity
- Making a Difference
- Flexibility
- Creativity
- Trust
- Professionalism
- Effective Communication
- Respect

Priory values are recognised and celebrated in the weekly whole school assembly when children who have demonstrated them receive a value badge or a postcard home. Equally, adults who work in school are encouraged to work towards these values and are rewarded with a postcard home.

5. RESPONSIBILITIES

5.1 Reinforcing positive behaviour and challenging unacceptable behaviour is the responsibility of all staff at Priory School

Staff Responsibilities:

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a differentiated, challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use rewards and consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.
- To identify and understand possible underlying causes and triggers for the pupil's behaviour.

5.2 Parents' Responsibilities

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach children positive behaviour. Information about ways in which parents can help their children is provided in the school newsletters and through parental consultations and workshops. Parents are asked:

- To value our expectations of being kind and working hard at home.
- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To work alongside and support the school in implementing this policy
- To be aware of the school values

5.3 Children's Responsibilities:

- To be kind and work hard.
- To do their best, e.g. follow instructions, steps to success, meet the values.
- To contribute to their own learning,
- To treat other people with respect,
- To treat their belongings and the environment with care and respect
- To show consideration for others,
- To consider and take responsibility for the effects of their actions on others (Restorative Practice).

6. REWARDS AND CONSEQUENCES

6.1 At Priory we believe that children should be encouraged to be kind and work hard. We use a number of positive consequences to enable these expectations. Whilst our aim is that children should intrinsically want to be kind and work hard, we recognise that rewards are sometimes necessary and appropriate to promote this. It is essential that all children are able to receive positive rewards. Children's success both in their work and behaviour should be measured against their previous performance rather than that of other children. We use the following rewards:

- Praise
- Non-verbal rewards such as thumbs up sign or a smile
- Showing work to another teacher or the head teacher
- Stickers and star charts
- Certificates for Mathletics, (weekly) and spellings (Half termly)
- Child of the week
- Postcards home for children
- Displaying work
- Homework Prizes in KS2
- Values Badges
- Posts of Responsibility e.g. Star of the day in Year 2 is helper the next day

- House Points
- Playground tokens
- Lunch time stickers
- Resource 'star of the week'.
- Awards for 'be kind' and 'work hard'.
- P.E 'star of the week'.

In order to discourage children from displaying inappropriate behaviour it is important to teach them positive behaviour.

6.2 **Choices and consequences**

Sometimes children do not behave appropriately and it may be necessary to implement a consequence. Different circumstances call for different responses; a consequence that is appropriate and effective with one child in a specific circumstance may be inappropriate or ineffective with a different child. Therefore, consequences will be differentiated where needed in order to best support the individual child.

All consequences should:

- Be reasonable, proportionate and time- bound. These need be natural consequences which link to the specific behaviours and therefore makes sense to the child.
- Increase a child's sense of responsibility by encouraging the child to take responsibility for their actions. This includes involving the child's input where appropriate (Restorative Practice).
- Provide links for responsibility, choice and consequence.
- Help the child to develop skills to manage their behaviour effectively.
- Be in conjunction with an opportunity for reflection and enable the child to take positive action to put matters right (Restorative Practice).

See **Appendix B for Choices and Consequences.**

7.	**ADDITIONAL SUPPORT FOR CHILDREN WITH CHALLENGING BEHAVIOUR**

7.1 Priory has a team of Learning Mentors to support staff when children display challenging behaviour that cannot be managed in the classroom. This may be when a situation has escalated and immediate support is required (see Appendix A for the procedure to follow) or for planned intervention (see Section 8).

7.2 TEAM TEACH: At Priory School there is a member of staff who is trained to deliver Team-Teach training and a significant number of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult and challenging situations. It also trains staff to physically intervene with children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect and find a different

way to deal with difficult situations in the future. Records are kept and parents or carers are informed. It is important to remember that Team Teach is made up of 95% de-escalation strategies and only 5% physical intervention. Cross reference with Physical Restraint Policy.

7.3   If a child displays challenging behaviour over a period of time then an additional plan is required to support the child and the staff working with the child. This may be in a variety of formats depending on the setting of the child and their individual needs, for example an Additional Support Plan, a Positive Handling Plan or a Behaviour plan. The purpose of the plan is to recognise triggers and situations which the child may find difficult and put strategies in place for the staff to deal with them. The plan will be written by the Deputy Head Teacher/ SENCO in conjunction with the Inclusion team and all other staff who work with the child. Once complete, it will be communicated to the child and parents and all parties are required to sign to agree the measures in place. This should be a working document which can be added to at any time and should be reviewed annually or more regularly should strategies prove to be ineffective. These plans need to be read in order to support the adult in making decisions about how to approach an individual child's behaviour.

7.4   Safe spaces to use:

The use of any of the below safe spaces within the school, should always be followed by:

a.   The use of Restorative Practice strategies.
b.   A re-integration process to support the pupil in successfully re-integrating back into their class.

<u>The Hub:</u>

Priory school has a multi-purpose space called the Hub to provide a low- stimulation area for children to be used:

- When the child is struggling to manage and participate appropriately in class preventing the learning of others.
- When their behaviour becomes challenging and unsafe and they therefore need a safe space to support self- regulation.
- When they are behaving inappropriately e.g. extreme non- compliance.
- When the child is a risk to themselves or others.
- As an alternative to formal exclusion.

Guidelines for use of the Hub:
- The Hub should be used in line with the 'Choices and Consequences' recommendations (Appendix B).
- An adult will always be present in the room with the child unless this puts the adult at risk and therefore, they need to observe the child from outside the room.
- It is essential that children can be seen at all times whilst using the Hub.
- The door to the Hub must not be locked or obstructed.

- The use of The Hub is recorded on SIMS by those staff involved and is monitored on a weekly basis at SLT to see if follow up intervention is required.
- The use of the Hub is closely monitored by the Deputy Headteacher in charge of behaviour and no child will use the facility unless it has been agreed by them first.
- The child will be entitled to regular movement breaks outside of the Hub.
- The option of the Hub should be written on the individual Additional Support Plans.
- As an alternative to formal exclusion, parents/ carers may be required to accompany their child to the Hub. This will be decided on an individual basis depending on the needs of the child.
- When in the Hub, if the child continues to fail to comply with Priory's expectations this could result in parents/ carers being asked to collect their child at the Head Teacher's discretion.

The 'Calming Zone':

Priory school has a space called the 'Calming Zone' in The Nest. This can be used as a chill-out space in a low- stimulation area for children to calm and to support their self- regulation.

Guidelines for use of the 'Calming Zone':
- The use of this space can be voluntary but the child must have adult permission to visit this area and must be accompanied by a supporting adult at all times.
- An agreed time of how long to spend in the 'Calming Zone' must be enforced with the child, preferably for no more than 10 minutes.
- Adult interaction with the child is kept to a minimum to allow the child an opportunity for self- regulation.
- Children should be observed at all times from a distance if space is needed.

The Resource Base 'Calm room':
Priory school Resource Base has a space called the 'Calm Room'. This can be used as a calming space in a low- stimulation area for children to calm and to support their self-regulation.

Use of the Calm room:

- The calm room should be a safe space for our children. It should be a place that the children know they can go to feel safe and to feel calm.
- Our aim is to help children learn that they can use this space when they start to feel themselves wobbling.

Guidelines:

- We are aiming to comfort the child, to make them feel safe and to help them feel calm.
- An adult must be present in the calm room, even just sat quietly at the back.

- An adult will always be present in the room with the child unless this puts the adult at risk and therefore, they need to observe the child from outside the room.
- It must be communicated to the child that you can see they need their space and you will leave the room but that you will just be outside. Give them a timer of a few minutes and say that when the timer has finished, you will come and see them. If they still need more time, communicate this and use the timer again.
- If someone else is already in the room: communicate with the adult to decide which child needs the space more.

<u>Logging the use of the Calm room:</u>

When a child uses the Calm room, it must be logged using the logging system (by the Calm room entrance and in Butterflies classroom).

7.5   In line with the Consequences in **Appendix B**, there are some behaviours which require a fixed term exclusion. Reference will then need to be made to the Exclusions Policy.

8.   ROLE OF THE LEARNING MENTORS & ELSA TRAINING

8.1   The role of the Learning Mentor is to provide a complimentary service to teachers and support staff in school. They should address the needs of pupils who require support to overcome the barriers to learning they experience both inside and outside school so that they are able to achieve their full potential

8.2   ELSAs are Emotional Literacy Support Assistants. Our Learning Mentors have received specific additional training from educational psychologists from whom they receive ongoing supervision following training. Their role is to support children in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. Many local authorities across England and Wales now have ELSAs in their schools. At Priory the ELSA programme is designed to build the capacity of school to support the emotional needs of our children from within our own resources. We recognise that children learn better and are happier in school if their emotional needs are addressed. Learning Mentors are trained to deliver ELSA interventions on a 1:1 or group basis after receiving parental consent.

8.3   Referrals for ELSA support should be made through the SEN Concern referral forms which are sent to the Inclusion Team for discussion at regular panel meetings. A referral form should be completed by the staff member with a concern, which allows the ELSA to gather brief background information on the pupil's skill level. The referrer will then work alongside the ELSA to identify clear programme aims/ session targets. This is done for each individual child. These aims and targets may be identified by asking the question 'By the end of my involvement, what is it that you hope this pupil will be able to do that they are not able to do at present?'. The time frame within which you expect them to be achieved would generally be between half a term and a term after which the aims would be reviewed and assessed. A record of which should be retained with other pupil records on SIMS.

APPENDIX A – EMERGENCY BEHAVIOUR SUPPORT

A child is behaving inappropriately which is preventing the learning of others, is dangerous or they leave the classroom.

⬇

Supporting staff will have exhausted all strategies recommended in Appendix B for that specific behaviour.

⬇

With permission from Year Leader, class team will send a responsible adult to request the Learning Mentor.

⬇

Where possible, the Learning Mentor should talk to the child and encourage them back to class as quickly as possible.

⬇

If unsuccessful after 15 minutes contact the DHT in charge of behaviour. If unavailable, contact another member of SLT for support.

⬇

At a last resort parents will be contacted and asked to collect their child.

Choices and Consequences: *Different circumstances call for different responses; a consequence that is appropriate and effective with one child may be inappropriate or ineffective with a different child. Therefore, consequences will be differentiated where needed to best support the individual child. Remember that these behaviours may be communicating something that you don't expect.*

Low level such as	Strategies to try to address the behaviour initially	Flexible examples of consequences	Behaviour to be logged on SIMS (yes/ no) FOCUS ON REPEATING BEHAVIOUR
Fidgeting / fiddling.	• Has the child had regular movement breaks? E.g. giving out the books. • Has the child got sensory needs which they may need a fiddle toy to support? • Use of Sensory Diet/ Sensory Circuit/ regular opportunities for purposeful movement. • 'Good sitting' visuals. • Reducing distractions (e.g. less on table). • Positive reinforcement of those who are sitting nicely. • Appropriate fiddle toy. • Deliberate ignoring/ withdrawal of attention if you feel the child is trying to elicit negative attention. • Modelling and positive reminders of expectations.	• Verbal warning with processing time to reinforce the behaviour you want. • A second warning to reinforce the message. • Introduction of a visual target system to focus on the expected behaviour.	No
Noisy e.g. talking/shouting.	• Reminder of voice levels and praise for indoor/classroom voice. • Introduce a visual class target system e.g. thermometer. • Reward when class meets target. • Rearrange seating plan. • Use of individual behaviour chart and/or visual warning system. • Modelling and positive reminders of appropriate language.	• Verbal warning with processing time. • Sit alone to complete work for an agreed amount of time. • Stay in at playtime, reflection and completion of unfinished work. • Phoning parents to inform them of behaviour.	No

	• Withdrawing attention / deliberate ignoring. • Use of home/school communication book if applicable.		
Interrupting others.	• Independent target if persistent. • Visual prop to reduce verbal outbursts e.g. 'wait for my turn' visual. • Class visual/ object to show whose turn it is to speak e.g. a talking teddy/ ball. • Visual reminders about putting hands up. • Reward system / praise for putting hands up. • Withdrawing attention / deliberate ignoring. • Use of a Work Station. • Regular movement breaks. • Use of home/school communication book where applicable. • Appropriately differentiated work to ensure that it is pitched at the right level for the child.	• Verbal warning with processing time. • Sit alone to complete work for an agreed amount of time. • Stay in at playtime, reflection and completion of unfinished work	No
Unkind remarks.	• Restorative Practice activities. • Use of Circle time. • Friendship focus in PSHE. • Class reward system to allow praise for kindness. • Use of Social Story to address the specific language being used.	• Verbal warning with processing time. • Depending on use of language, phone call home. • Minutes off break time (to be used for Restorative Practice focus e.g. writing an apology letter).	No
Time wasting (work avoidance leading to the child failing to keep on task).	• Visual guide of steps introduced for children to follow outlining expectations and consequences. • Home/school book to record missed work to take home. • Regular movement breaks embedded within class. • Introduce brain break cards with expectations of focus after. • Differentiation: is the work pitched accurately to the child's level i.e. is it too challenging/ not challenging enough? • Target/ reward chart to motivate the child. • Chunking learning into manageable chunks e.g. 15 mins before a movement break and then returning to work. • First/ next/ then board to use a motivator to help keep the child on task. • Use of timers. • Adult support to encourage the child to keep on task.	• Complete work during break/take home (ensuring to liaise with parents). • Sit on focus table. • If persistent, time spent in the Hub (in line with guidance outlined in the Behaviour policy).	Yes if a consequence has been implemented.

	• Sensory Diet/ Sensory Circuit/ regular movement breaks for built in purposeful movement. • Use of other 'safe spaces' within school to help the child refocus.		
Dishonesty.	• Class PSHE focus. • Use of storybooks to promote telling the truth. • Restorative work for the individual and the person they've affected. • Social Story about telling the truth.	• Restorative work which will happen within their own time during the school day. • For repeated instances, involve parents. • Introduction of target card.	No
Pushing in line.	• Class line order. • Try moving child in the line. • Class line monitor. • Going to the back of the line. • Adult modelling of lining up sensibly. • Use of visuals. • Social Story to address the specific behaviour. • Behaviour chart/ reward system. • Use of home/school communication book to communicate this to parents where applicable.	• Practice lining up at break. • Minutes off break to reflect time wasted.	No
Bad language (one off).	• Quiet chat with the individual to focus on appropriate and inappropriate language. • Social Story to address appropriate and inappropriate language. • Focus on giving the child different words/ phrases to use when they are feeling sad or angry. • Reminder of kind words. • Use of Behaviour Chart. • Positive praise for those using appropriate language. • Withdrawing attention / deliberate ignoring.	• Stay in at break with Restorative Practice focus. • Phone call home. • Time out.	Yes if a consequence has been implemented.

Not trying our best.	- Chat about why they are not as motivated. - Chat with the child to see if there is an underlying issue. - Refer to a Learning Mentor for support with confidence. - Sit with an encouraging peer. - Differentiate the work (even if for a short period of time). - Target cards for motivation. - Reward scheme for motivation. - Responsibilities in the class (draw on their strengths). - Peer modelling of their strengths to other children/ classes. - First and Next board - Adult encouragement - Are there regular movement breaks in place? Potential need for a personalised Sensory Diet/ Sensory Circuit for built in purposeful movement.	- If persistent sit on the focus table. - If persistent and distracted/ distracting others, phone parents. - If persistent and distracted/ distracting others, potential use of the Hub (in line with guidance outlined in the Behaviour policy).	Yes if a consequence has been implemented.
Walking around the classroom during independent learning.	- Consider use of a target card. - Consider moving tables. - Are there regular opportunities for movement breaks in class? Does the child need a movement break? - Potential need for a personalised Sensory Diet/ Sensory Circuit for built in purposeful movement. - Does the child need more input of active movement? - Do they need seat support? - Are there any O.T needs which need looking into?	- Verbal warning. - Complete work in own time. - Stay in at playtime. - Move to another class (if this is persistent and disruptive). - Move to Year leader's class (if this is persistent and disruptive).	No
Lack of respect for others/ lack of respect for the classroom.	- Restorative work. - Consider target cards. - Refer to a Learning Mentor. - Are class rules in place? Is there scope to revise these with the class to address some of the issues that are present? - Is there an emphasis on team work within the class? - Do the class have responsibilities within the classroom to help them feel that they have ownership of their classroom? - Are there reward systems in place to praise those who are demonstrating respect to their peers/environment?	- Clean up mess/ repair. - Stay in at play. - Apologise/ apology letter. - If continues, see 'non-compliance' section. - Time out.	Yes if a consequence has been implemented.

Moderate level such as	Strategies to try to address the behaviour alongside implementing a consequence.	Flexible examples of consequences	Behaviour to be logged on SIMS (yes/ no) FOCUS ON REPEATING BEHAVIOUR
Consistently shouting out.	• Remind of voice levels and praise for indoor/classroom voice • Introduce a class visual target system eg thermometer. • Reward when class meets target. • Rearrange seating plan. • Behaviour chart. • Visual reminders about 'inside voice'. • Reward system / praise for putting hands up. • Withdrawing attention / deliberate ignoring. • Use of a Work Station. • Are there regular movement breaks in place? Potential need for a personalised Sensory Diet/ Sensory Circuit for built in purposeful movement. • Use of home/school communication book where applicable. • Appropriately differentiated work to ensure that it is pitched at the right level for the child.	• Move to another class (if this is persistent and disruptive). • Move to Year leader's class (if this is persistent and disruptive). • Miss minutes off their break to reflect the time they've wasted (to be used for Restorative purposes). • Phone parents to discuss behaviour. • Home-school communication. • Refer to Deputy Head. • Request support of Learning Mentor if needed	Yes
Physical behaviours towards others e.g. pushing, barging, nudging.	• Class focus on how to show kindness and respect within PSHE & Circle time opportunities. • Class rules in place which children should have helped create and have all signed to show they're in agreement. • Class reward system in place to praise those behaving appropriately. • Modelling of appropriate behaviour towards others using real life examples. • Social Stories to help the individual unpick how these behaviours may make others feel. • Opportunities for an adult to address these behaviours with the child to see if there are underlying reasons for this behaviour.	• Restorative Practice focus during their own time. • Miss time off break (to be used for Restorative purposes). • Spending a short amount of agreed time away from peers.	Yes

Behaviour	Preventative strategies	Consequences/ responses	
Distracting others (if they are disturbing the learning of others).	- Sit on focus table or re-arrange tables - Has the child had regular movement breaks? Potential need for a personalised Sensory Diet/ Sensory Circuit for built in purposeful movement. - Are there any visual reminders about expectations? - Is the work differentiated to the appropriate level for the child i.e. is it to challenging or not challenging enough for them? - Do they have any sensory needs which need addressing? - Reducing distractions (e.g. less on table). - Positive reinforcement of those who are sitting nicely. - Use of 'safe spaces' within school to give the child the opportunity to calm down and reflect. - Use of visuals to show it is independent learning time. - Adult supervision during activity. - Use of a Work Station.	- Request support from Learning Mentor. - Work away from others to complete work for an agreed amount of time. - Contact parents. - Refer to Deputy Head. - Possible external exclusion if they become aggressive: in agreement with Head teacher. - Time out.	Yes
Repeated non-compliance (not following adult instructions).	- Has the child been offered an opportunity to have a break/ have some movement/ have some reflective time? - Has the child been reminded of class expectations? - Is there any reward system in place to praise those children who are doing what's been asked of them? - Is there a target system in place to address this repeated behaviour? - Praising positive behaviour. - Time with a class adult to build a relationship and rapport with the individual.	- Phone call home. - Refer to Deputy Head. - Refer to Learning Mentor for support. - Internal exclusion in the Hub (in line with guidance outlined in the Behaviour policy). - Restorative Practice focus. - Minutes off 'Golden time'/ class incentive time to reflect time wasted (to be used for Restorative purposes).	Yes

| Fighting/ physical aggression. | Social Story to address the specific behaviour. Reflection time with an adult following an incident and helping to fix the situation. Involvement of/ referral to ELSA. Use of home- school communication book where applicable. Encouraged use of other spaces within school to support the child in calming down/ reflecting. | Off playground for an agreed length of time (adult's discretion). Refer to Head of Year/ Deputy Head. Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). Time out. Phoning parents to inform them of behaviour. | Yes |

	• Sensory Diet/ Sensory Circuit/ regular movement breaks for built in purposeful movement. • All year group adults to support and model during play times to support positive relationships. • Time with a class adult to build a relationship and rapport with the individual.		
Stealing.	• Use of Social Story to address this specific behaviour. • Class focus within PSHE. • Behaviour chart • Future involvement of ELSA.	• Refer to Deputy Head. • Phone call home. • Restorative Practice focus.	Yes
Threatening / aggressive behaviour.	• Class focus on how to show kindness and respect within PSHE & Circle time opportunities. • Class rules in place which children should have helped create and have all signed to show they're in agreement. • Class reward system in place to praise those behaving appropriately. • Modelling of appropriate behaviour towards others using real life examples. • Social Stories to help the individual unpick how these behaviours may make others feel. • Opportunities for an adult to address these behaviours with the child to see if there are underlying reasons for this behaviour. • Opportunities for the child to explore how to express negative feelings appropriately. • 1:1 time with an adult for reflection. • Use of 'safe spaces' within school to give the child the opportunity to calm down and reflect. • Time with a class adult to build a relationship and rapport with the individual. • Future involvement with ELSA if repetitive. • Whilst the challenging behaviour is happening, remind child of steps they need to take to calm down. Ensure that processing time is given between each step. Focus on the behaviour that you want from them. • Enforcing set boundaries.	• Off playground for an agreed length of time (adult's discretion). • Refer to Head of Year/ Deputy Head. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy).	Yes
Vandalism: graffiti etc.	• Class rules in place. Is there scope to revise these with the class to address some of the issues that are present?	• Clean mess/ help repair once the child has had a cooling off period.	Yes

	• Emphasis on respect of the environment within the class. • Class responsibilities within the classroom to help pupils feel that they have ownership of their classroom. • Reward systems in place to praise those who are demonstrating respect to their environment.	• Call home. • Refer to Deputy/ Head of Year. • Restorative Practice focus	
Running away from adults within school site.	• Social Story to address specific behaviour. • Create an agreement with the individual child. • 1:1 supervision for transition around the school. • Behaviour chart / reward system. • Sensory Diet/ Sensory Circuit/ regular movement breaks for built in purposeful movement. • Reiterate 'safe spaces' in school that the child can use. • Reduce adult vocal involvement during this time (but maintain distant supervision).	• Phoning parents to inform them of behaviour. • Restriction of out of class/ off-site activities until this behaviour improves e.g. school trip.	Yes

Serious level such as **Liaise with Head teacher always.**	**Strategies to try to address the behaviour alongside implementing a consequence.**	**Suggested consequences**	**Behaviour to be logged on SIMS (yes/ no) FOCUS ON REPEATING BEHAVIOUR**
Serious assault.	• Class focus on how to show kindness and respect within PSHE & Circle time opportunities. • Modelling of appropriate behaviour towards others using real life examples. • Social Stories to help the individual unpick how these behaviours may make others feel. • Opportunities for an adult to address these behaviours with the child to see if there are underlying reasons for this behaviour. • Opportunities for the child to explore how to express negative feelings appropriately. • Class activities focusing on empathy. • Potential use of Team Teach (ensure that the red Team Teach log is completed following a hold and that parents/ carers are informed). • Use of other spaces within school to give the child the opportunity to calm down and reflect. • 1:1 time with an adult for reflection.	• Fixed term external exclusion (in agreement with Head teacher). • Parents to be made aware. • Potential meeting with parents following an incident. • Liaise with Head teacher. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). • Add incident to SIMS.	Yes so recurring patterns of behaviour can be observed.
Serious physical/verbal threats made to staff or children.	• Opportunities for an adult to address these behaviours with the child to see if there are underlying reasons for this behaviour. • Opportunities for the child to explore how to express negative feelings appropriately. • Class focus on how to show kindness and respect within PSHE & Circle time opportunities. • Modelling of appropriate behaviour towards others using real life examples. • Class activities focusing on empathy. • Use of 'safe spaces' within school to give the child the opportunity to calm down and reflect. • 1:1 time with an adult for reflection.	• Fixed term external exclusion (in agreement with Head teacher). • Parents to be made aware. • Potential meeting with parents following an incident. • Liaise with Head teacher. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). • Internal exclusion (in agreement with Head teacher). • Add incident to SIMS.	Yes so recurring patterns of behaviour can be observed.

Issues relating to safeguarding: (KCSIE) - Peer on peer abuse - Bullying including cyberbullying - Physical abuse - Sexual violence - Sexual harassment - Sexting	• Focus on bullying within PSHE/ Circle time opportunities. • Class focus on e-safety. • Involvement of police liaison.	• Fixed term external exclusion (in agreement with Head teacher). • Parents to be made aware. • Potential meeting with parents of those involved following an incident. • Liaise with Head teacher. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). • Referral to DSL. • Potential referral to Social Services. • Add incident to SIMS. • During their own time in school, child to have individual focus on e- safety to focus on the impact this can on others e.g. online safety awareness intervention.	Yes so recurring patterns of behaviour can be observed.
Vandalism e.g. extreme damage to school property/toilets.	• Involvement of ELSA for future support. • 1:1 time with adult for reflection. • Potential use of Team Teach (ensure that the red Team Teach log is completed following a hold and that parents/ carers are informed).	• Fixed term exclusion (in agreement with Head teacher). • Parents to be made aware. • Potential meeting with parents following an incident. • Liaise with Head teacher. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). • Repair damage if possible or pay for damage (Head teacher's discretion). • Add incident to SIMS.	Yes so recurring patterns of behaviour can be observed.
Violent outbursts: verbal /physical	• Opportunities for an adult to address these behaviours with the child to see if there are underlying reasons for this behaviour. • Opportunities for the child to explore how to express negative feelings appropriately. • Potential use of Team Teach (ensure that the red Team Teach log is completed following a hold and that parents/ carers are informed). • Encouraged use of alternative spaces within the school to support the child in calming down and reflecting. • 1:1 time with adult for reflection.	• Fixed term exclusion (in agreement with Head teacher). • Parents to be made aware. • Potential meeting with parents of those involved following an incident. • Liaise with Head teacher. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy).	Yes

Swearing at adults.	• Quiet chat with the individual to focus on appropriate and inappropriate language i.e. 1:1 time with adult for reflection. • Social Story to address appropriate and inappropriate language. • Focus on giving the child different words/ phrases to use when they are feeling sad or angry. • Encourage use of 'safe spaces' within school to help the child calm down and reflect. • Reminder of appropriate language.	• Fixed term exclusion or internal exclusion (in agreement with Head teacher). • Parents to be made aware (potential meeting with parents following an incident). • Liaise with Head teacher. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). • Repair damage if possible or pay for damage (Head teacher's discretion). • Add incident to SIMS.	Yes so recurring patterns of behaviour can be observed.
Leaving school without permission.	• Does the child have the understanding and awareness of the danger this poses? • Create an agreement with the child (which both they and parents have to sign) to state that if they are helping adults to keep them safe at school, they will be allowed offsite for school trips etc. • Address Road Safety Awareness in school. • Social Stories to address the specific behaviour.	• Call police. • Phone parents. • Time in Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). • Limit the child's access to off-site activities until they are showing they can help adults to keep them safe at school (by not leaving unaccompanied). • Add incident to SIMS.	Yes so recurring patterns of behaviour can be observed.
Racist incidents* * See Appendix C for descriptions of racist incidents.	• Opportunities within class to address the importance of respect and kindness towards others. • Opportunities in class to celebrate differences. • Opportunities for the individual to explore the inappropriateness of their comments in a safe space i.e. 1:1 time with adult for reflection. • Use of Social Stories to address the specific behaviour. • Use of Restorative Practice.	• Fixed term exclusion or internal exclusion (in agreement with Head teacher). • Parents to be made aware. • Potential meeting with parents of those children involved following an incident. • Liaise with Head teacher. • Hub for Restorative Practice focus (in line with guidance outlined in the Behaviour policy). • Add incident to SIMS.	Yes so recurring patterns of behaviour can be observed.
School refusal.	• Request Family Support Worker. • Request Learning Mentor. • Support from Inclusion team to organise picking the child up from home. • Target card request. • Reward system / motivators. • Social Stories to address specific area.	• Involve parents. • Home/School meetings. • Home visits.	Yes

All of the above may need one or more of the following:
Involve SENCo
Involve outside agency – SEBDOS (intensive Outreach), Referral to Ed Psych, staff liaise with HT/DHT to access support, O.T. ELSA, Additional Support Plan, Positive Handling Plan (Resource), Behaviour Plan (Resource).
Serious physical violence towards member of staff and pupils may result in a fixed term exclusion

APPENDIX C – RACIST INCIDENTS

Please see table below for descriptions of racist incidents. An internal exclusion or a fixed term exclusion will be decided by the Head Teacher and/or the Deputy Head Teacher and this will be dependent on the nature of the incident. All incidents will be reported to Slough Borough Council as part of our annual return.

Racist Incidents

Incident
Verbal abuse
Verbal bullying / threats
Ridiculing comments
Ostracising
Racist Comments
Refusing to work/sit with pupil
Inciting Others
Racist graffiti
Damaging personal property
Wearing racist symbols
Showing/distributing racist literature
Attempting to recruit to org.
Ridiculing of policies
Physical violence
Incidents with religious hostility

APPENDIX D - RESTORATICE PRACTICE

a. Respect: demonstrate respect for everyone by listening to the opinions of others and learning to value them.
b. Responsibility: taking responsibility for their own actions.
c. Repair: developing the skills within our school community so that pupils have the necessary skills and tools to identify solutions that repair harm and ensure behaviours are not repeated.
d. Re-integration: working through a structured, supportive process that aims to solve the problem and allows pupils to successfully re-integrate back into class.