



# SEATHORNE PRIMARY ACADEMY

## Good Behaviour and Discipline Policy

<b>Created by</b>	<b>Mrs Jac Reynolds, SENDCo</b>
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## **Aims of the policy:**

- To create and maintain a culture of exceptionally good behaviour: for learning, for community and for life
- To support our community which values respect, honesty, courage, hope, acceptance, determination, friendship and love.
- To explicitly promote and help learners to develop a moral compass
- To help all our learners embed core competencies of: self-awareness, self-management, social awareness, healthy and positive relationship skills and responsible decision making

## **What is our approach?**

In Seathorne Primary Academy we promote a positive, kind and constructive learning environment for all. We aim to promote an ethos of kindness and respect.

We have agreed and adhere to an agreed code of rewards and consequences. This code focuses on the reinforcement of desirable behaviours through rewards, with agreed consequences used when necessary. (See appendices for details)

We understand that children need to feel safe, content and connected. They also need to feel wanted, valued and that they belong. There are many reasons why children may not feel these core needs are being met and this can lead for a variety of reasons to unacceptable or unwanted behaviour.

Reasons may include age and/or stage of development, communication skills and/or additional needs or adverse childhood experiences, stressors unseen or unmet core needs.

We see our role to act as **behaviour detectives** in order to understand what the behaviour observed is trying to communicate with us. We aim to be alert, aware and evaluate both the context and individual's needs in what we observe.

Once a behavioural need is identified, it is vital that we support and manage behaviour with a balanced approach. This should be a balance between providing **structure** and **nurture**.

### **Providing Structure and Nurture**

A **structured** approach is firm yet fair and outlines high, clear expectations. It requires adults to be well organised and consistent, in order to inspire and empower the positive, respectful behaviour desired.

The **nurture** approach requires the adult to be emotionally available and understanding; to show empathy and compassion. It is based on the 6 key principles of **nurture**. These are as follows:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. Recognise the importance of transition in children's lives

All Seathorne Primary Academy staff are aware that they are role models for the children and the way they speak to and behave towards others is on view to the children the whole time.

**To gain respect we show respect.**

## **Individuality**

We aim to treat the children as individuals so that they can learn to recognise their own strengths, areas to develop and develop respect for themselves.

A child's personal circumstances (including any health, medical and additional special educational needs) should always be borne in mind and considered in relation to their behaviour. It is of the utmost importance that staff have a commitment to understanding and supporting the needs of the children and respecting them as individuals.

As a whole staff – both through our curriculum and how we behave in all areas of school life - we aim to develop children's own responsibilities for their actions, choices and behaviours. We teach reflection, provide opportunities to reflect on incidents and behaviours, and ensure our highest profile emphasis is on positive, desired behaviours.

## **The Individual in our Community**

We believe each child is an individual, but that we also all have both an individual and shared responsibility to build and maintain a healthy, happy community. We expect every individual in our school community to behave with respect towards each other.

## **Intrinsic and Extrinsic Motivation (see Appendix 1)**

We aim to ensure that there is a balance of intrinsic and extrinsic rewards and motivators for all pupils.

In basic terms, *intrinsic* motivation is the driver for individuals to want to achieve and to feel good about what they achieve. This might come for example, with consistent messages in assemblies or in our teaching showing what we value clearly, celebrating values such as kindness, or respect.

*Extrinsic* motivators are the external rewards offered to children as part of our motivational strategies. Some children respond well to external recognition of success, such as Star of the Week, house points or raffle tickets.

We believe a balance of the two is essential, and that overreliance on one or the other is counterproductive.

## **Consistency**

**Consistency of approach is essential to the success of this policy.** This includes consistency in the practice of adults and the application of agreed procedures.

Our aim is to ensure learners feel treated as valued and respected individuals. To ensure consistency in practice, the following approaches will be adopted by all adults:

- **Consistent positive relationships;** based on mutual respect and positive regard. This is regardless of identity, race, religion, gender, additional medical or special needs.
- **Consistent emotional control and respect from adults;** for example, using the strategies of 'change of face', or using reflection time afterwards to decide appropriate and proportionate response.
- **Consistent language** - both consistent type of language and strategy; for example, in words, tone, facial expressions, body posture communicating to children calm and respect.
- **Consistent follow up;** adults retain ownership for resolving situations positively, for example, engaging in reflective dialogue with pupils and key staff and ensuring there are appropriate restorative interactions
- **Consistent positive reinforcement** routines; throughout school, maximising opportunities for encouragement and celebration; in classrooms, the dinner hall, on the playground and around the Academy site.
- **Consistent challenge** of unwanted behaviour; at the classroom level, and throughout our school – for example, by identifying and recognising inappropriate behaviours and agreeing strategies for addressing them early and quickly, or establishing high-profile as well as established structures for more serious behaviours

## **Responsibilities**

Managing and modelling good behaviour is the responsibility of all staff at Seathorne.

### **Role of the Principal**

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to Greenwood Academies Trust members when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety, and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Principal ensures good record keeping for all reported serious incidents of misbehaviour including bullying and racism. We also record lower level behaviours using the same online system – CPOMS. This is also our Safeguarding reporting system. The two purposes link closely together.

The Principal has the responsibility for issuing Fixed-Term Exclusions to individual children for serious breaches, persistent or unsafe acts of behaviour. For repeated or very serious acts of anti-social behaviour, the Principal may make a decision to Permanently Exclude a child. Neither of these actions would be taken without serious consideration. In most cases, a high level of work would have been undertaken previously in an attempt to improve or mediate poor behaviours. In rare cases, where there is very serious risk to others or the individual themselves, the decision may be taken more quickly (see Appendix 5).

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are embedded in their classroom practice.

Class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly and respectfully and enforce our expectations consistently.

In the first instance, the class teacher deals with incidents him/herself in the normal manner, as part of their class routines. However, if misbehaviour continues, the class teacher should seek help and advice from our teacher colleagues where appropriate, and then flag it to our SENDCo as soon as possible if it continues.

The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class if they become persistently disruptive. Our SENDCO should also be made aware at the earliest possible opportunity in order to provide support and alleviate pressures quickly.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (after discussion with the SENDCO) if there are concerns about the behaviour or welfare of a child.

### **The Role of Support Staff**

Support staff should provide a consistent positive model of behaviour and ensure high expectations are made explicit to the children. They should discuss with class teachers any inappropriate behaviour as early as possible.

Support staff will work with class teachers to establish positive and appropriate routines, and to ensure any specific behaviour support strategies for groups or individuals are implemented consistently.

### **The Role of Parents and Carers**

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Principal and Principal.

Our staff work proactively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to work with our staff to agree and follow agreed strategies.

### **Behaviour Support Team**

Staff with key roles in implementing our Behaviour strategy also include:

- SENDCO – Special Educational Needs and Disabilities Co-ordinator – with the overall responsibility for ensuring this policy can be implemented effectively, by providing advice and support for colleagues.
- The SENDCO will also communicate directly with and coordinate work with outside agencies wherever necessary. The SENDCO will lead communication with families (either by providing advice to teacher colleagues or leading meetings etc). Approves Pupil Inclusion Passports (PIPs).
- Inclusion Officer – day to day responsibility for ensuring attendance and supporting staff in implementing our expectations. They will also be involved in implementing specific rewards or consequences. Will often carry out direct support for pupils in aspects of reflection, social emotional programmes, supervising cooldown periods. Works with class teachers to develop Pupil Inclusion Passports (PIPs).
- Family Welfare Officer – as Deputy DSL, works closely with SENDCO and Inclusion Officer to oversee behavioural approaches in school, ensuring Safety and Welfare needs are met effectively.

### **Possible Sources of External Support**

Might include;

Lincolnshire Behaviour Outreach Support Services (BOSS)

Lincolnshire Pupil Reintegration Team

Working Together Team

Educational Psychology consultation

Lincolnshire Specialist Teaching Team (STT)

### **Training and Development**

All teaching and learning support staff will have access to and participate in training on aspects relating to our effective behavioural support. This will be as a whole team, in smaller groups where targeted training might be needed, or for individuals.

Recent training for staff has included;

- Attachment and Separation Anxiety
- Trauma
- Sensory Circuits
- Dyslexia
- Transitioning back to school after lockdown
- Bereavement
- Contextual Curriculum - understanding the needs of our pupils and community
- Mental Health and Wellbeing

### **Other Key Parts of our Behaviour and Discipline Strategy**

These are strategies that we employ over above the expectation on everyone of effective and high-quality communication and record keeping;

**Individual Pupil Inclusion Passports (PIPs)** are compiled for those pupils where medical, emotional, social, communication, mental health or out of school circumstances are continually affecting behaviour. These passports are drawn up by the class teacher and Inclusion Officer and agreed by the school Special Educational Needs Coordinator (SENDCo) in consultation with SLT as necessary. The PIPs are kept in the class folder for easy access by all staff. A child who has a Pupil Inclusion Passport may have personalised support strategies which endeavour to provide the optimal approach in response to the child's individual needs.

**Rewards and Motivators** – our pupils will be rewarded for demonstrating Seathorne's key values of:

*Respect, Honesty, Courage, Hope, Acceptance, Determination, Friendship and Love - see Appendices 1, 2 and 3*

**Consequences and Stages** – see *Appendix 4*

**Appendix 1 - Intrinsic and Extrinsic Rewards**

Rewards for good learning and positive behaviours can be both intrinsic and extrinsic. Below are some examples of what this looks like in our school.

**Intrinsic motivation**

**Intrinsic motivation** is the ability or desire to complete a skill or activity, often based on interests, or enjoyment, and resulting in a sense of personal achievements, joy or satisfaction. At Seathorne, we want everyone to feel valued as part of our community, love learning and to accomplish their goals and aspirations. Success breeds success! Our whole Behaviour Strategy, Curriculum and way we operate is designed to help children develop a sense of intrinsic motivation.

Strategies we use to help our children develop this sense of motivation will include;

Individual level	Class level	Whole school
<p><b>Develop opportunities for and invest time in:</b></p> <p>Discovering strengths and interests of individuals</p> <p>Establishing how individuals progress or learn best</p> <p>Developing a growth mindset approach including resilience</p> <p>Recognising and praising persistence and effort</p> <p>Using language of choice and phrasing for positive motivation - for example, 'I can't do it...yet' 'I'll try again until I can'</p> <p>Providing choice in learning and curriculum</p> <p>Children setting their own targets- in learning and aspirations</p> <p>Teaching children the skills they need to achieve their goals or aspirations - Seathorne Skills Curriculum</p> <p>Fostering ambition - for example by showing possibilities – meeting role models, careers visits</p> <p>Allowing flexibility in curriculum order to incorporate strengths and interests</p>	<p><b>Develop opportunities for and invest time in:</b></p> <p>Collaborating in small groups to promote connection with others and other ideas</p> <p>Maintaining an environment which is fresh and stimulating enough with regular change</p> <p>Providing an enriching curriculum – outside areas, visitors, trips promoting engagement and enjoyment</p> <p>Reflect on pupil voice and their feedback on learning; tweak learning to include interests</p> <p>Creating a trusting atmosphere – wanting to hear everyone's ideas and sending message that it is ok to make mistakes (part of learning)</p> <p>Valuing learning process – sharing on display</p> <p>Explicitly describing and modelling the qualities or values of those with talents needed to be successful</p>	<p><b>Develop opportunities for and invest time in:</b></p> <p>Holding class assemblies to share learning and achievements.</p> <p>Achieving wider aspirations – wider personal goals and developing healthy personal lifestyles e.g. travelling</p> <p>Application of skills to real life- link to careers.</p> <p>Understanding that their learning has a purpose.</p>

## **Extrinsic Motivations**

**Extrinsic Motivation** refers to doing an activity to attain some tangible, concrete outcome, such as earning a reward or avoiding sanction. At Seathorne, we will use some extrinsic motivators as rewards or to involve pupils more positively in learning, or to reinforce pupil's understanding of expectations. Once a reward is given, it should not be removed.

<p><b>Universal Whole School Strategies</b> – apply across the school, all staff members have a duty to ensure these routines function well. The intention is that all pupils will benefit from these routines. Good levels of attendance will also be recognised.</p>		
<p><b>Ongoing</b></p>	<p><b>Fortnightly</b></p>	<p><b>Termly</b></p>
<p><b>Reward chart in class</b> - should be clearly visible  <b>Verbal Praise</b> - especially linked to Seathorne Values, good behaviours that facilitate a safe, happy place to be (holding door open, using manners, putting hand up, etc) great learning habits – for example, collaboration, problem solving,  <b>Lunchtime Strategy</b> – Green slips in recognition of Seathorne values and good behaviour  <b>House points shop- TBC</b></p>	<p><b>Celebration assembly</b> – Star of the Week issued for learning or positive behaviour</p>	<p><b>Celebration assembly</b> -Star of the Term   <b>House points</b> – age- appropriate termly prize</p>
<p><b>Targeted Strategies</b> – within the whole school system, there is flexibility for staff to establish reward and motivational systems at a class, group or individual level. Good examples include;</p>		
<ul style="list-style-type: none"> <li>• <b>Class strategies to be linked to house points and be visible and high priority</b></li> <li>• <b>Wow cards</b> to take home and share with another adult in school, or stickers (act of kindness, super piece of work, etc)</li> <li>• <b>Postcards</b> sent home in post to help families celebrate children's successes</li> <li>• <b>Personalised strategies</b> – identified in support of a PSP/ PIP or other support programme</li> <li>• <b>Raffle tickets</b></li> <li>• <b>Jewels</b></li> <li>• <b>Marble jar</b></li> <li>• <b>Class dojo</b> or other online rewards systems</li> <li>• <b>Hot chocolate and cake</b> with Principal or Deputy Principal</li> </ul>		

## **Motivators during COVID-19**

With a new normal evolving around us, the children are expected to recognise the importance of new safety measures, adjust their old established routines and be actively involved in complying with new expectations. This is a big ask and warrants positive feedback and reward. Staff and pupils can work collaboratively to decide on bubble group rewards. There may be additional rewards put in place to support Health, Safety and Wellbeing of staff and pupils in the light of Covid-19.

## Appendix 2 - What do our Values Look Like in Action?

Linking to policy aims, our pupils will be rewarded for demonstrating Seathorne's key values of:  
**Respect, Honesty, Courage, Hope, Acceptance, Determination, Friendship and Love**

Below are some notable examples of what those values might look like in day-to-day school life. By recognising them, we can CATCH them and REWARD them.

### Seathorne Academy Values Reward Matrix

Seathorne Values	Behaviours you may see or hear (This is a non-exhaustive list)
Respect	Holding the door open for someone else. Using manners – saying please and thank you Waiting patiently for your turn to speak Being a good listener
Honesty	Telling the truth even when it is hard Owning up when an accident happens Not covering up the truth Asking for help when we need it
Courage	Being brave- trying something new Having courage to own up when something goes a bit wrong Doing the right thing when others may not be doing the right thing Having courage with new learning – try your best
Hope	Having a positive mindset – believe in yourself and have a go Being optimistic- always hoping for the best Encouraging others- helping and supporting others Trusting that things will be OK in the future- things won't always be tricky
Acceptance	Allowing all children to play a game Accepting that you or your team may not always win Acceptance of differences- we are all different in our own way Understanding that everybody is allowed their own opinion (there may not be a 'right' or 'wrong')
Determination	Trying your hardest Not giving up when things are tricky Keep persevering
Friendship and love	Helping a friend who is feeling upset or hurt Offering to play with someone when they are on their own Recognising when someone may want to be on their own Offering help without being asked Noticing when someone might need help Saying kind words Showing kind actions



### Appendix 3 - HOUSEPOINTS and HOUSE TEAMS

All children at Seathorne Academy have an opportunity to collect House Points, every day, all day in school.

1 house point	For reinforcing <b>everyday</b> expectations Remember to explicitly link key values, learning, or skills. e.g. Thank you for showing <b>respect</b> by holding the door open for me.
2 house points	For showing a particular value, attitude or skill. e.g. Thank you, you have shown great <b>determination</b> when you..... OR For completing an everyday piece of work or learning, but they have shown, for example <b>determination</b> or <b>perseverance</b>
3 house points	As above. In addition, - the children may know how and why their words or actions were special - their learning or work completed was exceptional

By earning House points, they will have their individual, whole class and House Team achievements recognised in diverse ways.

At Seathorne, children will be placed in to one of 4 House Groups. There will be One House Captain and two deputies elected from the current Y6 group of children. They provide positive leadership to the children in their House and the various competitions and events organised throughout the year.

All members of staff will be also placed in a House Team. Their role will be to encourage and support their House Team everyday as well as at House events.

Siblings are placed in the same House Team.

House events might be competitive such as Sports Day, however, other events will be organised that are not – for example, House Picnics, Creative Days.

House Teams are named after biomes we will study in school, in for example Geography, PSHE, Environmental studies;

Sahara – **Red**

Antarctica – **Blue**

Amazon – **Green**

Gibraltar Point – **Yellow**

(Classes are named after endangered species or protected animals that can be found in these biomes – for example, Kingfisher, Natterjack Toads, Jaguars, Puffins)

#### Structure of reward system:

Individual level	Class level	Whole school
Individual points will be earned as detailed in above.	Individual tallies to be kept on results chart. Children's names to be listed in House Groups.	House point totals to be collected and recorded by Team House Captains or Vice Captains.

<p>Staff to verbalise reason for giving linked to values, skills, attitudes and learning</p> <p>Pupil's own house points will earn them recognition, and will also be added to the Team tally on a weekly basis.</p> <p>Lunchtime Green slips also contribute to house-points.</p> <p>If given for work in books, adult to mark with 1/2/3 HP</p>	<p>Display must be clearly visible in the classroom.</p> <p>Weekly celebration for winning House, in class choosing from a list of rewards displayed in class (teachers to agree list with class in advance. These might include extra playtime, story time, extra chill and chat session, board games hour, dance karaoke)</p>	<p>Winners to be announced weekly during whole school assembly and communicated to parents</p> <p>Whole school display to track progress against a termly reward. Running total added each week.</p> <p>Each half term to have a different reward for the winning House – may include</p> <ul style="list-style-type: none"> <li>non-uniform day</li> <li>ice-pole party</li> <li>Hot chocolate</li> <li>Extra play</li> <li>Afternoon Tea with Principal</li> <li>Camp fire?</li> <li>Den building</li> </ul> <p>End of Year for winning team reward to be confirmed. May include;</p> <ul style="list-style-type: none"> <li>Trip to the beach</li> <li>Film afternoon</li> <li>Artist to visit</li> </ul>
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## Appendix 4 - Addressing unacceptable or challenging behaviour

Unacceptable behaviour is not ignored and, where it appears, staff take calm and measured actions to stop, correct and prevent it from recurring, whilst maintaining positive relationships.

Children will be asked about their actions. Actions they can take to restore and rebuild relationships will be discussed as well as exploring the consequences. Unacceptable behaviours will be made clear.

Children need a clear understanding of what constitutes unacceptable behaviour and why it is unacceptable. This will be modelled and taught.

Some children may need to be supported in calming before behaviour should be questioned or challenged.

Approaches in assisting children to calm down are known as de-escalation techniques. Recognised **de-escalation techniques** include verbal strategies, such as maintaining a calm tone of voice and not shouting or verbally threatening the person; and non-verbal techniques, including an awareness of self, body stance, eye contact, and personal safety (Cowin 2003; Johnson 2011). It is the duty of all staff to reflect and be involved in any necessary debrief following incidents where consequences are issued.

### **Challenging Behaviour during COVID-19**

In light of the need for children to behave differently when they return to school, and any new systems put in place to support that, there may be some children that despite training, instruction and reminders do not follow the new measures or guidelines. There may be additional sanctions put in place to support Health, Safety and Wellbeing of staff and pupils in the light of Covid19.

### **Consequences and 'STAGES'**

When consequences are applied, the reason for doing so is explained to the child and what is expected from the child in future. Consequences must always be **reasonable, fair** and **proportionate** to the behaviour. Should a child feel that a consequence has been given unfairly, they are able to discuss it with their Listening Ears or another adult, who will liaise on their behalf.

The stages should be clearly displayed in each class. When a child moves onto a stage, their name will be moved/written next to that stage. If a child reaches a level whereby they should miss a playtime but there are no more play times that day, a separate list must be kept for the following day so that they still serve their consequence.

The table below explains

- Why a particular consequence may be put in place,
- What the consequence will be,
- Where it will take place
- When it will take place and
- Who it will involve.

	1	2	3	4	5
<p>Why?</p> <p><b>A warning should be issued prior to each stage.</b></p>	<p>Repetition after first warning;</p> <p>Teasing another child</p> <p>Unintentional physical contact that had potential to cause hurt to someone else or damage to something</p> <p>Talking over others at inappropriate time</p> <p>Speaking disrespectfully to others</p> <p>Behaving disrespectfully to others – eg. Writing in someone else’s book</p> <p>Putting selves or others at risk (eg swinging on chairs, or misuse of an object, ignoring Covid measures)</p> <p>Refusing or to follow instructions</p>	<p>Repetition of behaviour for which Stage 1 put in place.</p> <p>Teasing another child and causing upset</p> <p>Covering the truth</p> <p>Play fighting</p> <p>Swearing or other inappropriate language (take into account what is said and by whom)</p>	<p>Repetition of behaviour for which Stage 2 put in place.</p> <p>Teasing another child with intent due to difference (eg. SEND, Race, Ethnicity), or intent of causing harm</p> <p>Biting</p> <p>Spitting</p> <p>Vandalism - Damage to school or others property</p> <p>Physically hurting others intentionally</p> <p>Refusal to follow instructions in a dangerous situation</p> <p>Stealing</p> <p>Swearing or using inappropriate language directed at someone else</p> <p>Putting selves or others at risk of intentionally</p>	<p>Repetition of behaviour for which Stage 3 put in place.</p>	<p>Repetition of behaviour for which Stage 4 put in place.</p> <p>Physically hurting adults</p> <p>Absconding</p> <p>Persistent Bullying (see Policy)</p> <p>Pre-meditated harm to someone else</p>
<p><b>Dangerous Items</b></p> <p><b>(These have intentionally been brought in)</b></p>			<p>Unintentional bringing in of items such as: cigarette lighters</p>		<p>Intentionally bringing in objects such as: pen knife, knives, cigarette lighters, BB gun, air pistols, slingshots, dangerous substances and chemicals, alcohol, cigarettes, drugs fireworks.</p> <p>Pornography</p>

E-safety (within school)	Not handing in electrical devices (mobile phones). Sharing of user names and passwords.		Taking photographs and videos without consent.  Inappropriate use of the internet (depending on scale of inappropriate use).	. Gaining unauthorised access to someone else' data (hacking).	Sexting  Sharing of inappropriate images/ photographs.
Why? ADDITIONAL SHORT TERM-COVID MEASURES			Intentional avoidance of social distancing measures. Intentional avoidance of washing hands when asked. Intentional leaving of bubble, boundary area without supervision/permission. Intentionally upset other by verbally saying you have or others have COVID-19	Intentional coughing without covering mouth or spitting	
What?	Miss 5 minutes of play	Miss 15 minutes of play	Isolation from class Go to different key stage class.	Isolation from class Go to different key stage class /reflection room	Isolation from class Go to different key stage class /reflection room
What? COVID-MEASURES	Miss 5 minutes of play	Miss 15 minutes of play	Isolation from bubble. Phone call home.	Isolation from bubble. Phone call home.	Isolation from bubble. Phone call home.
Where?	Room 3 /Green area	Room 3/Green area	Different key stage class	Different key stage class or reflection room	Different key stage class or reflection room
Where? POST COVID-MEASURES	Supervision from bubble doorway	Supervision from bubble doorway	Bubble partner or hall	Hall	Hall
When?	Play/Lunchtime	Play/Lunchtime	Remainder of current session and possibly next session.	Morning/Afternoon	Day
When? COVID MEASURES	Play/Lunchtime	Play/Lunchtime	Remainder of current session and possibly next session.	Morning/Afternoon	Day
Who?	Mrs Davies	Mrs Davies	SLT- NH, PB, TB, ZB, JR	KR/MW	KR/MW
Who? COVID MEASURES	Bubble staff	Bubble staff	Bubble partner or BD if unavailable	KR/MW/JR	KR/MW

This table enables staff to deal with behaviour consistently across the school. It is to be used as a guide.

Staff knowledge and understanding of the child and situation will also be taken into account when dealing with unacceptable behaviour.

Discussion may be needed between people such as the Class Teacher, SENDCO, Inclusion Officer, Family Welfare Officer and the parent/carer, in order to discuss the behaviours and consider the next steps to acceptable levels of behaviour.

Pupils that are placed on **any** stage must be recorded onto CPOMS as soon as possible by the adult issuing the stage. The class teacher takes overall accountability of the accuracy of the information input at stages 1, 2 and 3. The Inclusion Officer will add to the logs for their reflective work at Stage 4 and 5.

Once a consequence is put in place, the child should know they have chance to modify their behaviour and that, if that is not achieved, further consequences may follow. The chance to put things right is an important part of the process towards self-discipline.

However, they may not move *down* the stages.

Sometimes, a pupil may exhibit such extreme behaviours that warrant moving directly to a high stage. This includes an unprovoked physical assault on another child/adult. In this case, the child will be immediately escorted to an appropriate adult for further enquiry. In the case of a child purposely damaging school property, in the first instance you should seek the advice of your Key Stage Leader who will decide which stage is the most appropriate. If you are at all unsure, please speak to your Key Stage Leader.

## Appendix 5 - **Persistent Unacceptable Behaviours:**

The Inclusion Team (inclusion officer, family welfare officer, SENDCo, principal and deputy principal meet regularly to review and discuss patterns of behaviour and agree actions of support.

Where a child is having difficulty controlling their behaviour, the involvement of parents/carers is vital and they should be made aware of the situation by the class teacher in the first instance. Communication between home and school is extremely important in these situations as unacceptable or challenging behaviour is more likely to be successfully rectified and developed through parental help and support. An agreed and consistent approach towards behaviour between home and school aids the management and success of such instances.

If a member of staff feels that there is an ongoing difficulty with a child, then through discussion with the parent, inclusion team, principal and deputy principal, the SENDCo will begin steps of early intervention outlined on the Lincolnshire Ladder of Behaviour Intervention. If appropriate, consideration may be given to placing that individual on the Special Educational Needs Register or consider putting in a place a Pastoral Support Plan (PSP). It may also be appropriate to make referrals to additional external agencies, for example-Behaviour Outreach Support Service (BOSS) should the school need further specialist guidance with specific behaviours.

### **Fixed Term or Permanent Exclusion of pupils**

Under certain circumstances, a fixed term exclusion may be the necessary action to take. It is to be used as a last resort. In cases of immediate fixed term exclusion, for example in instances where a particular child compromises the safety of themselves or others, the following course of action applies, in accordance with [GAT Pupil Behaviour and Exclusions Policy](#) and with the DfE Guidance.

The parents/carers of the child concerned are contacted and asked to come and collect the child. An explanation of the reason for the exclusion is given in writing and the length of time the exclusion lasts. This can be given orally and will be confirmed by letter where the exclusion lasts for more than a day. The excluded pupil will be provided with some work to complete whilst they are not in school.

In all cases of fixed term exclusion, the child is to be brought back into the school by the parents/carers at the end of the exclusion period for a reintegration meeting. The reintegration meeting will discuss the incident and identify mutually agreed steps to support and manage behaviours with a view to minimising the risk of any further fixed term exclusion. In addition, external agencies involved with the individual will be notified of the fixed term exclusion.