# Good Behaviour and Discipline Policy

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| Agreed by Staff | Oct 23 |
| Review date | Oct 24 |

## 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 create a safe environment in which all pupils can learn and reach their full potential.
- 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 use a balanced approach of a values led curriculum alongside positive language and language of choice to ensure everyone works together to promote a culture of respect: for ourselves, for others and for the world around us.

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 reason 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** 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.**

As part of this approach, each class creates an agreement based on our school values. This is then used to ensure that our classroom environments have high expectations with a mixture of intrinsic and extrinsic rewards for following the agreements. Children are made aware that for anyone choosing to go against the class agreements there will be consequences depending on their actions.

### 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, 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.**

## 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.

To support this, we have a consistent whole school values led approach to supporting behaviour. with opportunities to work together to gain House rewards. In addition to this we have agreed consequences that are to only be used when necessary (see appendices for details). We also aim to recognise that all children need to be seen as individuals so that they can learn to recognise their own strengths, areas to develop and develop respect for themselves.

Reasonable adjustments to this policy will be made to support a child's SEND status or their protected characteristics. Personal circumstances (including any health and medical needs) should always be borne in mind and considered in relation to pupil 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 support children to discuss their emotions and model conflict resolution techniques. We also provide opportunities to reflect on incidents and behaviours, and ensure our highest profile emphasis is on positive, desired behaviours. At the start of each academic year, the children choose "Listening Ears" so that they have identified safe and trusted adults in school that they can talk to about any issues that might be affecting their behaviour. Children also have opportunity to update their "Listening Ears" throughout the year.

## 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.

Seathorne Primary Academy understands the importance of ongoing review and monitoring of this policy, along with the guidelines for rewards and sanctions, to ensure its effectiveness in implementation and to ensure no discrimination is occurring, particularly for those with protected characteristics. Pupil and Parent voice will be gathered to support this.

### 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, child-on-child abuse 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 a fixed-term suspension 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 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 Inclusion Team 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 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 Assistant Principal and Principal.

Parents and carers are expected to work proactively with staff 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.

**Inclusion Team**

Staff with key roles in implementing our Behaviour Protocol 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.
    o The SENDCo will also communicate directly with and coordinate work with outside agencies wherever necessary.
    o The SENDCo will lead communication with families (either by providing advice to teacher colleagues or leading meeting meetings etc). Approves Pupil Inclusion Passports (PIPS).
- Inclusion Officer – day to day responsibility for ensuring attendance and supporting staff in implementing our expectations.
    o They will also be involved in implementing specific rewards or consequences.
    o Will often carry out direct support for pupils in aspects of reflection, social emotional programmes, supervising cooldown periods.
    o Works with class teachers to develop Pupil Inclusion Passports (PIPs).
    o Will carry out regular monitoring of behaviour to help identify trends, feedback to the Inclusion Team and provide support/training where needed.
- Family Welfare Officer – as Deputy DSL and Designated Teacher, works closely with SENDCo and Inclusion Officer to oversee behavioural approaches in school, ensuring Safety and Welfare needs are met effectively.
    o Will carry out regular monitoring of behaviour to help identify trends – particularly looking for where behaviour reflects a sudden change from previous patterns of behaviour.
    o They will update social workers regarding behaviour of pupils open to them, including pupils with a Child in Need plan, a Child Protection plan or are looked-after.
    o If the pupil is looked-after, they would review and amend their Personal Education Plan (PEP) and the Virtual School Head will be notified.
    o They will also support parents, by providing support, advice and access to training wherever beneficial.

## 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. Regular monitoring by our Inclusion Team identifies trends and patterns in behaviour and this data analysis is then used to identify emerging needs to inform the bespoke CPD offer that is implemented to further, effectively support our pupils, staff and parents.

Some examples of training accessed includes:

- Attachment and Separation Anxiety
- Trauma
- Sensory Circuits
- Dyslexia

- Bereavement
- Contextual Curriculum - understanding the needs of our pupils and community
- Mental Health and Wellbeing
- Safeguarding: including, child on child, consent, and awareness of sexual violence and sexual harassment

Training is updated regularly and in line with the contextual needs of our pupils. All new staff receive appropriate training in this area as part of their induction.

## 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. The PIPs are also shared with staff members who work across the school such as HLTAs, Sports Coaches and MDSAs; this ensures consistent approaches are in place to support these individuals.

**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. At Seathorne, we aim to foster intrinsic motivation but we recognise that at times there are a need for extrinsic motivators, this could be time-limited to support children's individual needs or whole class/team rewards in order to encourage children to work together as a class/school community.

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

## 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.

**Universal Whole School Strategies** – 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.

| Ongoing | Fortnightly | Termly |
|---|---|---|
| **House Point chart in class** - should be clearly visible, and show the collection of house points for each team<br>**Verbal Praise** - 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,<br>**Lunchtime Strategy** – Green slips in recognition of Seathorne values and good behaviour | **Celebration assembly**<br>- Star of the Week issued for learning or positive behaviour<br>- Value Award issued for demonstrating one of the Seathorne Values<br>- To also include celebrations for achievements outside of school: e.g. interschool competitions, extra-curricular club awards etc | **House points** – age-appropriate termly prize for the winning house |

**Targeted Strategies** – 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:

- **Class strategies to be linked to house points and be visible and high priority**
- **Wow cards** to take home and share with another adult in school, or stickers (act of kindness, super piece of work, etc)
- **Personalised strategies** – identified in support of a PSP/ PIP or other support programme
- **Raffle tickets**
- **Jewels**
- **Marble jar**

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

Linking to policy aims, our pupils will be rewarded for demonstrating Seathorne's Values.

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 Values | Behaviours you may see or hear (This is a non-exhaustive list) | Positive language examples you may use |
|---|---|---|
| RESPECT | Holding the door open for someone else. Using manners Waiting patiently for your turn to speak | Thank you for showing **respect** by holding the door open for me. |
| 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 need some space Offering help without being asked Noticing when someone might need help Saying kind words/Showing kind actions | Well done for recognising that your friend wanted to be by themselves for a little while. How might your friend be feeling because of your actions? What could we do to now to resolve it/make things better? |
| HONESTY | Telling the truth when it would feel easier to lie Owning up when an accident happens Not covering up the truth Being honest about when and how we may need help | Well done for not covering the truth. I need you to make the right choice now. |
| HOPE | Having a positive mindset Being optimistic Encouraging others Trusting that things will be OK in the future | You might not be able to do it yet. Well done for trying. |
| 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 – giving it your best efforts | I know you were worried and I am proud how brave you are being. Well done for having a go and trying your best. |
| DETERMINATION | Trying your hardest Not giving up Perseverance | Wow! You have shown great **determination** when you....... Have you tried doing it this way? |
| ACCEPTANCE | Allowing all children to play a game Accepting that you or your team may not always win Acceptance of differences Accepting an opinion that is different to your own even if you don't agree (there may not be a 'right' or 'wrong') | Can we both win? How can we make this better? What do you think the consequence should be? |

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

| 1 house point | For reinforcing **everyday** expectations<br>Remember to explicitly link to class agreements, ongoing learning, or skills (e.g. retention of knowledge). |
|---|---|
| 2 house points | For demonstrating a particular Seathorne Value or Skill.<br>For completing an everyday piece of work or learning, but they have shown, for example **Determination** or being a **Responsible Citizen** |
| 3house points | As above.<br>In addition,<br>- the children may know how and why their words or actions were special<br>- their learning or work completed was exceptional/above and beyond expectations |

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. House Captains will be 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 and Creative Days.

**Structure of reward system:**

| Individual level | Class level | Whole school |
|---|---|---|
| Individual points will be earned and collaboratively contribute to the class totals for each house.<br><br>Staff to verbalise reason for giving linked to Values, Skills, attitudes and learning.<br><br>Lunchtime Green slips also contribute to house-points. | House tallies to be kept on results chart. Children's names to be listed to show who is collecting for each House Group.<br><br>Display must be clearly visible in the classroom.<br><br>**Fortnightly** totals collected for House Points. | Winners to be announced **fortnightly** during whole school assembly and communicated to parents.<br><br>Each Term, children will have vote to choose the different reward for the winning House – these have previously included:<br>• Ice-pop party<br>• Hot chocolate<br>• Afternoon Tea with Principal<br>• Decorating biscuits<br><br>House Championship Trophy awarded to the winning team at the end of each year. |

**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**.**

Through the use of language of choice and restorative questions, 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.

**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. Where possible consequences need to be logical to ensure children recognise that inappropriate behaviours have an impact on themselves and those around them. 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.

Consequences will also be adapted in cases where good behaviour standards are not met when children are off-site.

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 sanction may be put in place,
- What the Sanction will be,
- Where it will take place,
- When it will take place and
- Who it will involve

This table enables staff to deal with behaviour consistently across the school. It is to be used as a guide.
This matrix is intended as an Indicator for staff and children to recognise that their behaviour is escalating to highlight that actions need to be taken by both to stop it reaching a Stage 5 consequence. Warning are also given to allow the child the opportunity to self-correct their behaviour. The stages are also there to support children to understand and recognise the severity of their actions.

| | Warning prior to stages | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---|---|---|---|---|
| | | Miss 5 minutes of Break/Lunchtime Verbal reflection with the adult on duty | Miss 15 minutes Break/Lunchtime Verbal reflection with adult on duty | Time out to reflect and support de-escalation in another key stage class/reflection room with Teacher/Inclusion Team for remainder of current session/one session | Time out to reflect and support de-escalation in another key stage classroom/reflection room with SLT/Inclusion Team to for morning/afternoon | Time out with Inclusion Team/SLT/MW/LG for same day/next day |
| Why? **A warning should be issued prior to each stage.** | Teasing another child<br><br>Unintentional physical contact that had potential to cause hurt to someone else or damage to something<br><br>Talking over others at inappropriate time<br><br>Speaking disrespectfully to others<br><br>Behaving disrespectfully to others – eg. Writing in someone else's book<br><br>Putting selves or others at risk (eg swinging on chairs, or misuse of an object, ignoring Covid measures)<br><br>Refusing or to follow instructions | Repetition after first warning | Repetition of behaviour for which Stage 1 put in place.<br><br>Teasing another child and causing upset<br><br>Covering the truth<br><br>Play fighting with intent to harm<br><br>Swearing or other inappropriate language (take into account what is said and by whom) | Repetition of behaviour for which Stage 2 put in place.<br><br>Teasing another child with intent due to difference (eg. SEND, Race, Ethnicity), or intent of causing harm<br><br>Biting/Spitting<br><br>Vandalism - Damage to school or others property<br><br>Physically hurting others intentionally<br><br>Refusal to follow instructions in a dangerous situation<br><br>Stealing<br><br>Swearing or using inappropriate language directed at someone else<br><br>Putting selves or others at risk of intentionally | Repetition of behaviour for which Stage 3 put in place.<br><br>Bringing prohibited/banned items onto site (See Appendix 5 for a detailed list)<br><br>Bullying including Cyberbullying and online harassment | Repetition of behaviour for which Stage 4 put in place.<br><br>Physically hurting adults<br><br>Absconding<br><br>Persistent Bullying (see Policy)<br><br>Pre-meditated harm to someone else |

Staff knowledge and understanding of the child and situation will also be taken into account when dealing with unacceptable behaviour. Staff need to be aware that accidents can happen and mistakes can be made so we need to ensure discussions take place before deciding the correct course of action. Consequences also need to be matched appropriately to the age and stage of development of the child.

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.

As part of each stage, there is opportunity for reflection time. During this time, staff members support the child with a series of restorative questions to support them to think about the actions they took and what alternative actions could have happened instead. An example of what this might look like is shown below.

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions and in what way have they been affected?
5. What do you need to do now to make things better?
6. Next time what could have happened instead?

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.

Although they may not move down the stages, a possibility for a reset must be available at the start of a new day. A stage may need to be served the following day as an appropriate logical consequence but once it is served a reset must happen.

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 staff members should seek the advice of a Senior Teacher who will decide which stage is the most appropriate. If staff members are at all unsure, please speak to a member of the Inclusion Team.

**Reasonable Force**

Reasonable force may be used by a member of staff where it is necessary to prevent a pupil from:
- Causing injury or damage to the property of any pupil (including themselves)
- Prejudicing the maintenance of good order and discipline at the Academy

The use of reasonable force is a last resort and alternative strategies (such as the de-escalation techniques as mentioned in Appendix 4) will be adopted wherever possible. This could include contacting the parent or police for support. Reasonable force will bever be used as a sanction and the degree of force used will be minimum needed to achieve the necessary result.

The Academy will ensure staff members receive appropriate training in this area. Physical intervention (if appropriate) will be used in line with the Trust's guidance and the principles outlines by the Restraint Reduction Network.

The Academy will communicate with parents where serious incidents involving the use of force have been used. It will up to the Principal's discretion on the need to report, depending on the severity of the incident.

**Searching and Confiscation**

In addition to the general power to use reasonable force describe above, Principals and authorised staff can use such for as is reasonable, given the circumstances, to conduct a search for the 'prohibited items' as listed in Section 5 of the GAT Pupil Behaviour and Exclusions Policy.

The Academy does not allow children to bring mobile phones into school. The only exception is for children who may need access to a mobile phone for their own safety as they are walking to and/or from school independently. This will only be permitted for children in Year 5 or Year 6 and in these cases, mobile phones must be handed in at the school

office each morning and collected again at home time. Where not permitted, mobile phones brought into school will be treated as a prohibited item as above.

**Appendix 5 - Persistent Unacceptable Behaviours:**

The Inclusion Team (Inclusion Officer, Family Welfare Officer, SENDCo, Principal and Assistant 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 and Inclusion Team, 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.

**Suspension or Exclusion of pupils**
For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Principal may resort to either a fixed term suspension or exclusion.

If a decision is taken to exclude a pupil for a fixed term (suspension)
- the parent is contacted by the Principal as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.
- a meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.

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 suspension as necessary.

Exclusion will be a last resort and the decision to exclude will only be taken by a Principal
- in response to a serious breach or persistent breaches, of this policy and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

All decisions will be made in accordance with GAT Pupil Behaviour and Exclusions Policy and with the DfE Guidance.