



SEATHORNE PRIMARY ACADEMY



Behaviour Policy

| | |
|-----------------|---------------------|
| Created by | Miss Lauren Garrill |
| Agreed by Staff | Oct 24 |
| Review date | Oct 25 |

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, friendship and love, honesty, hope, determination, courage and acceptance.
- 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.
- To promote consistency in our approach and ensure staff, parents and pupils are aware of the roles they play in creating a positive safe environment.

What is our approach?

At 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 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**. It is our role to seek 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 these 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. 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 also 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) will 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.

Rewards and Intrinsic and Extrinsic Motivation

Rewards for good learning and positive behaviours can be both intrinsic and extrinsic. We believe a balance of the two is essential, and that overreliance on one or the other is counterproductive. At Seathorne, we aim to foster intrinsic motivation, but we recognise that at times there are a need for extrinsic motivators, these are often 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. We then help pupils journey from needing extrinsic motivation to being motivated to work intrinsically.

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.

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 sticker charts, Star of the Week, house points or raffle tickets.

Our curriculum is based on a growth mindset approach where we help the children build their resilience. We do this by recognising and praising persistence and effort, using language of choice and phrasing for positive motivation - for example, 'I can't do it...yet', 'I'll try again until I can' and teaching children the skills they need to achieve their goals or aspirations using the Skills Builder and creating a trusting atmosphere where everyone's ideas are valued and promoting that it is ok to make mistakes and take learning steps as they help us to learn and grow. Our school values also help children to develop intrinsic motivation and we ensure there are consistent messages in assemblies or in our teaching which celebrate our School Values. We provide appropriate support to help pupils to master challenging content, which builds towards long-term goals, and we encourage opportunities for pupils to articulate and recognise their long-term targets to help them to see how these are related to their success not only in school but also in their future lives.

Occasionally pupils or classes will benefit from external motivators. These are often personalised reward charts or systems for individual needs. As a whole school, we use a House Points reward system (Appendix 2) to help children to develop a sense of community and belonging and help them work together as a school community which helps to reiterate our school value of friendship and love. Our celebration assemblies, which parents are invited to, highlight individuals across school who have shown exemplary behaviour based on our school values. In addition to these whole school reward and celebrations, staff will also use lots of verbal praise to help children recognise their abilities and feel a sense of pride about their learning.

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 protected characteristics or 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 calmly and respectfully.
- **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. This is in partnership with parents and carers.

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, parent and staff voice will be gathered to support this.

The 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 4).

The Role of the Adults in School

Staff will ensure that the school values are embedded across school. To help staff to support and promote our school values and skills, the Skills Builder programme will be referred to and used to explicitly teach fundamental life skills and to prepare pupils for their futures.

All staff across school will be consistent positive role models for the pupils and treat each child fairly and respectfully to enforce expectations consistently. Staff will recognise that they have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. They will ensure clear and high expectations of attitudes, values and behaviour are made explicit to the pupils as well as why some are unacceptable. Staff will use early and least-intrusive interventions as an initial response to low level disruption and respond quickly any behaviour or bullying that threatens the emotional safety of the other pupils.

Classroom environments will have well established, positive and appropriate routines with clear instructions to help all pupils make the correct behaviour choices. Consistent language and non-verbal communication alongside manageable, specific and sequential instructions will provide clarity of expectation for the pupils. This will help staff to ensure that all pupils work to the best of their ability. Pupils will have visual reminders of school values and skills alongside the house point system to support their behaviour choices. Consequences will be recorded but may or may not be visible depending on individual/cohort need.

All staff will be consistent in the way they address unacceptable behaviour. It is not to be ignored and staff will take calm and measured actions to stop, correct and prevent it from recurring, whilst maintaining positive relationships. To help the children correct their behaviour, reminders of the expectations should be given, using our school values as prompts. If unacceptable behaviour continues, staff should follow Appendix 4 to consistently apply a logical consequence. If needed staff can seek help and advice from our Inclusion Team where appropriate and then flag it to our SENDCo as soon as possible if similar behaviours continue which may link to undiagnosed SEND.

All staff will be aware of language of choice and restorative questions so that they can explore the reasons for particular behaviours. Staff will help children to reflect on their actions and as well as exploring logical consequences discussions will take place to restore and rebuild relationships. Children need a clear understanding of what constitutes unacceptable behaviour and why it is unacceptable. This will be modelled and taught.

All staff will be aware that some children may need to be supported in calming before behaviour should be questioned or challenged. They will have a range of strategies to support de-escalation such as maintaining a calm voice, not shouting or coming across as threatening in any manner including in their body stance or eye contact.

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

Teachers and LSAs will report to parents and carers about the progress of each child in their class, in line with the whole-school policy. Teachers will also contact a parent (after discussion with the SENDCo or DSL as appropriate) if there are concerns about the behaviour or welfare of a child.

MDSAs will establish positive and appropriate lunchtime routines. They will liaise with class teachers and the Inclusion Team to ensure they are aware of individual needs. If necessary, after exploring and discussing with the children involved in the incident, they should follow our consequence system (Appendix 3) and then report to class teachers any incidents of behaviour that have occurred during lunch times and how these have been dealt with. They will report exemplary behaviour and rewards to the class teacher as well as unacceptable behaviour.

It is the duty of all staff to reflect and be involved in any necessary debrief following incidents where consequences are issued to ensure they are logical and fair.

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 and are able to address any queries regarding sanctions firstly to the class teacher, then to the Inclusion Officer, 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.

- The SENDCo will 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).
- The SENDCo will support the monitoring and approving of Pupil Inclusion Passports (PIPs).

Inclusion Officer – day to day responsibility for ensuring attendance and supporting staff in implementing our expectations for behaviour.

- They will be involved in implementing specific rewards or consequences.
- They will carry out direct support for pupils in aspects of reflection, social emotional programmes, supervising cooldown periods etc.
- They will work alongside class teachers to develop Pupil Inclusion Passports (PIPs) and then monitor the impact of these.
- They 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, works closely with SENDCo and Inclusion Officer to oversee behavioural approaches in school, ensuring safety and welfare needs are met effectively.

- They 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.
- 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.

Designated Teacher - If the pupil is looked-after, they will review and amend their Personal Education Plan (PEP) and the Virtual School Head will be notified.

- They will support parents and carers, 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 (PRT)
- Working Together Team (WTT)
- Educational Psychology consultation (EP)
- Lincolnshire Specialist Teaching Team (STT)

Training and Development

All staff, with responsibilities for Teaching and Learning and effective implementation of this policy, 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 and from our close monitoring. 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 and 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 PIPs 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. 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 made accessible for all staff, including 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, Friendship and Love, Honesty, Hope, Determination, Courage and Acceptance as well as making progress in our Seathorne Skills and Skills Builder skills - see Appendices 1 and 2*

Consequences and Stages – see *Appendix 3*

Appendix 1 - 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 |
|---|---|---|
|  | 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. |
|  | 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? |
|  | 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. |
|  | 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. |
|  | Trying your hardest Not giving up Perseverance | Wow! You have shown great determination when you..... Have you tried doing it this way? |
|  | 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. |
|  | 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? |

Appendix 2 – House Points and House Teams

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

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 Teams. 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 Assemblies, Picnics and Creative Days.

Structure of reward system:

| Individual level | Class level | Whole school |
|--|---|--|
| <p>Individual points will be earned and collaboratively contribute to the class totals for each house.</p> <p>Staff to verbalise reason for giving linked to Values, Skills, attitudes and learning.</p> <p>Lunchtime Green slips also contribute to house-points.</p> | <p>House tallies to be kept on results chart. Children’s names to be listed to show who is collecting for each House Group.</p> <p>Display must be clearly visible in the classroom.</p> <p>Fortnightly totals collected for House Points.</p> | <p>Winners to be announced fortnightly during whole school assembly and communicated to parents.</p> <p>Each Term, children will have vote to choose the different reward for the winning House – these have previously included:</p> <ul style="list-style-type: none"> • Ice-pop party • Hot chocolate • Afternoon Tea with Principal • Decorating biscuits <p>House Championship Trophy awarded to the winning team at the end of each year.</p> |

Appendix 3 - 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 reminders and stages along with reasons why should be recorded in class by the teacher and then reported on CPOMs. A child's individual needs will determine if they are visible or not to them. 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 behaviour is escalating to highlight that actions need to be taken by both to stop it reaching a Stage 5 consequence. Warnings before each stage are also given to allow the child the opportunity to self-correct their behaviour. The stages are there to support children to understand and recognise the severity of their actions.

| | <u>Stage 1</u> | <u>Stage 2</u> | <u>Stage 3</u> | <u>Stage 4</u> | <u>Stage 5</u> |
|---|--|---|--|--|---|
| | 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 Unintentional physical contact that had potential to cause hurt to someone else or damage to something Talking over others at inappropriate time Speaking disrespectfully to others Behaving disrespectfully to others – eg. Writing in someone else’s book Putting selves or others at risk (eg swinging on chairs, or misuse of an object, ignoring Covid measures) Refusing or to follow instructions Bystander who has not reported to an adult e.g. knows someone is going to harm intentionally or that someone has brought something into school | Repetition of behaviour for which Stage 1 put in place. Teasing another child and causing upset Covering the truth Play fighting with intent to harm (not including superhero/weapon play unless this “goes wrong”) Swearing or other inappropriate language (take into account what is said and by whom) | Repetition of behaviour for which Stage 2 put in place. Teasing another child with intent due to difference (eg. Protected characteristics) Threatening behaviour with intent of causing harm but no harm caused Biting/Spitting Vandalism - Damage to school or others property Physically hurting others with intent Refusal to follow instructions in a dangerous situation Stealing Swearing or using inappropriate language directed at someone else Putting selves or others at risk of intentionally | Repetition of behaviour for which Stage 3 put in place. Bringing prohibited/banned items onto site (See Appendix 4 for a detailed list) Bullying including Cyberbullying and online harassment (including capturing and using images online without consent) | Repetition of behaviour for which Stage 4 put in place. Physically hurting others and causing serious harm/injury Absconding Persistent Bullying (see Policy) Pre-meditated harm to someone else and causing harm |

Staff knowledge and understanding of the child and situation will be considered 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, 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 (or relevant staff member) 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, the children do receive a reminder before each stage and if their behaviour is corrected there is a possibility to reset from this reminder. If a further reminder is given and behaviour continues then this would be a stage. A possibility for a full reset of stages 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 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.

To ensure our behaviour policy is adapted and made accessible to our youngest children, we have scripts available to support them to make the right behaviour choices and learn social and emotional communication skills.

Positive Reflection Script

I have stopped you because you were...

Was that a good choice or a bad choice? (*Child prompted to 'bad choice'*)

That has made ... feel sad.

We need to REFLECT and think about our values now.

We need to show RESPECT and FRIENDSHIP & LOVE.

How will you do that to RESTORE things? (*Say sorry, help them etc*).|

Yes. That is a good choice. Thank you.

(In some cases - EYFS, the child may be prompted to write 'I am sorry. From...')

Using the appropriate cards to copy from if needed).

ALWAYS say 'Thank you' for making a good choice.



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 de-escalation techniques) will be adopted first wherever possible. This could include contacting the parent or police for support. Reasonable force will never 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 outlined by the Restraint Reduction Network.

The Academy will communicate with parents where serious incidents involving the use of force have been used. It will be 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 force 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 (or other Smart Devices) into school. This is in line with the [Mobile Phones in School Guidance \(February 2024\)](#). 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 or handed to an adult in each individual classroom 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 4 - 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.