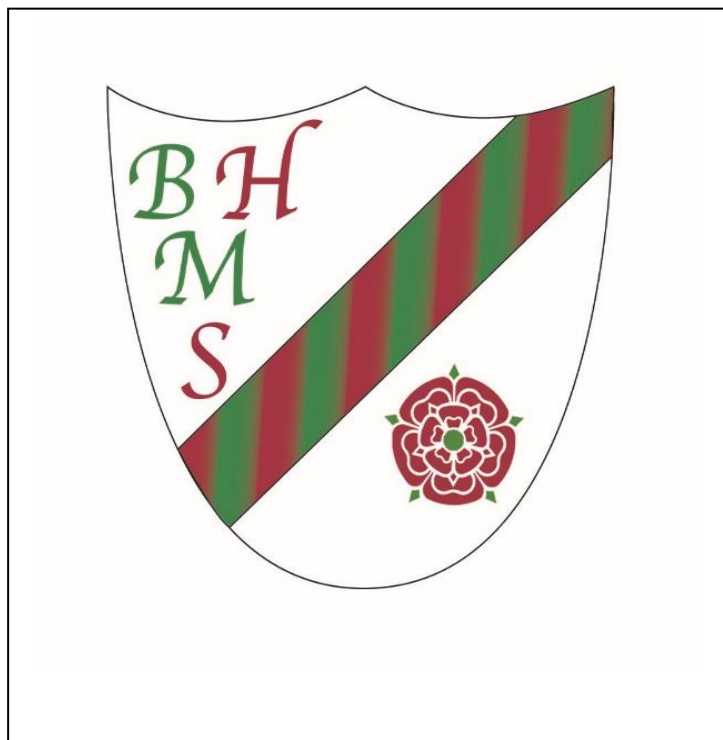


Bedford Hall Methodist Primary School

Positive Behaviour Policy



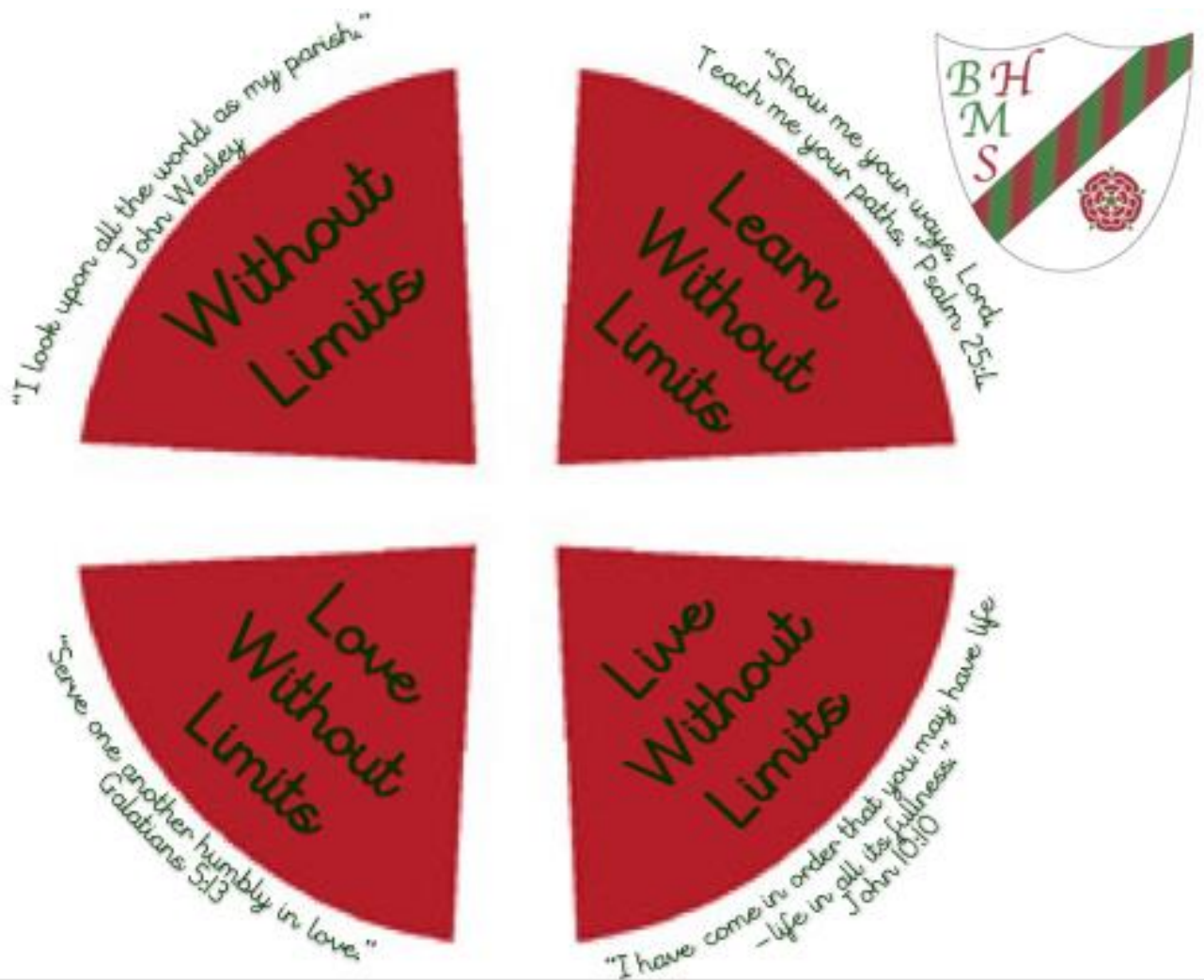
Written by:	Mrs A. Burkes / Miss L Whittaker
Date agreed:	February 2022
Next Review Date:	Spring 23

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Bedford Hall Methodist Vision



Safeguarding Statement

At Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Positive Behaviour Policy

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Statement of intent

Bedford Hall Methodist Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our approaches on our vision, Christian values and nurturing ethos.

We are committed to:

- Promoting the intrinsic desire to display positive attitudes and behaviours both in and outside of school, including online.
- Promoting self-esteem, self-discipline, proper regard for others, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Empowering children to develop resilience through developing a growth mindset.
- Empowering children to know that attitude and behaviour are a choice.
- Challenging behaviour that is not in line with our policy and applying a restorative approach.
- Providing an environment for all children to feel safe and cared for.
- Encouraging positive relationships with parents/carers.
- Demonstrating strong morals, self-regulation, and uphold each schools' values and a shared approach which involves pupils in the implementation of the Acorn Trust's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve based on our vision to 'Learn, Love, Live: Without Limits.'

This policy should be read in conjunction with:

- Care and Control Policy
- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy

1. Key roles and responsibilities

- 1.1. The Local Advisory Board (LAB) have overall responsibility for the monitoring and implementation of this policy and of the behaviour procedures at the school.
- 1.2. The Local Advisory Board (LAB) have overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Local Advisory Board (LAB) promote a whole school culture where calm, dignity and structure encompass every space and activity.
- 1.4. The Local Advisory Board (LAB) have responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.5. The Headteacher is responsible for the day-to-day implementation and management of this policy.
- 1.6. The Headteacher is responsible for establishing the standard of behaviour expected by pupils at school.
- 1.7. The Headteacher is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.
- 1.8. The Headteacher is responsible for reporting to the Local Advisory Board on the implementation and effectiveness of this Positive Behavioural Policy in addressing the needs of all children.
- 1.9. The Pastoral lead is responsible for providing guidance and support to staff within the delivery of the Positive Behaviour Policy.
- 1.10. The Pastoral lead will co-ordinate with the Inclusion Manager and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour and refer pupils with SEMH related behaviour difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- 1.11. The Pastoral lead will co-ordinate with the Inclusion Manager in overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- 1.12. The Pastoral lead will engage with parents where children's SEMH difficulties impact on their behaviour or where behaviour choices create significant barriers to learning.
- 1.13. The Pastoral lead and Inclusion Manager will liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 1.14. The Pastoral lead will liaise with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and smooth transition is planned.
- 1.15. The Inclusion Manager is responsible for undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- 1.16. The Local Advisory Board, SLT, Pastoral Lead and Inclusion Manager will work collaboratively in the review and development of the Positive Behaviour Policy.

- 1.17. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.18. Teaching staff are responsible for being aware of the signs of SEMH related behavioural difficulties;
- 1.19. Teaching staff are responsible for planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the Inclusion Manager and Pastoral, and where appropriate, the pupils themselves.
- 1.20. Teaching staff are responsible for setting high expectations for every pupil and aiming to teach them, the full curriculum, whatever the prior attainment.
- 1.21. Teaching staff are responsible for planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and to ensure all pupils are able to study the full curriculum.
- 1.22. Teaching staff are responsible for being responsible and accountable for the progress and development of all pupils in their class.
- 1.23. Teaching staff are responsible for being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- 1.24. Teaching staff are responsible for keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO/headteacher/ subject leader.
- 1.25. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring all pupils do too.
- 1.26. All members of staff, volunteers and support staff will create a supportive and high quality learning environment, teaching and modelling positive behaviour for learning and implementing this policy.
- 1.27. Pupils are responsible for controlling/managing their behaviour both inside school and out in the wider community
- 1.28. Pupils are responsible for their social and learning environment and agree to report any behaviour which is not in line with the school's positive behaviour policy, vision and values.
- 1.29. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.1. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home and in the school playground.

2. Training of staff

- 2.1. At Bedford Hall Methodist Primary School, we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in de-escalation techniques and restorative practice.
- 2.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

- 2.3. Teachers and support staff will receive regular and ongoing training as part of their development.
- 2.4. Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- 2.5. The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

3. Pupil expectations

- 3.1. Pupils and parent/carers will be expected to follow the school's Code of Conduct which requires pupils to:
 - Follow the school's Golden Rules
 - Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive at school on time.
 - Follow instructions given by all staff both in the classroom and on the playground.
 - Behave in a respectful and polite manner towards all staff, pupils and visitors.
 - Follow and respect classroom rules and procedures.
 - Show respect for the opinions and beliefs of others.
 - Show a positive attitude to learning – developing resilience through a growth mindset.
 - Demonstrate self-regulation both within and outside the school environment (i.e. residential and school trips, sporting events).
 - Report behaviour not in line with the School's Behaviour Policy and school's vision and values.
 - Show respect for the school environment.

Bedford Hall Methodist Primary School, will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands / wait their turn when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

Golden Rules

Bedford Hall Methodist Primary School's Golden Rules clearly define the high standard of behaviour expected across school. They are referred to frequently and should encourage the children to be positive in all they do and should help create a happy environment for pupils to work in.

The Golden Rules are:

- We care for each other
- We respect everyone and everything
- We use our manners
- We are sensible moving around school
- We give our best in all we do

Classroom Management

Classroom management, positive interactions and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption and be well labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work and the completion of assigned work.

Positive praise

Positive behaviour is consistently reinforced within school. This is also taught through the PSHE curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Through the PSHE curriculum, restorative practice, circle time, nurture and Worship children have the opportunity to discuss issues and voice concerns. All staff should provide children with consistent positive encouragement and recognition when they demonstrate positive behaviour.

4. Definitions

For the purpose of this policy, Bedford Hall Methodist Primary School defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, Bedford Hall Methodist Primary School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others and not keeping hands to oneself
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Being dishonest
- Not following classroom rules
- Graffiti / defacing books

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach or frequency.

5. Rewarding good behaviour

Bedford Hall Methodist Primary School recognise that pupils should be praised and rewarded for; good behaviour; good work, helpfulness and kindness towards peers and adults.

We will use the following rewards in recognition of good behaviour:

- Recognition boards centred around our golden rules, School vision and values and other aims pertinent to the classes.
- Class Dojo which is the main classroom reward system. For every 50 dojos achieved, the children are allowed to attend school wearing non-uniform for a day.
- Shining Star award (10 dojo points)
- Values Detective award linked to the Class Values
- Star of the week
- Resilience Award
- Verbal praise
- Stickers
- Termly class rewards
- Courageous Lion Award (Linked to living out our school’s vision)
- Kindness Award.

The name of children who receive a weekly school award are shared on the School Newsletter and displayed in school.

6. Unacceptable behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.

- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Staff use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the person that is reprimanded.

If children make the wrong choice they are given the opportunity to turn it around by using the Choices Script (see Appendix 3) and restorative approaches (See Appendix 1) Appropriate sanctions will be given proportionate to the behaviour displayed. (see Appendix 2)

Step System

The Step System is explained to all children alongside the Golden Rules. recognition is given publicly and children who have made wrong choice are spoken to privately.

At the start of each session (e.g. after break and after lunch) all children are removed off the step system and given a fresh start.

All teachers will record on CPOMs all incidents that have reached step 4 or above.

When to implement the steps system – (see appendix 2).

- Negative attitude to learning
- Disrupting learning of self and others
- Not on task
- Violence, aggression/verbal abuse towards others
- Refusing to follow instructions
- Being disrespectful to other pupils and staff
- Causing damage to property
- Being in an inappropriate place without permission

We are proactive in providing a range of additional support to children with wider behavioural needs and this may run alongside or be an adaption of the step system. This support may include: Personalised rewards charts, home/school diaries, Individual Behaviour Plans, Personalised Support Plans, Positive Handling Plans, Pastoral support, access to Nurture and Early Helps. This list is not exhaustive. Teachers will liaise with the Inclusion Manager and Pastoral Lead in the design of this.

We will work alongside parents/carers and other relevant external agencies to ensure the needs of the child are met.

However, some behaviours will not be tolerated at Bedford Hall Methodist Primary School and this will be deemed as highly unacceptable behaviour.

Depending on the nature and severity of the undesired behaviour, this may include an immediate fixed term exclusion or a permanent exclusion. The school may introduce, where agreed with outside agencies, a reduced timetable.

Positive Handling

A number of staff are trained in safe teach and will use this training as a very last resort. This is after all non-restrictive alternatives to de-escalate behaviour have been explored. Physical intervention will only be used when there is an immediate risk to the pupils' own safety, the safety of other pupils and staff, or property is not seriously damaged. We will be guided by the following principles in these circumstances:

- The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.

- When deciding to use restrictive interventions, any such restriction must be a reasonable and proportionate.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.

See Positive Handling Policy for more detail.

Fixed Term Exclusion

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school complies with current DFE Exclusion Guidance (September 2017)

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parent /carer on the day of the incident.
- A letter will be sent home outlining the reasons for the exclusion and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT on the day that the child returns to school to ensure such events do not reoccur.
- We ensure a restorative conversation regarding the exclusion is had with the child on their return to school with either a member of the SLT or Pastoral Team.

The Chair of the Local Advisory Board and CEO are notified when an exclusion has been made. The Headteacher informs the Local Advisory Board about any fixed term exclusions beyond 5 days in any one term. Exclusion information is included in Headteacher's termly report to the Local Advisory Board.

Permanent Exclusion

The decision to exclude a child permanently is a serious one and can only be made by the Epworth Education Trust's CEO. The Local Advisory Board should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion would only be used as a very last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. The CEO informs the Trust Board and Local Advisory Board about any permanent exclusions. The Local Advisory Board has a duty to consider parents' representations about an exclusion. The requirements of the Local Advisory Board to consider an exclusion depends upon a number of factors – see DFE Exclusion Guidance, September 2017.

7. Safeguarding

A risk assessment will be carried out prior to any school trips or extended school activities that will include looking at every child's behaviour in school. On rare occasions, it may be necessary for the School to decide that a child is not able to attend the visit due to their behaviour which could lead to health and safety issues. In the event of this happening and as part of the risk assessment the teacher, SLT, Pastoral Staff, Headteacher will discuss in detail the potential risks and speak directly with parents/carers of their decision.

Peer on Peer Abuse

Bedford Hall Methodist Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes abuse online or offline – on or off the premises. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up” and consequences will begin at Step 6 of the Step System. This is due to the severe impact this behaviour can have on children’s academic achievement, emotional health and future wellbeing. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond. In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as, but not limited to:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviours
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

8. Consequences

- Staff at Bedford Hall Methodist Primary School will follow the choices script alongside the appropriate sanction shown on ‘The Step System’ (see Appendix 2). Children should be familiar with this procedure. Staff will discuss this system with children and use verbal reminders when needed through the use of the choices script.
- At Bedford Hall Methodist Primary School, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Restorative practice is integral to understanding pupils’ behaviour and actions.
- At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour and restorative practice may be applied.
- We will use a number of different consequences, which will be used depending on the behaviour displayed by the pupil, including the following:
 - Providing a verbal warning
 - Providing a final warning
 - Use of time out chair /space
 - Using the Buddy Class strategy
 - Pastoral Intervention (including personalised provision)
 - Headteacher/SLT intervention (including personalised provision)
 - Reporting the behaviour on CPOMS
 - Phoning home to parents/carers during the school day
 - Speaking to parents/carers at the end of the school day
 - Contacting external agencies were deemed appropriate

- Excluding the pupil
- Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

9. Outside school and the wider community

- Pupils are encouraged to represent their school in a positive manner.
- The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Complaints from members of the public about inappropriate behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

10. Monitoring and review

- This policy will be reviewed by the Headteacher and the Local Advisory Board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1 Restorative Practice Questions

Restorative Practice

At Bedford Hall Methodist Primary School we adopt the principles of The Restorative Approach. Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships.

Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Note: Questions should where possible be asked to the harmer/ perpetrator first.

Appendix 2

Step System

<p>Low Level Behaviour</p> <p><i>Examples, but not limited to:</i> Talking over others, distracting others, swinging on chair, arguing over equipment, calling out etc.</p>	<p>Step 1 - Verbal Warning</p> <p>(A reminder to turn behaviour around).</p>
<p>Low Level Behaviour</p>	<p>Step 2 - Final Warning</p>

Continuation of above	If the same persistent low level disruption continues within a 10 minute period.
Continuation of above following the choices script or refusal to follow instructions.	<p>Step 3 - Time Out Chair / Space. Move place to somewhere less distracting.</p> <p>If this behaviour continues then the pupil should have time out (no longer than 5 minutes for EY/KS1 and 10 minutes for KS2). They will have the opportunity to turn their behaviour around.</p>
Continuation of above following the choices script or disrupting the learning of others.	<p>Step 4 - Buddy Class</p> <p>Children should be sent to their phase partner class to complete their work. An appropriate time should be agreed with both teachers. Work should be supplied by the child's own class teacher.</p>
Continuation of above following the choices script or child displays high level behaviour. <i>Examples, but not limited to:</i> throwing/ damaging equipment, swearing, refusal to come in after play/ lunch, leaving the classroom without permission, threatening behaviours, standing on furniture etc.	<p>Step 5 - Pastoral intervention / Phone call home.</p> <p>If the adults in the room have followed choices script, a range of approaches and the child is not responding then the Pastoral Manager will intervene. The Pastoral Manager will speak to the child (outside classroom e.g. walk around courtyard). The Pastoral Manager will remain with the child until they are calm and ready to be spoken to by the initial adult involved. They may mediate restorative practice between the adult and the child.</p> <p>It is important that the sanctions come from the adult who initially dealt with the child.</p> <p>Follow up sanctions include Miss the next playtime/ lunchtime</p>
Continuation of above following the choices script or child displays significant high level of behaviour. <i>Examples, but not limited to:</i> racist or homophobic language, language or actions viewed as sexual harassment, deliberately hurting others, throwing furniture, putting their self or others at risk e.g. climbing on fences.	<p>Step 6 - Headteacher/SLT</p> <p>SLT / Phone Call Home</p> <p>SLT will intervene and take the child until they are calm and ready to be spoken to by the initial adult involved.</p> <p>If a child won't leave the classroom, staff will remove the rest of the class from the space and SLT will remain in the classroom with the</p>

		<p>child and pastoral staff will be asked to support.</p> <p>SLT will support the adult and may mediate restorative practice between the adult and the child.</p> <p>It is important that the sanctions come from the adult who initially dealt with the child.</p> <p>Follow up sanctions include</p> <p>Personalised provision and a phone call home. Where pupils are placed in personalised provision they will miss their playtimes and lunchtimes that day. Fresh air breaks will be taken with an adult.</p>
Additional Information	Record keeping	If the pupil has reached Step 4, staff to record this on C-POMs.

If a child is disrupting the learning of others, or poses a risk of harm to self, others or damage to school property, positive handling may be required and will be carried out by trained members of staff only. Where this takes place, all incidents will be recorded using the positive handling records and parents will be notified in line with the positive handling policy.

Appendix 3

Step System for Lunchtime Supervisors

<p>Low Level Behaviour</p> <p><i>Examples, but not limited to:</i> Not following rules such as going on the mound, running in the football cage when not playing football, disrespecting equipment, unkind voice or actions, excluding someone from a game.</p>	<p>Step 1 - Verbal Warning</p> <p>(A reminder to turn behaviour around).</p>
<p>Low Level Behaviour</p> <p>Continuation of above</p>	<p>Step 2 - Final Warning</p> <p>If the same disruption continues within a 10 minute period.</p>
<p>Continuation of above without making the right choice or child displays medium level behaviour.</p> <p><i>Examples, but not limited to:</i> inappropriate language, displaying aggression, unintentionally hurting someone emotionally or physically without choosing to apologise</p>	<p>Step 3 - Time Out / Space. Move to a bench or stand with adult for time out.</p> <p>(Time out is 5 minutes for KS1 and 10 minutes for KS2). Then you will have the opportunity to play and turn the behaviour around.</p>
<p>Continuation of above without making the right choice</p>	<p>Step 4 – Time Out/Space on the other playground.</p> <p>Children should be sent to other playground for time out. An appropriate time should be agreed with both adults on duty.</p>
<p>Continuation of above without making the right choice or child displays high level behaviour.</p> <p><i>Examples, but not limited to:</i> throwing/ damaging equipment, swearing, refusal to come in, deliberately hurting others emotionally or physically, threatening behaviours.</p>	<p>Step 5 – Mr Hewitt and phone call home.</p> <p>Mr Hewitt will speak to the child (in a separate space). Mr Hewitt will remain with the child until they are calm and ready to be spoken to by the initial adult involved. The sanction will come from the adult who dealt with the child’s behaviour – not Mr Hewitt.</p> <p>Follow up sanctions include Miss the next playtime/ lunchtime.</p> <p>Mr Hewitt will phone home.</p>
<p>Continuation of above without making the right choice or child displays significant high level of behaviour.</p> <p><i>Examples, but not limited to:</i> racist, disablist or homophobic language, derogatory language or actions, deliberately hurting</p>	<p>Step 6 –Miss Whittaker or Mrs Edwards and phone call home.</p> <p>Miss Whittaker or Mrs Edwards will speak to the child (in a separate space). They will remain with the child until they are calm and ready to be spoken to by the initial adult involved. The sanction will come from the adult who dealt with the child’s behaviour – not Miss Whittaker or Mrs Edwards.</p>

others after being given choices during Step 5, putting their self or others at risk e.g. climbing on fences.

Follow up sanctions include

Personalised provision and a phone call home. Where pupils are placed in personalised provision they will miss their playtimes and lunchtimes that day. Fresh air breaks will be taken with an adult.

Miss Whittaker / Mrs Edwards will phone home and/or arrange a meeting with both parents.

Appendix 4

Choices Script to support the step system. (This should be completed as discreetly as possible)

1. (Name) You are (insert behaviour displayed). I need you to (insert desired behaviour). Make the right choice. Thank you.
Allow thinking time.
Praise others who are making the right choices. Give verbal warning if necessary. Move child to Step 1.
2. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing a verbal warning. If you choose to (insert desired behaviour) you're choosing a final warning. Make the right choice. Thank you.
Allow thinking time.
Give final warning if necessary. Move child to Step 2. Praise others for making the right choices
3. (Name) you are continuing to (insert behaviour displayed) therefore you have chosen a final warning. If you choose to (insert **desired** behaviour) you're choosing remain where you are. If you choose to continue you are choosing to move places (time out chair/ table) Make the right choice. Thank you.
Allow thinking time.
Move child if necessary. Move child to Step 3. Praise others for making the right choices
4. (Name) you are continuing to (insert behaviour displayed). If you choose to (insert **desired** behaviour) you're choosing to remain in class. If you choose to continue you are choosing to move to a buddy class. Make the right choice. Thank you.
Allow thinking time.
Take child to buddy class if necessary. Move child to Step 4. Praise others for making the right choices.
5. (Name) you are continuing to (insert behaviour displayed). If you choose to (insert **desired** behaviour) you're choosing to complete your work in your buddy class then return to your own classroom. If you choose to continue you are choosing to go to Mr Hewitt. Make the right choice. Thank you.
Allow thinking time.
**Take child to Mr Hewitt if necessary. Move child to Step 5.
Strategies for calming will be used followed by restorative practice and sanction of next playtime/ lunchtime.**
6. (Name) you are continuing to (insert behaviour displayed). If you choose to (insert **desired** behaviour) you're choosing to complete your work in your buddy class then return to your own classroom. If you choose to continue you are choosing to go to Mr Hewitt. Make the right choice. Thank you.
Allow thinking time.
**Take child to SLT if necessary.
Strategies for calming will be used followed by restorative practice and sanction of personalised provision and a phone call home.**

At the start of the next session the child moves back to Step 1 to ensure a fresh start.

If a child reaches step 4 this should be recorded on CPOMs.