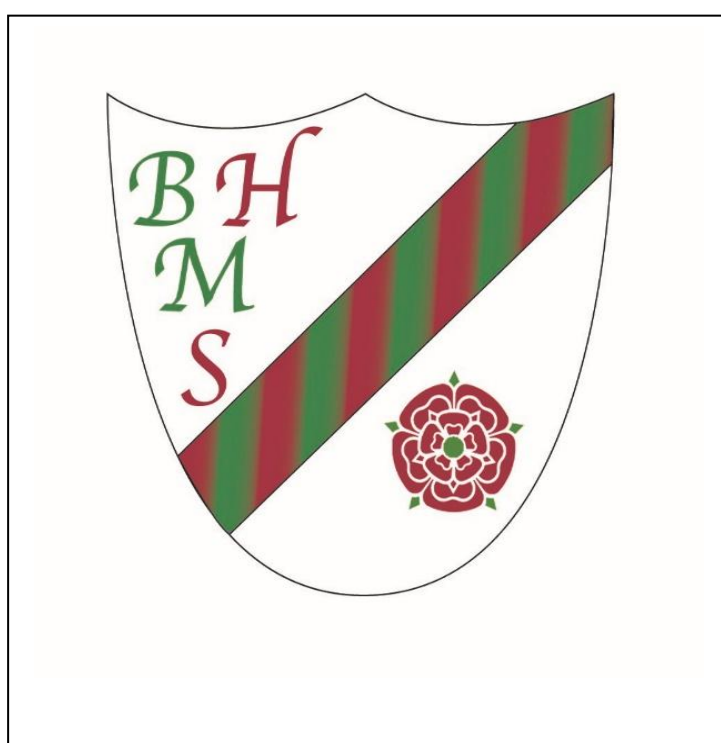


Bedford Hall Methodist Primary School

Positive Behaviour Policy



Written by:	Mrs L Draper/Miss L Russell
Date agreed:	Autumn 2026
Next Review Date:	
Chairs Signature	

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.

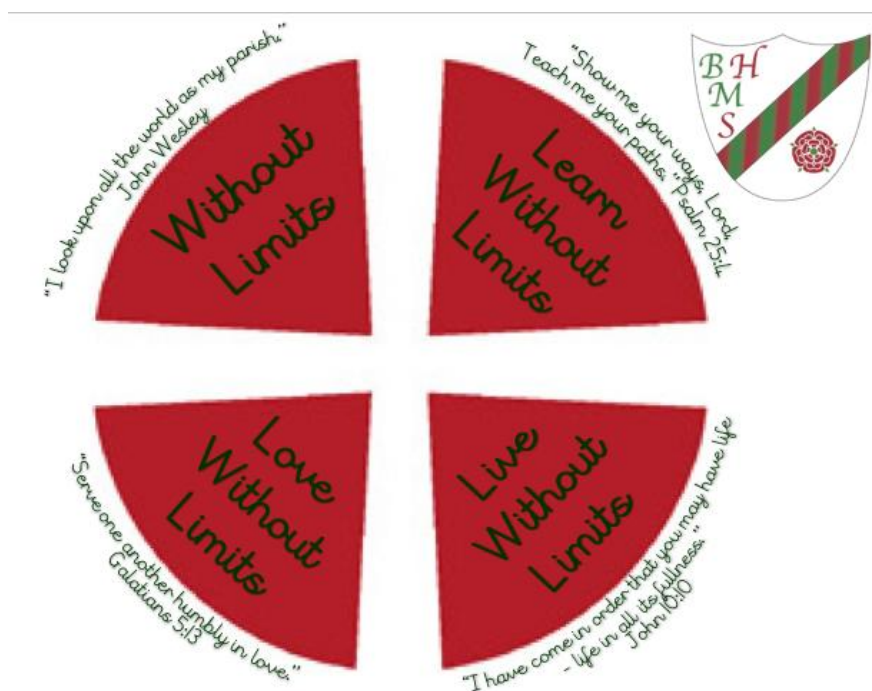
Safeguarding Statement

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.

Vision

We are a community called to **learn, love, and live: without limits**, grounded in the transforming grace of God. Rooted in our shared Christian values, we embrace learning as a lifelong journey, cultivating a belief that every day is an opportunity to grow. Inspired by John Wesley, we boldly believe in the potential of every child—to flourish, belong, and succeed—empowered to shape the world for the common good.

"I have come that they may have life: life in all its fullness." (John 10:10).



Version Control

Date	Author	Version	Reason for Change
September 2019	L Whittaker	New	Policy completely rewritten
Sept 2020	L Whittaker	2	Choices Script adapted Changes to reward system
Feb 2022	L Whittaker	3	Appendix 3 – Step System for Lunchtime Supervisors added
Nov 2023	L Russell	4	Removed Golden Rules Changes to key roles and responsibilities Addition of Appendices 5-7
Feb 2025	L Draper	5	Removed Kindness Award in Section 5 Additional information regarding awards – sub categories
Feb 2026	L Russell L Draper	6	Corrected contents page and all links Replaced Appendix 5: 'Behaviour on a Page' has become 'The Three Rs' Edited Appendix 6 – pupils line up after the whistle rather than walk straight in. Added Appendix 8 - New Visual Behaviour Appendix for pupil understanding Revisions: Updated Information from DfE Behaviour in Schools and Exclusion Guidance Staff training Classroom management expectations Removal of Recognition Boards in Section 5 Unacceptable behaviour, suspensions and exclusions
September 2026	L Draper	7	Appendices: Revised: Appendix 7: new Restrictive Intervention forms to align with updated guidance Appendix 8: Clarity that education is a right. Consequences for behaviour will not hinder education. Consequences related to behaviour at lunchtimes will take place during lunchtimes. Added: Appendix 9: Learn to Learn skills (for Star of the Week) Appendix 10: KS2 Behaviour Reflection Sheet 6.2 Restrictive Intervention - revised 7.1 Child on Child Abuse - revised

Contents:

Statement of intent

1. [Key roles and responsibilities](#)
2. [Training of staff](#)
3. [Expectations](#)
4. [Definitions](#)
5. [Rewarding good behaviour](#)
6. [Unacceptable behaviour](#)
7. [Safeguarding](#)
8. [Consequences](#)
9. [Outside of school and the wider community](#)
10. [Monitoring and review](#)
11. Appendices
 1. [Appendix 1 – Restorative Practice Questions](#)
 2. [Appendix 2 – Step System](#)
 3. [Appendix 3 – Step System for Lunchtime Supervisors](#)
 4. [Appendix 4 – Choice Script](#)
 5. [Appendix 5 – The Three Rs: Rules, Routines and Relationships](#)
 6. [Appendix 6 – Playground Duty Expectations](#)
 7. [Appendix 7 – Positive Handling Form](#)
 8. [Appendix 8 - Visual Behaviour Step System](#)
 9. [Appendix 9 – Learn to Learn Skills](#)
 10. [Appendix 10. KS2 Reflection Sheet](#)

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.
- 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:

- 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) has 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.
- 1.2. The Local Advisory Board (LAB) has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.3. The Headteacher is responsible for the day-to-day implementation and management of this policy.
- 1.4. The Behaviour lead and Pastoral lead are responsible for providing guidance and support to staff with the delivery of the Positive Behaviour Policy.
- 1.5. 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.
- 1.6. The Pastoral lead will co-ordinate with the Inclusion Manager in overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- 1.7. The class teacher and Pastoral lead will engage with parents where children's SEMH difficulties impact on their behaviour or where behaviour choices create significant barriers to learning.
- 1.8. The Pastoral lead and Inclusion Manager will liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 1.9. The class teacher and 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.
- 1.10. 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.
- 1.11. All members of staff will work collaboratively in the review and development of the Positive Behaviour Policy.
- 1.12. All members of staff, including 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.
- 1.13. All members of staff are responsible for being aware of the signs of SEMH related behavioural difficulties;
- 1.14. 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.
- 1.15. All members of staff are responsible for setting high expectations for every pupil.
- 1.16. All members of 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/SLT.

- 1.17. All members of staff and volunteers will create a supportive and high quality learning environment, teaching and modelling positive behaviour for learning and implementing this policy.
- 1.18. Pupils are responsible for controlling/managing their behaviour both inside school and out in the wider community
- 1.19. 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.
- 1.20. 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.
- 2.6. Staff have been provided with [Visual Behaviour Appendix](#), [The Three Rs](#) and [Playground Duty Expectations](#), which are all displayed in classrooms, in order to support them with the implementation of this policy
- 2.7. Lunchtime staff have been provided with a document setting out [Playground Duty Expectations](#) as well as [Step System for Lunchtimes](#). They meet on a regular basis to discuss any issues and ideas that can support with the implementation of this policy.
- 2.8. All staff have regular training on dysregulation. Staff know to keep their language simple and clear when a child is dysregulated. The priority is always to regulate the child and look after their wellbeing first. Staff remember 'Regulate to educate'. Only once the child is regulated and at baseline, will educational or restorative conversations take place.

3. Expectations

3.1 Pupils and carers will be expected to follow the school's Code of Conduct including:

- Follow the school's rule: Do All You Can.
- 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 the school rule and habits for learning.

- 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).
- Show respect for the school environment.

3.2 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.

The [Visual Behaviour Appendix](#) must be up in all classrooms and referred to often to ensure clarity of expectations and an understanding of just and fair consequences. Green sections are what **MUST** happen and blue sections are what **MAY** happen. For example, when appropriate, a natural consequence will be chosen eg if a resource is thrown on the floor, the pupil must pick it up once at baseline.

3.3 Positive praise

Positive behaviour is consistently reinforced within school with an emphasis on 'catching children being good'. 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:

5.1 Ongoing awards throughout the year :

- 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 from the Headteacher or Deputy Headteacher (10 dojo points)
- Courageous Lion Award – children can be nominated by any member of staff throughout the year for making a difference to the community that goes beyond school and acting as an advocate to make the world a better place.
- Verbal praise
- Stickers

5.2 Weekly Awards:

- Value Award linked to our school values – love, respect, justice, peace, teamwork, generosity, equality, thankfulness.
- Star of the week – for children who have demonstrated a [‘Learn to Learn’](#) skill
- Resilience Award – for children who have shown great resilience towards something they might find difficult during the week.
- PESSPA Award linked to the Spirit of the Games values – determination, passion, respect, teamwork, self-belief, honesty.

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

5.3 End of Year Awards:

- Child’s Child – this award is nominated by the child’s peers and is awarded to children who have been a good role model throughout the year (one child from every class).
- Higginbotham Award – this is awarded to a child who is dedicated to their role of student leadership (one child).
- Hewitt Cup – this is awarded for positive attitude to pupils in Y2 and Y6 (one child per year group).
- Susannah Greensmith Award – this is awarded for demonstrating resilient behaviours with a positive attitude (one child).

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 through [choices](#) and [restorative approaches](#). Appropriate sanctions will be given proportionate to the behaviour displayed.

Acceptable sanctions, in line with DfE Behaviour in Schools may include:

- The setting of written tasks such as an account of their behaviour;
- Loss of privileges – for instance, a prized responsibility;
- School based community service, such as tidying a classroom;
- Being placed ‘on report’ for behaviour monitoring;
- Suspension;
- Permanent Exclusion.

6.1 Step System

The Step System is explained to all children. Recognition is given publicly and children who have made wrong choices are spoken to privately ('praise in public; reprimand in private' or PIP/RIP).

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 members of staff will record on CPOMs all incidents that have reached step 3 or above.

When to implement the steps system:

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 suspension or a permanent exclusion. The school may introduce, where agreed with outside agencies, a reduced timetable.

6.2 Restrictive Intervention

A large number of staff are trained in Safe Teach and will use this training as a very last resort. Staff training is renewed every two years. Restrictive Intervention is used after all non-restrictive alternatives to de-escalate behaviour have been explored and when there is an immediate risk to the pupils' own safety; the safety of other pupils and staff; or to prevent damage to property. 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 and for the least amount of time necessary.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.

Staff will follow the EET Restrictive Intervention Policy and complete a [Restrictive Intervention](#) form for school and parents.

6.3 Suspension (Fixed-Term Exclusion)

A decision to suspend 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 2026) and follows the EET Exclusions Policy.

- If an incident is deemed serious enough to involve a suspension, 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 suspension and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT before the child returns to school for a restorative reintegration meeting to repair relationships and clarify expectations.

The Chair of the Local Advisory Board, the Local Authority and a representative of Epworth Education Trust are notified when a suspension has been made. Suspension information is included in Headteacher's termly report to the Local Advisory Board.

6.4 Permanent Exclusion

The decision to exclude a child permanently is a serious one and can only be made in consultation with the Epworth Education Trust's CEO or one of the Epworth Trust's Executive Leaders. 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. 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 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 2026.

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.

7.1 Child on Child 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. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up". 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 child on child 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 child on child abuse can manifest itself in many ways such as, but not limited to:

- Bullying, including cyberbullying, prejudice-based bullying, discriminatory bullying, racism, faith-targeted abuse, antisemitism, Islamophobia and other discriminatory behaviours.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the making or sharing of nudes and semi-nudes, including where generated by AI), which may include or be driven by misogyny/misandry.

8. Consequences

- Staff at Bedford Hall Methodist Primary School will follow the [Choices Script](#) alongside the appropriate sanction shown on '[The Step System](#)'. 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. Staff will always listen to every point of view, following a Christian and compassionate approach.
- 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.
- 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 where deemed appropriate
 - Suspending the pupil for a fixed period
- Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school may contact external agencies such as the police or children's social care.

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. How were you feeling at the time?
3. How do you feel 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

Low Level Behaviour <i>Examples, but not limited to:</i> Talking over others, distracting others, swinging on chair, arguing over equipment, calling out etc.	Step 1 - Verbal Warning (A reminder to turn behaviour around).
Low Level Behaviour Continuation of above	Step 2 - Final Warning 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 eg refusal to come in after play/lunch, leaving the classroom without permission.	Step 3 - Time Out Chair / Space. Move place to somewhere less distracting. If this behaviour continues then the pupil should have time out (In KS2, they will complete a Behaviour Reflection form. In KS1, the restorative questions in Appendix 1 will be asked verbally). They will have the opportunity to turn their behaviour around. Parents informed.
Continuation of above following the choices script and/or disrupting the learning of others and /or throwing (with intent to cause harm/damage), damaging equipment, swearing (age appropriate), threatening behaviours, prejudice.	Step 4 – Loss of privileges – break time / responsibility / event Children may be sent to a different class to complete their work ('I do' part of the lesson). Children will temporarily lose privileges depending on context eg football at lunchtime. Pastoral intervention. Parental meeting. If a child poses a risk of harm to self, others or damage to school property, and all deescalation and diffusion techniques have not worked, restrictive intervention should be used.
Continuation of above over a frequency of time	Step 5 – Behaviour Support Plan Risk Assessment Suspension

Appendix 3 - Step System for Lunchtime Supervisors

Low Level Behaviour <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.	Step 1 - Verbal Warning (A reminder to turn behaviour around).
Low Level Behaviour Continuation of above	Step 2 - Final Warning If the same disruption continues within a 10 minute period.
Continuation of above without making the right choice or child displays medium level behaviour. <i>Examples, but not limited to:</i> inappropriate language, displaying aggression, damaging equipment, swearing	Step 3 - Time Out / Space. Move to a bench or stand with adult for time out. (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.
Continuation of above without making the right choice Prejudice behaviour, putting themselves or others at risk eg climbing fences, harming someone emotionally or physically.	Step 4 – Time Out/Space on the other playground. Children should be sent to other playground for time out, for the remainder of the break/lunch time.

Appendix 4

Refer to Appendix 8 for consequences

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 to follow the habits for learning, like I know you can. 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 to follow the habits for learning, like I know you can. If you choose to continue you are choosing to have time out (time out chair/ table) and miss some of your break time. Make the right choice. Thank you.
Allow thinking time.
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 follow the habits for learning, like I know you can. If you choose to continue you are choosing to miss your break time and lose (insert privilege). Make the right choice. Thank you.
Allow thinking time.
Move child to Step 4. Praise others for making the right choices.

**If a child reaches step 3, this should be recorded on CPOMs and parents informed.
All KS2 reflection sheets must be added to cpoms.**

Appendix 5



Rules, Routines and Relationships

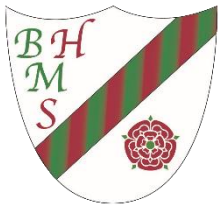


Relentless Routines

<u>Moving Around School/Classroom</u>	<u>Learning Time</u>	<u>Showing Respect</u>	<u>Taking Pride</u>	<u>Breaktime/Lunchtime</u>
Single File Facing forwards Hands by side Shirts tucked in Calm Silent	Sit up straight Raise your hand if needed Equipment ready Speak in an appropriate tone and volume 100% participation, 100% of the time by using - Turn to your partner My turn, Your turn 1 - stand up, 2 - move to your place, 3 - sit down	List to the speaker Be patient with others Use your manners <u>Apologise</u> when not at fault Allow others to pass in the corridor Magnet eyes/eyes on me	Shirts tucked in and tie worn Keep classrooms tidy Be a positive role model Wear correct uniform Be on time for the start of the day Look after equipment and tidy up after yourself If you have a role/responsibility, do it to the best of your ability Adults to model this	Go to the toilet and wash your hands Walk into hall quietly Single file, face forwards when collecting lunch Stay seated whilst eating Quiet conversation Use cutlery appropriately
When dealing with negative behaviour, adults should: - Avoid power plays - if you are alert to the power play it is easy to divert, avoid or redirect. Remember the script. - Kill the celebrity culture - remember the 'grey' children, give them time in the spotlight instead. Over and above recognition. - Do what you can to stop the churn - build relationships and be consistent, some children have been churned around most of their lives. - Be unshockable - listen but don't react, control your face, especially your eyes. Poker face! - Hide your anxiety and understand fear - it is the art of <u>blagging</u>. - Understand more about fight or flight response - persistence, patience and proof of their ability drip fed over 30 days. Think of your tone, body language, greetings, feedback, general interactions.			Using restorative language and questions helps children understand their behaviour: 1. What happened? 2. What were you thinking/feeling at the time? 3. What have you <u>thought</u> since? 4. How did this make other people feel? 5. Who has been affected and how? 6. What shall we do to put things right? 7. If this happens again, how could you do this differently?	



Appendix 6



Playground duty expectations

The aim of playground duty

Playground duty is a crucial **safeguarding** role. **Effective** duty prevents accidents and behaviours that could result in:

- children becoming upset
- accidents leading to First Aid
- children getting into a conflict or hurting one another
- children behaving in a way that results in them receiving a serious consequence such as a suspension

'Children' includes all of our children and some of these above examples can directly relate to children with SEND.

Additionally, Keeping Children Safe in Education informs us of the dangers of online hoaxes children are being encouraged to try. Unfortunately, some of these hoaxes, unbeknown to the children are very dangerous. Playground duty aims to prevent serious accidents or dangerous games children may try to play.

Playground duty should be seen as '**attachment time**' with our children, which to many will be immensely important and a time to create real bonds: it is a key time to use '**deliberate botheredness**'.

Duty expectations

- Be punctual
- Spread out from other people on duty
- Work within the clear focus area of the playground on KS2, on KS1 circulate the playground, talking to children, be curious about what they are playing and be involved with them
- Praise children who are playing nicely especially children with SEND who are still learning social rules
- Know key children who may need more support in following the expectations or expanding their social skills and support them in doing this
- Look out for children who are alone with no friends to play with. Check they are ok or need support to join a game/group. If you notice the same pupils being alone regularly, inform their teacher and put onto CPOMS. **Note:** Some children like being on their own.
- Encourage children to use the equipment provided – even offer to play with them to get them started
- On KS2 playground, there must be one person watching the cage, one person on the timber trail, one person on the pitch.
- Look out for blind spots, eg KS2 outside Year 2/3 doors or near the Year 6 classroom.
- The field is to be used at the discretion of the staff on duty and only when enough staff are available for a person to watch this.
- Use restorative practice when helping children resolve conflicts. Ensure all of these are dealt with and talk them through with the children.
- Know the children, without being too obvious monitor children who are vulnerable. Aim to take a preventative measure rather than a suspicious approach and support them in their social interactions and games.
- Ensure children are not left alone on the playground at any point.
- Whistles only to be used at the end of a specific play duty. First whistle for children to stop using the hand in the air signal, all children on KS2 should come onto the playground out of additional areas, second whistle to indicate the children to make their way to their line.

Appendix 7



Restrictive Intervention Incident Record

(Please tick the boxes which apply)

Your Name:							
Name of pupil:							
Year / Class:							
SEND / Additional Needs:							
☐ None known ☐ SEN Support ☐ EHCP ☐ Disability (specify if relevant):							
Behaviour Plan / Risk Assessment in place:							
☐ Yes		☐ No		☐ Not Known			
Date, Time and Location of Incident:							
Date :		Time		Duration of incident			
Location							
Were any de-escalation strategies attempted?							
☐ Yes		☐ No					
☐ Verbal advice / instruction ☐ Calm talking / reassurance ☐ Distraction / redirection ☐ Offering time/space ☐ Change of adult ☐ Change of environment ☐ Use of agreed behaviour plan ☐ Use of visual supports ☐ Other (please specify):							
Type of restrictive intervention used:							
☐ Restraint (ongoing holding / restricting movement – Safe Teach holds)							
☐ Non-physical Restriction (Blocking, removing access, preventing action)							
☐ Seclusion (Preventing a child from leaving – safety only)							
☐ Other Reasonable Force (Brief, reactive, protective actions)							
Reason used:							
To prevent or stop a pupil from:							
☐ Causing injury to themselves or others							
☐ Committing a criminal offence							
☐ Damaging property							

☐ Prejudicing maintenance of good order & discipline, whether during a teaching session or otherwise	
If Seclusion was used:	
Was the pupil under constant Supervision?	☐ Yes ☐ No
How was the pupil monitored during seclusion:	
Were any other staff involved in this incident?	☐ Yes ☐ No
Name of other staff involved in this incident:	
Please list any injuries to you:	
Was any first aid required:	
Please list and indicate any injuries to the pupil:	
Who completed the check:	
What time was the check completed:	
Was any first aid required:	



Bedford Hall Methodist Primary School

Reporting form to Parent / Carer

Name of the child:			
Year / Class:			
SEND status: SEN Support / EHCP / Disability (specify if relevant):			
Date of incident:		Time of incident:	
Location of incident:			
Duration of incident:			
Brief account of what happened:			
Details of any injuries, if applicable:	None		
Parents / Carer informed:		☐ No	
If no, why (legal requirement) (Exception as per DfE Guidance page 15)			
Time notified:			
Method (phone / email / messaging system / in person):			
Staff member who informed:			

Appendix 8



BHM Visual Behaviour Appendix

Step 1 - Low Level							
Example behaviour (not limited to)							
	Persistent chatting or unnecessary noises during learning.	Off task in lessons (not concentrating even with prompts/adaptations)	Simple adult instructions not being followed.	Lack of mutual respect.	Swinging on chair.	Not moving safely through school	Not following expectations related to any of the 5 habits for learning.
Result/ Outcome to be used alongside choices script							
	Prompts to correct the behaviour, followed by a verbal warning. Adult to narrate child's past successes. We expect everyone to be their best self.			Natural consequence depending on the context/situation. Apologise; reflect on the ow/wow/naw; working alone instead of in a pair; repeating the request the right way (eg walking).			

MUST

COULD



BHM Visual Behaviour Appendix

Step 2 (including continuation of above)					
Example behaviour (not limited to)					
	Intentional answering back/eye rolling/shrugs/tut/hand gestures/frown	Unkind comments	Disrespecting/ breaking equipment (habits for learning)	Unkind physical behaviour or unkind hands	Disrupting/ stopping learning of others
Result/ Outcome to be used alongside choices script					
	Warning		Up to 5 minutes time with an adult during breaktime/lunchtime - restorative conversation		Natural consequence depending on the context/situation. Apologise; reflect on the ow/wow/naw; put things right - classroom/school service

MUST

COULD



BHM Visual Behaviour Appendix

Step 3 (including continuation of behaviours from Step 1 and Step 2)						
Example behaviour (not limited to)						
	Non-compliance- Refusal to follow instructions.	Disruption of lessons / worship / social times	Intentional yet discreet reactions (swearing under breath)	Swearing or using derogatory language.	Irresponsible use of ICT/social media e.g. using mobile <u>phone</u> in school or inappropriate searches in computing.	Any repeated behaviours of Step 1 or Step 2
Result/ Outcome to be used alongside choices script.	 Up to 10 minutes time with an adult during breaktime/ lunchtime - restorative conversation.	 Inform parents via Dojo/call Record on CPOMS	 KS2 Reflection Sheet - discuss with adult.	 Pastoral/ in class support depending on needs eg. visualization, friendship intervention, social story, positive framing	 Natural consequence depending on the context/situation. Apologise; reflect on the <u>ow/wow/naw</u> ; put things right - classroom/school service; ban from devices.	

MUST

COULD



BHM Visual Behaviour Appendix

Step 4							
Example behaviour (not limited to)							
	Threatening behaviour or language.	Crude language or behaviour, including age and development inappropriate.	Any name calling or behaviour that links to protected characteristics: racial, faith-based, sexist, homophobic, transphobic, disablist or sexist.	Vandalism	Unsafe behaviour.	Stealing something or moving something that does not belong to you.	Refusal to listen/accept wrongdoing by walking away from any adult.
Result/ Outcome to be used alongside choices script.	 Record on CPOMS.	 Inform parents and offer face to face meeting.	 Pastoral to join the restorative conversation with the teacher/adult leading this talk.	 Part/full withdrawal from class or playgrounds to work/reflect.	 Loss of privileges e.g. class monitor role/representing school at an event.	 Restrictive Intervention or Seclusion (where a risk of harm is posed).	 Natural consequences and/or Behaviour Support Plan.

MUST

COULD



BHM Visual Behaviour Appendix

Step 5 - **MUST BE RECORDED ON CPOMS**

CONTINUATION OF STEP 4 - KEY STAGE LEAD/PASTORAL TO ESCALATE TO DHT/HT

	
Continuation of physical attacks / fighting (Retaliation is deemed equally as serious, but circumstances will be taken into consideration) Intentional physical harm to children and/or adults	Bullying, including online e.g. cyber bullying "Bullying is an action repeated over a period of time by an individual or groups. It can be verbal, physical or psychological, and usually involves intent to cause distress"
Fixed term suspension/permanent exclusion by the headteacher. A decision to suspend a pupil will only be taken: 1. In response to a serious breach or persistent breaches of the school's behaviour policy; and 2. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil/ others in the school. The headteacher will inform parents if their child is 'at risk' of fixed term suspension and a meeting with the parent/carer and child will be arranged so a positive action plan can be put in place. If a child poses a risk of harm to self, others or damage to school property, restrictive intervention may be required and will be carried out by trained members of staff. Where this takes place, all incidents will be recorded using the restrictive intervention records and parents will be notified.	
 Longer term loss of privileges eg school committee / school team	 Part/full time removal from school Loss of reward/privilege e.g. visiting pantomime / class trip

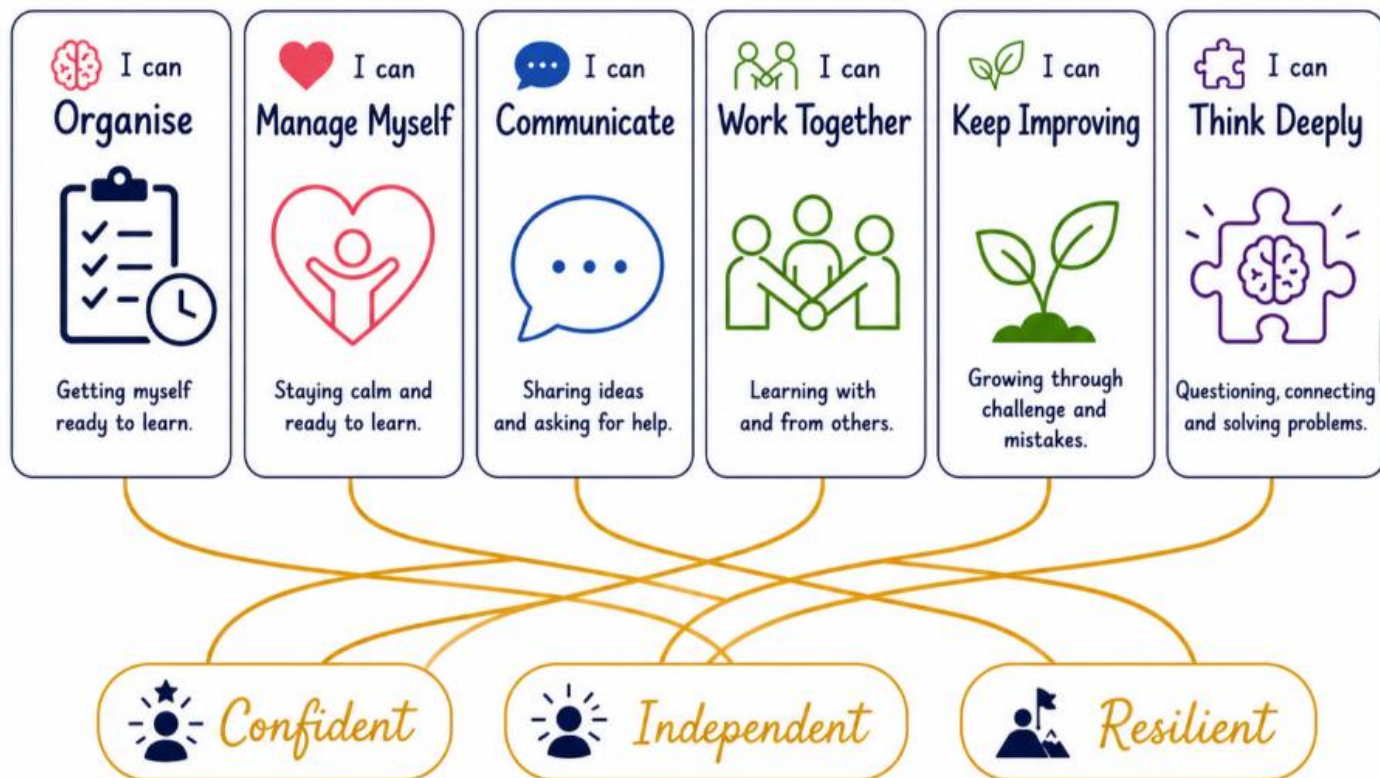
MUST

COULD

Learn to Learn



— Six skills we teach. Every day. In every classroom. —



—  Through our learning skills, every Epworth child can flourish as **confident, independent** and **resilient** learners.  —



KS2 Behaviour Reflection Form



Names	Class	Date
-------	-------	------

What happened?

How were you feeling at the time?



angry



frustrated



worried



confused



sad



bored



silly



other

How were other people affected by your actions?

What can you do to improve the situation/make it right?

What will you do differently next time?

Signed: _____ Adult: _____