



Behaviour Policy

Blaise Primary and Nursery School

Blaise School Governor Information	
Model Policy	No
Local Changes	
Customisation*	
Date Adopted	Autumn 2009
Last Reviewed	Summer 2022
Next Review Date	Summer 2025
* Additions made to policy (e.g., local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g., TU request, change in legislation
Sept 12	4	Addition - Expectation of movement around school	
Jan 15		Overhaul – based on nurture ethos – see ‘Philosophy’ section and ‘Within each classroom’ (change to remove partner class) Addition of ‘Citizenship Plan’	Staff feedback on issues with previous policy. Need to align policy with our nurture ethos.
Jan 16	3	Non-negotiable consequences	Need consistency in approach for all staff.
	5	Break and lunch time management	
	6	Recording CPOMS + Class DOJO	Robust system needed to track impact.
Sept 19		Overhaul	Changing culture of the school. Addition of Calm Base, Pastoral and SEN (Special Educational Needs) provision. Sleuth.
July 20		Overhaul	Covid-19 restrictions and introduction of Restorative Justice
Jan 22		Adjustments and recording	Arbor. Turn-around Room.

Behaviour Policy

"Behaviour management is a team sport. It needs a team discipline, ethos, and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important."

- Paul Dix

Rationale

It is the right of children, teachers, parents, and visitors in the school to be part of a well-ordered, safe, and secure environment for their social and academic development. Every teacher has a right to teach and every child has a right to learn and a responsibility to allow others to learn. This includes learning how to behave. We respond to children's mistakes constructively and see them as opportunities for new learning. Each person in our school has a responsibility to contribute to this.

A productive learning environment has exemplary behaviour underpinned by our core values. We encourage everyone in our school community (children, staff, and parents) to accept responsibility for their behaviour and expect others to do the same. We are committed to teaching our core values and self-regulation strategies to support children in building a positive learning attitude, promoting self-esteem and self-control.

Each class creates a positive class charter, which refers to our school rules below, outlining the expectations of all members of the class team in Term 1 as part of their Jigsaw (PSHE) learning. This is agreed via discussions with the whole class and is clearly displayed in each classroom and referred to throughout the year. These charters use positive language around behaviour (i.e., "This is what we do" rather than "This is what we don't do").

The class charter will refer to and connect with our three agreed school rules:

READY

RESPECTFUL

SAFE



Philosophy

As a nurturing school, we adopt the philosophy that every behaviour communicates a need and it is imperative to build trusting relationships with all children. We foster the belief that there are no 'bad pupils, just 'bad choices.' We understand that children may come into school not ready to learn and could be dealing with high levels of anxiety, which could be presented in a variety of ways throughout the school day. We understand that it is our role to consider those issues as we deal with individual needs. We must work hard to understand their developmental needs and use a range of strategies to support children in calming down, building positive relationships, learning self-regulation to be ready to learn. Appendix 3 lists some strategies we may use.

At Blaise, we believe being part of a house team helps to foster a culture of affiliation and belonging.

There are four houses, differentiated by house name and colour:

- Air – Yellow
- Fire – Red
- Earth – Green
- Water – Blue

Our six core values we feel are important to develop in each child are:

- **Communication**
- **Courage**
- **Curiosity**
- **Kindness**
- **Problem Solving**
- **Resilience**

Praise and Reward Systems

We recognise and reward learners who consistently follow our school rules and demonstrate our six core values.

Excellent behaviour is recognised and celebrated by:

- Public, verbal praise to congratulate children wherever possible.
- House points for our 6 core values.
- Each week, class teachers nominate one child from their class to be the 'Role Model of the Week,' based on our 6 core values.
- Each week, class teachers nominate one child from their class to be the 'Learner of the Week,' based on their progress and effort in learning.
- Each child awarded the 'Role Model of the Week' or 'Learner of the Week' receives a certificate in the weekly celebration assembly.
- Sharing 5 children who achieved the Behaviour WILF (What I am Looking For) at the end of each session in class.
- Whole class rewards, specific to each class.
- Children may also receive other praise including stickers, notes home, texts or phone calls home, or face-to-face praise shared with parents.

There will be a focus on a different value for each of the six terms in the school year. At the end of each term, the children from each year group who have received the top number of house points or this value will be rewarded with a tea party with the leadership team and certificates home.

When a house point is given, the adult will explain to the child which value the house point is being given for (e.g., "I am giving you a house point for resilience. I could see you were challenged in your learning today but you did not give up. You were resilient.")

In each classroom, there is a visual recording system for house points which the children can add their house points to, to support teachers in recording house points on Arbor. For example, this may include physical house point tokens in pots or numbers, tallies, or stickers on a chart.

House points should be recorded on Arbor at least once weekly before Thursday after school so that the overall house point scores can be shared in whole school celebration assemblies on a Friday.

Celebration Assemblies

Our whole school celebration assembly is on a Friday, where one child from each class is chosen as the "Role Model of the Week" (a child who has really showcased a Blaise Value) and one child from each class is chosen as the 'Learner of the Week' (a child who has impressed their teacher with their progress or effort in a particular piece of learning).

Expectations of Adults

All members of staff (senior leaders, middle leaders, teachers, and support staff) are expected to stand alongside colleagues to show a unified consistency.

The language scripts should be used to support staff in providing a consistent and calm approach to regulating behaviours.

We expect every adult to:

1. Build positive relationships with the children at Blaise School.
2. Work in partnership with members of the school community.
3. Meet and greet learners with eye contact and a smile.
4. Refer to our school rules, "The Blaise Way": Ready, Respectful, Safe.
5. Model, teach and recognise positive behaviours
6. Plan lessons that challenge and meet the needs of all learners.
7. Celebrate learners whose efforts go above and beyond every lesson.
8. Respond calmly to all behaviours.
9. Follow up every time, ensuring pupils retain ownership of behaviour choices.
10. Never ignore or walk past learners who are making the wrong choices.

Middle leaders will:

- Be a visible presence to encourage appropriate conduct.
- Discuss behaviour patterns and provide support within their phase.
- Support staff in reparation meetings and conversations.
- Ensure staff training needs are identified and targeted.
- Encourage recognition of positive behaviours.

Senior leaders will:

- Meet and greet learners with eye contact and a smile.
- Be a visible presence around the site.
- Regularly share good practice.
- Foster and encourage a positive climate for learning, regularly praising children who are following the Blaise School rules.
- Use behaviour data to target and assess interventions and support.
- Work alongside staff to review provision for those children who require adaptations

Turn-around Strategies

At Blaise, we provide areas and strategies for children to regulate their emotions to avoid further escalation which may lead to red behaviours so they can be ready to be in class and learn

Following the use of standard in class behaviour management strategies, if a child is still dysregulated and disrupting the learning of others, a trusted adult will support them in a turnaround strategy for example

- going for walk to a space this may include; completing a job, Coconut room, Reception Creative Area, the space between the upstairs classrooms.
- some calming tasks e.g. blowing bubbles, scrunching up paper. This may happen just outside of the classroom where an adult can supervise and co-regulate. (See Appendix for further strategies).

- There may be occasions where an additional adult is not available especially in Key Stage 2, in this instance the adult can direct the child to a space outside the classroom, where they are visible to an adult, leave the door open and direct the child to a timed calming strategy. If the adult doesn't feel this is an appropriate strategy, then they will need to call for 'on call'. A member of the pastoral team will come and support the child in a timed calming activity.

A restorative conversation/reparation will then take place if the child is able to engage in this. If this is not possible the adults in class will greet the child, welcome them back and support the child in re-engaging in the learning in class. We recognise that children returning from time out of class may be challenging and pose a further trigger for dysregulated behaviour so it is imperative that children feel welcomed back into class.

If class teachers are concerned about the frequency in which a child is dysregulated and requiring additional support, then they need to communicate this to the behaviour lead who will support with further strategies and signposting.

Partner Class is not a de-escalation strategy and should not be used as part of this approach.

Behaviour Management Strategies

It is the responsibility of the class teacher to ensure that the following range of strategies are used to support children in regulating their behaviour:

- Visual timetables, school rules poster and class charter in every classroom.
- Explicitly teaching positive behaviours and setting a regular class behaviour target.
- Teaching behaviour WILFs
- Setting clear boundaries and expectations.
- Building positive relationships with children and their families (circle times, phone calls, break times, modelling respect).
- Area of calm for self-regulation in classrooms with a variety of sensory timers and fiddle objects, a visual self-regulation strategy prompt).
- Speaking to the child in private about the behaviour you have noticed. Use scripts provided.
- Individual work stations for those that would benefit.
- Whole class teaching of self-regulation strategies including use of a selection of key books e.g. 'When I'm angry,' 'Red Beast,' 'Tackling anxiety in schools' etc, zones of regulation.
- Suggested use of the Turn-around strategies
- At key transition points each day, teaching children how to settle and be ready to learn using calming strategies (see Appendix 3).
- Re-direction of support staff to support vulnerable identified children at key points.

The [Bristol City Council "Ordinarily Available Provision" document](#) outlines the resources and support that should be available for children and young people with SEND (Special Educational Needs and Disability) in mainstream education

settings. This information is for parents and carers of children with SEND, and the professionals who work with them.

Managing Behaviour

For the vast majority of our learners, a gentle reminder is all that is needed to for them to remain engaged with their learning. For example, noticing a child who is making the choices etc., standing close to the child, reminding them of expectations.

There are some occasions when the steps below are necessary to manage poor behaviour. Staff are responsible for using these steps to deal with poor behaviour choices. See **Appendix 4**.

Teachers need to first ask themselves why this is happening (e.g., Is the learning pitched too high? Too low? Could the children be more actively or physically engaged with the learning? etc.) and consider what steps can be put in place to reduce incidents of poor behaviour.

The language scripts provided to each member of staff to keep on their lanyard should be used to support staff in providing a consistent and calm approach to regulating behaviours.

It is really important to:

- Be consistent
- Remain calm and firm, yet non-confrontational
- Not negotiate or give extra chances

Behaviour in the Early Years (EYFS)

In EYFS we believe that in order to enable an effective learning environment in which children can develop socially and academically good behaviour in all

aspects of nursery and reception life is necessary. We seek to create a caring learning environment for all children by:

- Encouraging and acknowledging good behaviour and having a consistent approach to unwanted behaviour.
- Promoting self- esteem by encouraging children to value and respect themselves and others.
- Providing a safe environment.
- Promoting early intervention.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of our policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining unacceptable behaviour.
- Being good role models

Encouraging good behaviour

Positive behaviour is promoted through:

- Praise, rewards and encouragement, i.e. thumbs up, smiles, stickers and positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'please don't do that, I don't like it'.

Dealing with undesirable behaviour

Our starting point is to take into account child's age and stage of development:

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking sharing and other social skills.
- Physical harm of the other children/self or staff.
- Repetitive damage of property or of that belonging to another child.
- Persistent bullying.

Staff will try to prevent unwanted situations occurring by intervening before they happen.

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child, the situation and other factors such as tiredness.

These include:

- Verbal warnings with explanation
- Removal of equipment
- Distraction
- Removing of child from situation
- Reminders
- And if appropriate time out.

However, our focus is always on promoting positive behaviour and the prevention of unwanted behaviours.

If a child is showing persistent behaviours that are not typical to their age/stage we will then take the following steps.

- Persistent behavioural incidents will be discussed with the parent/carer, noted in the child's records and the SENCO will be informed.
- If necessary, a Pathways plan will be implemented.
- Further advice from partnership agencies will be sought if necessary i.e. health visitor, community nursery nurse, speech and language team, north star EP etc.

Stepped Boundaries for Yellow Behaviours

If a child does not follow the school rules, the following steps will be taken. These are outlined clearly in **Appendix 5**.

Stage	Action	Script Examples
<i>Gentle approach, use child's name, child level, eye contact, deliver message</i>		
Reminder	<ul style="list-style-type: none"> - Gentle encouragement - Private rule reminder - Warning glance - Stand nearby - Praise someone else - Non-verbal cues 	<p>"Remember to..."</p> <p>"Just a reminder that..."</p> <p>"Well done for... You are showing (respect)."</p> <p>"When you have written 3 sentences, you will be able to go to break."</p>
Re-direct	<p>Professional judgement used to decide on distractions or other strategies which may be helpful to re-direct the behaviour.</p> <p>Use of humour as an 'out.'</p>	<p>"I wonder if you can help me get all the pencils sharpened for the next lesson?"</p> <p>"I'm going to move you onto this table so you can see the board more clearly."</p> <p>"Let's go for a walk and see what we can see outside."</p>
Verbal Warning	<ul style="list-style-type: none"> - Clear, private warning - Consequence reminder - Remind about choices - Emotion coaching <li style="padding-left: 20px;">1: Empathise/recognise <li style="padding-left: 20px;">2: Validate/label feelings <li style="padding-left: 20px;">3: Set limits on behaviour <li style="padding-left: 20px;">4: Problem solve together - Appendix 4 (examples) 	<p>"Stop, think, make the right choice."</p> <p>"You now have the chance to make a better choice."</p> <p>"I can see you are getting frustrated with your work. Cutting and sticking all these pieces can be tricky. Throwing the scissors on the floor is not being safe. Can I help by doing the cutting for you?"</p>
De-escalation	<ul style="list-style-type: none"> - Follow the script calmly and in private. - Be specific about the behaviour they need to change. - Script printed and on the lanyard of all members of staff. - Take up time and walk away after this. 	<ul style="list-style-type: none"> • I noticed you chose to ... (action). • This is the (third) time I have spoken to you. • At Blaise, we need to be ... (ready/respectful/safe). • Because of that, you need TO... (refer to action needed e.g., moving to another table, complete learning at another time, NOT "STOP"). • Do you remember (yesterday/last week) when you... (refer to previous positive)? • That is who I need to see today. Thank you for listening.
Self-regulation Calming Time	<ul style="list-style-type: none"> - Direct child to use the calm area in the classroom for an allocated time (with a timer). - Restorative conversation before inviting back to learning. 	<p>"I have noticed that you chose to (action) again. Take some time in the calm area and I will come and speak to you in 5 minutes."</p>
Turn-around Strategies outside of the classroom	<ul style="list-style-type: none"> - Adult to support the child in using a space outside the classroom. - Set up child with timed calming activity. 	<p>"I can see you are still not ready to learn in our classroom. You are now showing yellow behaviour. The rest of our class need to get on with their learning. .</p>
Restorative Conversation Reparation <u>Every</u> time.	<ul style="list-style-type: none"> - Restorative Conversation before welcoming child back to class. - Record as yellow if appropriate to build a picture of incidents 	<ul style="list-style-type: none"> • What happened? • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? How? What should we do to put things right? How can we do things differently in future?

Regular Yellow Behaviours

Middle leaders and class teachers will use the sign-in sheet to look for patterns in the use of the Turn-around Room and discuss strategies and support needed with teachers in their phase. This could include:

- Meeting with the pupil to discuss what we are noticing and what could help
- Reward charts or tally charts with specific behaviour targets
- A referral to the pastoral/inclusion team
- Parent meetings
- Regular relationship building time
- Digital report cards

Serious Incidents and Repeated Behaviours

In the unlikely event that a child is exhibiting extreme behaviours and the safety of others is compromised, On call will be called to the classroom. They will conduct a dynamic risk assessment and a decision will be made on how to proceed. Once the child is ready and the teacher becomes available, the repair process will begin.

Positive Handling training should only be used if the child becomes a danger to themselves or others, and can only be used by staff who are 'Team Teach' trained. On call support may require further support from SLT if this is appropriate.

All serious behaviour incidents will be dealt with using the table in Appendix 2 and will be recorded on Arbor as soon as possible by the main adult who dealt with the incident.

Internal Exclusion

Where an internal exclusion is required, SLT will make a dynamic risk assessment as to the arrangements for the child. This may include completing learning in another class, working in an office with a senior or middle leader or a member of the pastoral support team. Staff from the child's classroom will need to regularly check in with the child throughout the session to set work and give feedback. If a child is supported by an additional adult this will continue as part of the offer for that child.

On Call Procedure

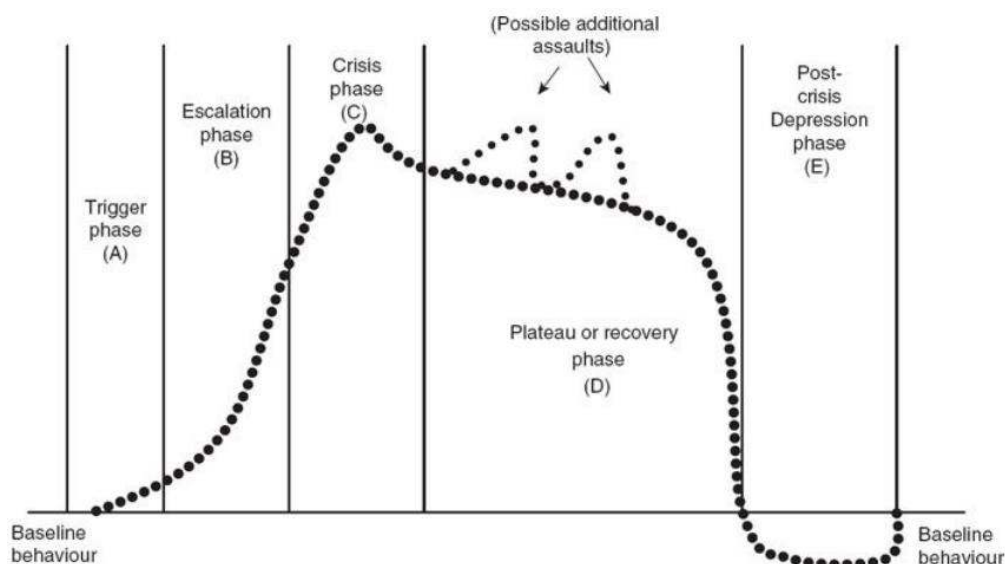
When a serious or repeated incident occurs (See Appendix 2 for when On call support is required) On Call support from Member of the Pastoral Team will be required.

If you require On Call support the following procedure needs to be followed.

1. Call the main office and request on call support
2. The office will call the member of staff on call and tell them the location of the incident

The office will know which member of staff will be on call at which time.

De-escalation Times



It may take upwards of 40 minutes for a child to go from crisis to calm.

5 Tips in a Crisis

1. Lower your body so that your eyes are at or below the level of a young person.
2. Stay quiet if the young person needs this. Alternatively, use short, calming phrases to soothe and reassure.
3. Slow down your movements and your voice. Keep your volume and pitch low.
4. Use a relaxation strategy – hand them a water bottle to suck on, model deep breaths, encourage them to self-hug or squeeze hands/fingers.
5. Be patient and wait. Let the young person talk when they are ready. Listen and try not to fix a problem until they are calm.

Students want teachers to

- Give them a fresh start for every session.
- Help them learn and feel confident.
- Be firm but fair.

Support Plans

There will be regular analysis of behaviour incidents across the school involving key members of staff which will be used to inform intervention and actions to support the child and relevant adults working with the child.

For some children, a support plan may be put in place as additional support to help them follow the behaviour policy.

These strategies will be monitored and reviewed at least termly following the "Assess, Plan, Do, Review" process, to ensure support is specific to the needs of these children.

A variety of strategies will be used following the steps below:

Step 1: Initial Concerns

Concerns raised by parent/carer/teacher/behaviour incidents around a child's behaviour and barriers towards learning.

Referral to Inclusion/ PastoralTeam

Quality First Teacher Strategies put in place

Step 2: Targeted Support

Based on needs identified, relevant leader to support class teacher to put together a Pathways Plan.

Review date agreed once plan put in place.

Step 3: Complex Support

Meeting with parent/carer, class teacher and relevant lead to put together Behaviour as a Communicator (Calm to Crisis) Plan.

Step 4: Specialist Support

Referral to outside agencies as required

Meeting with SLT Lead, Parent and Class teacher to agree on implementing a Bristol Support Plan

Lunch and Break Management

Lunch and break time behaviour is an important aspect of school life and plays a critical part in the overall atmosphere of the school.

Lunchtime staff recognise and celebrate positive behaviours by awarding children with stickers for our school values and these are transferred into house points on return to the classroom.

To support and engage younger children to facilitate positive, cooperative play, a team of Year 5 and 6 children are trained as 'Sports Captains'. These children set up and play games with younger children and are role models on the playground.

To support those who find lunchtime challenging, they may be offered an 'Indoor Lunch Club' card. These children will have a safe space indoors where they can eat and complete adult-guided activities and be supported to transition back onto the playground.

Examples of Yellow and Red behaviours on the playground:

Yellow	Red
<ul style="list-style-type: none">• Rude responses to an adult• Intentional name calling or negatively interfering with others' play• Repeated teasing or arguing with others• Misuse/damage to resources• Play fighting• Refusal to follow an instruction	<ul style="list-style-type: none">• Repeated yellow behaviours within a session• Offensive language• Fighting• Threatening or intimidating behaviour• Spitting intentionally at a person• Refusal to go to designated space e.g. lining up, going inside, off the play equipment• Persistently disruptive behaviour•

Any red or yellow behaviours on the playground during lunch and break times will be dealt with during these times, by the adults on duty.

Yellow Behaviour Actions and Logging

The same steps will be taken on the playground following yellow behaviours:

- Reminder → Warning → De-escalation Script → Time Out → Repair
- Time out will take place by the wall, on a bench, with a timer. Once the timer is up, the 'Repair' questions be discussed with the member of staff

that directed the child to the time out space and the child will be invited back to play safely on the playground.

- Lunchtime staff will record yellow behaviours in notebooks to monitor persistent yellow behaviours and support specific pupils.
- Incidents will be logged once a week by Lead SMSA on Arbor and subsequent actions will be identified, this may include 'time in', accessing lunch club or adapted provision at lunchtime.

Red Behaviour Actions and Logging

- Lunchtime staff will radio for the office for On Call Support
- The office will phone the On Call mobile
- On Call will attend the incident as soon as possible and will speak privately to the SMSA, away from children.
- On Call member of staff will ask the child to leave the playground and accompany them to the designated space for 'time in' that day.
- Member of staff covering 'time in' will record this incident as red and will assign the incident to the class teacher on Arbor, who will inform parents if necessary.
- SMSA who has dealt with the incident will come at the end of the lunchtime to have a restorative conversation with the child.
- A designated SMSA from Key Stage 1 and Key Stage 2 will inform teachers at the end of the relevant lunch break that there has been an incident, that it has been resolved and has been logged on Arbor and if any further action is needed.
- If multiple reds are received, then a lunchtime pathways plan will be implemented to support the child, including adapted provision at lunchtime.

Recording and Monitoring

At Blaise, we record red behaviours to unpick reasons for these behaviours, and to inform and plan next steps to support the child. Staff may also feel the need to record repeated yellow behaviours of

Arbor

Arbor is a software application for monitoring behaviour. It allows us to see patterns of behaviour:

- On specific days
- In specific lessons
- At specific times of day
- With specific adults

House points are logged on Arbor at least once weekly so that weekly totals can be shared with pupils in celebration assemblies.

Internal and external exclusions will be logged on Arbor.

CPOMS

CPOMS is a recording software for monitoring Safeguarding, wellbeing, and all pastoral issues.

All parent communications and safeguarding concerns will be recorded on CPOMS.

When a bullying investigation is opened. A record of this will be logged on CPOMS.

Additional recording on CPOMS may be required in individual cases.

Scanned copies of any supporting behaviour documents e.g. pathway plans, behaviour as a communicator plan, ABC charts will be uploaded to CPOMS

"Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave."

- Paul Dix

Appendix 1

Serious and Repeated Behaviours

Red behaviours are repeated yellow behaviours following support and positive diffusion or one-off high-level behaviours.

A full list of red behaviours together with the linked consequence and action from staff can be found below.

Certainty rather than severity.

Should a child be absent for a consequence they have been issued, the consequence will be followed up on their next day present in school.

Action	Consequence	Intervention / Follow up
Further disruption following: Repeated yellow behaviours, a reminder of expected behaviours, de-escalation script, any necessary adaptation of support and, where appropriate, 5 minutes reset time in a designated area. (Outside of the classroom if required)	Issued with a Red. Partner class for 30 minutes or until the end of the session (Whichever happens first). *Child to be sent with enough work to complete in this time Y1R – Y2T Y1Y – Y2MR Y3H – Y4N Y3W – Y4D Y5R – Y6Bu Y5M – Y6Bo <i>*If allocated class is unavailable, seek out a class that is able to accommodate.</i>	Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. (Scripted "Restorative questions" on the back of the De-escalation script to be followed). Teacher logs incident as a Red. Must include description of de-escalation techniques prior to red card e.g., Sent on a job, moved another child, differentiated learning. Class teacher to inform parent/carer
Disruption in partner class	Issue another Red. On Call attends partner class. Internal exclusion for the remainder of the session. (Space/adult identified by adult on call) *Child to be sent with enough learning to complete in this time	On call logs Red and informs class teacher. Class teacher to add any further information to incident (ABC) Internal exclusion set up and parent/carer informed at the end of the day by class teacher.
Physical violence towards a pupil	Issued with a Red.	Teacher facilitates reparation with victim.

<p>Verbal abuse towards a pupil including swearing, threatening, racist or homophobic comments or prejudiced related incident.</p>	<p>Partner class for 30 minutes or until the end of the session (Whichever happens first).</p> <p>*Child to be sent with enough learning to complete in this time</p>	<p>Teacher logs incident as a Red.</p> <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. Teacher to inform parents</p> <p>Head teacher must be alerted of any prejudiced related incident and logged on CPOMS</p>
<p>Physical assault towards an adult</p>	<p>Issued with a Red.</p> <p>On Call contacted.</p>	<p>Teacher logs incident as a Red.</p> <p>On Call logs exclusion.</p>
<p>Throwing furniture</p>	<p>Exclusion for the remainder of the day.</p> <p>Internal or external at judgement of Head Teacher.</p>	<p>SLT consideration of need for risk assessment and/or individualised pathways plan.</p> <p>SLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.</p>
<p>Physical assault on a pupil</p>	<p>* (If internal -space/adult identified by adult on call)</p> <p>*Child to be sent with enough learning to complete in this time</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Reparation with victims.</p>
<p>Serious wilful damage to school's or another individual's property</p>	<p>Issued with a Red.</p> <p>On call contacted</p> <p>Exclusion (length and internal/external at judgement call of Head).</p> <p>Child to take missed learning home.</p>	<p>Teacher logs incident as a Red.</p> <p>On call logs exclusion and contacts parents.</p> <p>SLT review/implement risk assessment and individualised plan.</p> <p>SLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.</p>
<p>Absconding from the school building (remaining on site)</p>	<p>Issued with a Red.</p> <p>Partner class for the rest of the session</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. Teacher logs incident as a Red.</p>
<p>Refusal to come off the playground or go to a designated space e.g., hiding in corridors</p> <p>POSSIBLY REMOVE!?</p>	<p>Issued with a Red.</p> <p>Partner class for the rest of the session</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. Teacher logs incident as a Red.</p>

Refusal/failure to partner class (including further disruptive behaviours.)	<p>Issued with a second red.</p> <p>Call On Call.</p> <p>On Call will remove the child from the classroom, facilitate calming and facilitate appropriate reflection.</p> <p>Partner class for a 30 minutes or end of the session.</p> <p>*Child to be sent with enough learning to complete in this time</p>	<p>Teacher logs incident as a Red.</p> <p>On Call logs incident as a 2nd Red (see red consequence ladder form next steps).</p> <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>There should be a positive return to class for the child and teacher.</p> <p>Class teacher to inform parents</p>
Refusal/failure to partner class but child is no longer causing disruption to learning.	<p>Issued with a second red.</p> <p>On Call.</p> <p>On Call will stay with the child until able to remove from the classroom without physical intervention.</p> <p>Partner class for the rest of the session or 30 minutes of the following session if the child did not leave the classroom.</p>	<p>Teacher logs incident as a Red.</p> <p>On Call logs incident as a 2nd Red (see red consequence ladder form next steps).</p> <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>There should be a positive return to class for the child and teacher.</p> <p>Class teacher to inform parents</p>
Incidences of Bullying	<p>In cases of suspected bullying the perpetrator will be sanctioned for specific behaviours as outlined above.</p> <p>SLT will log the behaviour as suspected bullying which will then be monitored. The incident will be logged as bullying on Arbor. If the bullying allegation is substantiated then a formal bullying investigation will be opened by a member of SLT. All relevant adults will be informed. At this point CPOMS will be used to record actions and gather evidence.</p> <p>This may include the creation of an Anti-Bullying Support Plan which will be written in conjunction with parents, pupils, and teachers.</p> <p>Prolonged and proven cases of bullying may, in some circumstances, result in external exclusion.</p> <p>Please refer to the Anti Bullying Policy for further information.</p>	
Pupil Conduct outside of the school	<p>Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises when:</p> <ul style="list-style-type: none"> • a student is taking part in any school organised or school related activity • travelling to or from school • wearing the school uniform or is in some way identifiable as a pupil of Blaise Primary will also 	

	<p>sanction a pupil's behaviour, whether the conditions above apply, if that behaviour:</p> <ul style="list-style-type: none"> ○ could have repercussions for the orderly running of the school ○ poses a threat to another student or member of the public ○ could adversely affect the reputation of the school <p>Any sanctions given for these behaviours will be in line with those given for behaviour incidents within the school, as set out in this policy.</p>
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Appendix 2 - Red and Yellow Consequence Ladder

Action	Consequence	Intervention/Follow up
<p>Further disruption following: Repeated yellow behaviours, a reminder of expected behaviours, de-escalation script, any necessary adaptation of support and, where appropriate, 5 minutes reset time in a designated area. (Turnaround Space) -</p>	<p>Issued with a Red. Partner class for 30 minutes or until the end of the session (Whichever happens first). *Child to be sent with enough work to complete in this time Y1R – Y2T Y1Y – Y2R Y3D – Y4W Y3MG – Y4H Y5B – Y6B Y5R - Y6M</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. (Card to be completed)</p> <p>Teacher logs incident as a Red. Must include description of de-escalation techniques prior to red card e.g., sent on a job, moved another child, differentiated learning. ABC</p>
<p>2 reds in 1 day (Not including red lunch incidents) Including equivalent in yellows where repeated yellow equates to red.</p>	<p>Learning will happen outside of the pupil's class – Internal Exclusion (Space/adult/length of time identified by adult on call)</p>	<p>On call logs exclusion Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. Class teacher to inform parents.</p>
<p>4 days with reds in a term A further 2 reds in the same term, or equivalent in yellows where repeated yellow equates to red.</p>	<p>Invitation to a meeting Class teacher meeting with parent</p>	<p>ABC chart to identify triggers (for 2 weeks). Parent meeting logged onto CPOMS by uploading behaviour meeting log. Class teacher to contact parent Consider behaviour pathway plan</p>
<p>6 days with reds in a term</p>	<p>Invitation to a meeting Class teacher and relevant leader to hold meeting with parent.</p>	<p>ABC chart to identify triggers (for 2 weeks). Parent meeting logged onto CPOMS. Class teacher to contact parent Consider behaviour pathway plan</p>

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Appendix 3

Calming Activities/Strategies

Calming activities are used after break times and lunch times to help children settle back into the classroom environment and be ready for the next part of their day.

Teachers at Blaise use a range of strategies to support children in calming themselves down and learning how to control their emotions and actions.

These include:

- Calming, instrumental music playing when entering the classroom
- Focusing in on the music for certain sounds/instruments
- A range of hand/arm movements to the speed of the music. Could be directed by teacher or a pupil at the front of the room or children free to do their own movements.
- Breathing techniques
 - breath in/out five times whilst tracing fingers on each hand
 - deep breath in, longer breath out
- Tracing shapes/words on own hand
- Tracing shapes/words on partners back (asking their consent first)
- Copying clapping rhythms
- Visualization techniques
 - describe a place for children to imagine they are (with eyes closed)
 - think of a person that makes them feel special/safe
- Glitter jars/lava lamps to focus attention on
- Listen to chime bar/rain maker/sounds outside of the classroom
- Use of interactive programs
 - The Zen Den
 - Cosmic Yoga
 - Peace Out
- During lining up time while outside
 - silent line, listen for sounds
 - feel the breeze/sun/rain on your face
 - stretch to the sky and stand as still as a statue
- Doodling
 - small whiteboard to draw something/someone that makes them happy
 - start with a doodle line. What can you turn it into?
 - move your pen/pencil to the speed of the music
 - mindful colouring
- Tense your muscles as hard as you can then relax. Start from your toes and move up throughout your body
- Exercise for 2 minutes then in silence feel your heart rate/listen to your breathing, how do you feel?
- Challenge children to give at least 3 compliments throughout the day
- Positive post-it notes. Write down wonderful things about your morning/lunchtime etc. and place on a board where others can see them.

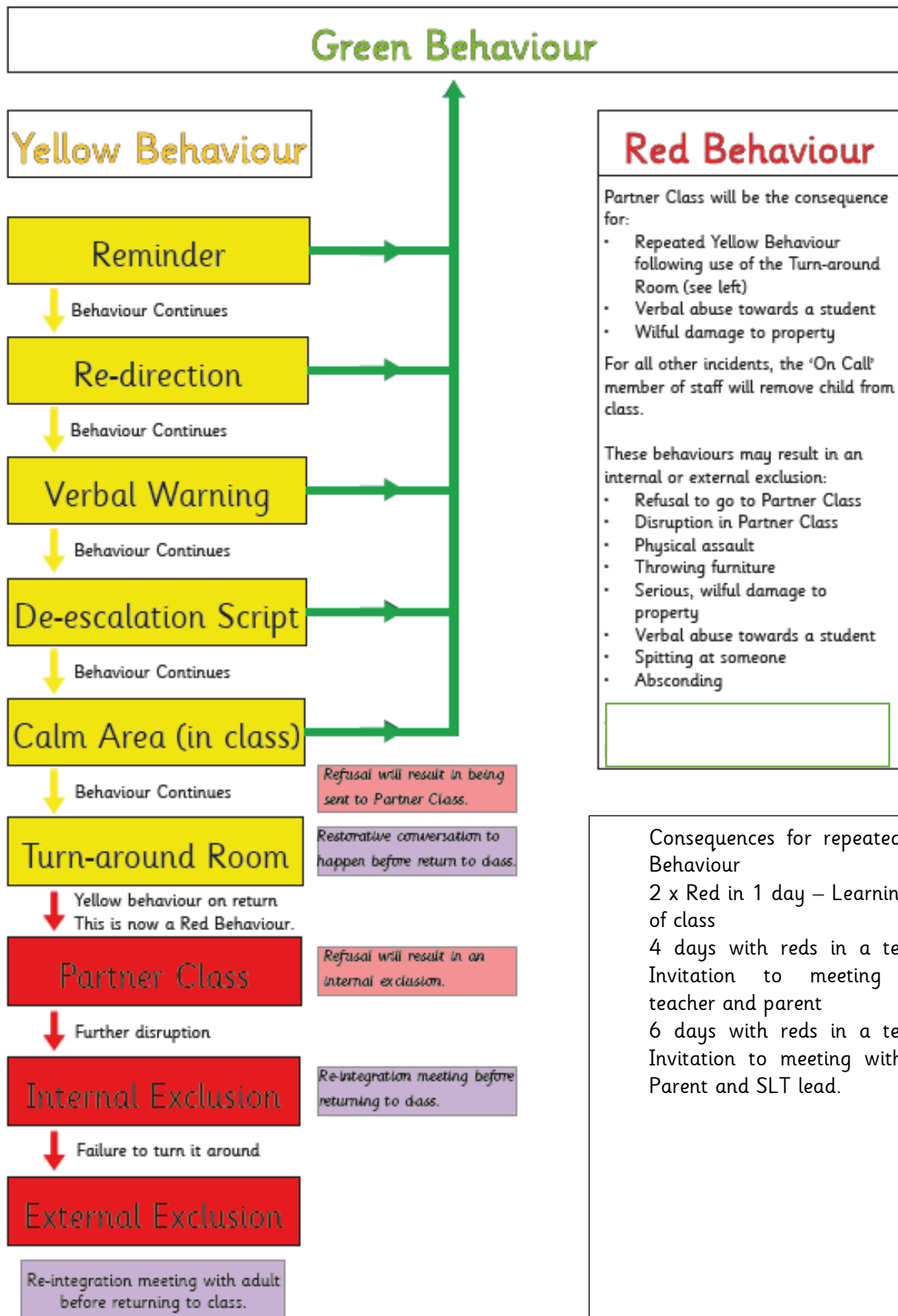
Appendix 4

Standard, In-class Behaviour Management Approaches

- Set a Behaviour WILF (What I am Looking For) and name 5 children doing the right thing at the end of each session – end on a positive
- Focus on positive behaviours (5:1 ratio of positive to negative)
- Praise other children nearby who are showing positive behaviours
- The 'look'
- Proximity – stand near the child
- Tactical ignoring or notice briefly;
- 'I can see you need a bit of time to settle, Jimmy'
- Be surprised by poor behaviour
- 'This isn't like you Mohammed'
- Description of reality – 'Maisie, you still have your coat on.' or 'Lucas you are talking over me.'
- Rule reminder: 'Our school rule is... I need you to...'
- What & Where questions: 'What should you be doing?' 'Where should you be?'
- Say what you want to happen – 'I need you to sit down, thank you.'
- Speak quietly and privately to a child about how they need to adapt their behaviour – 'I want to see you starting your work – how can I help you to get started?'
- Broken record- repetition. State clearly what you want them to do. Repeat in the same way without escalation of tone or volume
- Directed choices: 'Put your drink on my desk or in your bag, thank you.'
- Take up time – allow time for the child to follow instructions
- Move a child's place within the room
- Use 'When & Then' – 'When you have done 3 sums, then you can go to play.'
- 'Thank you' rather than 'please'

Appendix 5

Behaviour Flow Chart Poster for classrooms



Appendix 6 – Parent/Carers behaviour meeting form

Pupil:	Date of Meeting:	
Class:		
Teacher:	Additional adults working with me:	
Reason for meeting:		
Strengths (at home and school):		
Concerns (at home and school):		
Targets and Agreed Strategies		
	Target	Strategies to support
1		
2		
Signed Parent/Carer		Signed Teacher
Review point:		