Alexandra Primary School

Behaviour & Positive Relationships Policy

Governor Responsible	Curriculum Committee
Status	Statutory
Last reviewed	February 2026
Review Period	Annual
Signed	*C Schloss*

Alexandra Primary School's Vision Statement

It is the right of every child at Alexandra Primary School to feel safe and secure at school and have every opportunity to enjoy learning without distraction from others.

It is the right of every teacher and adult at Alexandra Primary School to be able to teach without obstruction and to work in a mutually respectful and professional environment.

It is the right of every parent to know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our communities.

At Alexandra Primary School we:
– Teach responsible behaviour to our pupils using a range of strategies.

– Raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct.

– Be explicit about what adults and pupils in the school can expect from each other.

– Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.

– Ensure that our school communities can work free from intimidation and bullying by acting robustly when issues arise.

Aims of Alexandra Primary School
- To provide the highest standards of education through effective teaching and learning for all pupils with a broad, balanced and personalised curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, sexuality, special educational needs, religion, culture or ability.
- To encourage and develop independent thinking, life-long learning, self-esteem and confidence, alongside respect and support for others.
- To develop the role and understanding of staff and pupils of self-responsibility as well as the confidence to recognise behaviours which are not acceptable and to challenge them e.g. their role as a bystander.
- Provide a safe, caring, happy and stimulating atmosphere.
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with the wider community.
- To create a school ethos that encourages children to disclose bullying incidents. We are a 'telling school".
- To raise awareness in the school community of what bullying is and that bullying is unacceptable behaviour.
- To support those who are affected by bullying behaviour and for those involved in bullying behaviour.

Positive Behaviour Management and a Solution Focused Approach

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example; staff have a responsibility to set a good example regarding developing positive relationships and managing behaviour consistently and fairly as well as ensuring that the rules are followed.

Being solution focused means looking at solutions instead of problems. Staff with a solution focused approach to behaviour management proactively seek out strategies to bring out the best in their children and aim to help them overcome barriers to learning, helping to transform the 'battle' of behaviour management into a collaborative process, with pupil and staff on the same team. It also means focusing on the positive attributes of a pupil, instead of the negatives. This can help grow pupil's confidence and make learning a more positive experience

An effective whole school policy requires:
- Consistency- everybody to follow it
- Supportive structures for staff and pupils
- Good classroom management and practice

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- Positive relationships
- Motivating steps to achievement
- Encouragement and success

We are a 'Stay on Green' school which is the ethos behind our whole school Behaviour Policy:

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules and "Stay on Green" are noticed and rewarded.

The system allows for the following:

• A consistent approach that can be used by all staff

• Whole class and individual reward system

• Least intrusive approaches are used to manage behaviour

• Teaching of specific behaviours and routines

Rewards

The following colours are positive reinforcement:

Green Praise

Silver Praise and a silver sticker

Gold Praise and a gold sticker.

Consequences

Teachers use least intrusive skills to redirect behaviour. If they decide to move a child's name to the orange or red they must be clear with the pupil what they are doing, and what the pupil can do to change this decision. At least one warning is always provided for pupils in between each stage. Teachers constantly help pupils make the right choices to move themselves back to green and beyond as quickly as possible.

The following colours are consequences:

First warning

Orange This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back green as soon as possible. Time out in the classroom.

Red Reflection Time out of the classroom for up to 10 minutes with an agreed parallel class. On successful completion of 'Reflection Time' the pupil moves back to green.

In some instances, where serious breaches of the behaviour policy have occurred, children may be sent to SLT. Behaviour will be logged on Bromcom & circulated to key staff.

Restorative Justice

Alexandra primary is a "rights respecting" school and our work is linked to the UN Rights of the child. This work underpins our philosophy and our teaching. The rights are displayed in every classroom and referred to during the school day and in assemblies.

A core strategy for promoting positive behaviour at Alexandra Primary School is that of Restorative Justice. We believe that it is best achieved by focusing on the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected. Staff have been trained in restorative justice and use this to unpick issues that have arisen. Staff have lanyards with the language prompts to help them resolve the problems.

School systems for promoting positive behaviour

Class marble jars	To be started in the Reception Class when the teacher thinks it is appropriate. When the class as a whole is behaving well, the teacher or other adult will award a marble at the end of the session. This signals to the children that they are behaving well. Marbles can also be earned for lining up well for the SMSAs, coming into assembly quietly etc. When the target number of marbles is reached (25 for Rec & KS1, 30 for Years 3 and 4 and 40 for Y5 and 6) they can negotiate a "treat". This might be an extra playtime, a picnic in the garden, a trip to the park or a choosing time. All staff should aim to achieve a treat at least once per half term.
Star of the week Nursery- Year 6	Each week, 2 children are chosen from each class for behaving in a positive way or working well. These children are praised in assembly and known for the week as the stars of the week. They have a certificate to take home. Teachers should keep a central list of their stars of the week.

Silver/Gold Stickers	These are awarded daily for positive behaviour and achievements in work.
Other ways	• Circle time • Explicit praise for the behaviour/ learning • A "thank you" Showing good work to another class • Visit to senior teachers including phase leads
Informing parents	• A post card home (3 a week to send home on a Friday) • Regular informal and formal communications with parents

Sanctions for inappropriate behaviour

- A verbal explanation and discussion about why the behaviour is inappropriate behaviour.
- Child modelled how to apologise and child moved from the green area of the behaviour chart to the orange.
- Second warning given child moved from the orange area of the chart to the red and is given time out from the activity

The most effective behaviour management is one which notices where good behaviour is occurring and promotes it. Response to any behaviour should be aimed at maintaining the culture and expectations of the school. All staff have an active responsibility to intervene at any point where behaviour is deemed to be inappropriate.

Consequences/Sanctions

The consequences of breaking a rule are the same for all children. It is important that there is consistency in the application of the consequences. The consequences must be applied in the following order:

1. Warning/verbal reminder/name on the board

2. Moving to Orange on the 'Stay on Green' chart and given time out from the activity

3. Moving to Red on the 'Stay on Green chart'. Sent for time out with parallel class or Phase Leader. The class teacher will record the child's name on Bromcom with details of the behaviour incident.

4. Teacher's should communicate with parents if a child has exhibited behaviour that was recorded on a Bromcom.   This must be recorded on a yellow parental contact form. Teachers must also keep a log of the number of times each child has behaviours of concern recorded on a blue form.

5. If a child has three serious incident letters sent home (determined and agreed by SLT) the child will have a half day internal exclusion. If a child continues to display negative behaviour regarded as serious incidents the stepped approach will repeat and may result in an escalation of the length of internal exclusion and possibly a fixed term exclusion.

Serious incidents or repeated low level behaviour to be recorded on Bromcom and communication had with parents.

Vulnerable Pupils

During their time at school, some pupils will require extra support in managing their behaviour. For those children we put the following in place.

- Social skills groups for children who present particular difficulties.
- Mentoring by SLT through behaviour chart system
- Restorative justice meetings for pupils facilitated by the Learning Mentor/ SLT
- Re-integration meetings with pupils returning from exclusion
- Organised/'Zoned' playground activities with adult led and supervised team games as well as resourced quiet areas
- Alternative play opportunities (Chill Out Club) at lunchtime for children who find the long period difficult.
- Engaging with outside agencies for support.

In some cases, pupil's behaviour will be tracked daily on a behaviour support form that is signed by SLT and logged. This information will allow staff to have a full picture of the behaviours and will contribute towards:

• Individual Behaviour Plan

• Pastoral Support Programmes

• Support from the Alternative Provision

If a pupil is excluded from the school, this will be undertaken within the Haringey Exclusion Guidelines. On returning to the school, a plan will be developed to support the pupil's reintegration into the classroom.

Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it may in certain circumstances need to use approved methods of physical restraint with some pupils. This is only if the child is at a danger to themselves or others. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted. After any restraint has taken place the incident must be recorded and shared with parents.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

- All staff have an active responsibility to intervene at any point or any stage where behaviour is deemed to be inappropriate. The Head teacher can undertake exclusions.
- Internal Exclusion requires a student to be excluded from all contact with classmates during the school day including break times & assemblies and to be supervised by a member of SLT with the parent or carer formally informed of the actions.
- The School has adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, academies and pupil referral units in England (September 2017). We refer to this guidance in any decision to exclude a child from school.
- Only the Head Teacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head teacher excludes a child then they will inform the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head teacher will also write to parents informing them that their child has been excluded.
- The Head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- The Governing Body has a disciplinary committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

The Child's Responsibilities

The expectations and rules of Alexandra Primary School are displayed in each classroom. These rules are regularly explained and discussed with children.

Behaviour Outside of School
Alexandra Primary School expect pupils to represent the school positively in the local community and whilst on school trips. Our behaviour code applies to off-site trips and visits. Upholding our school values and positively representing our school whilst in our community is very important.

Staff Responsibilities
Staff ensure positive learning behaviour through:
Implementation of best practice in learning and teaching:
- Quality first teaching (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning as well as lessons which are in process.
- Marking which provides feedback that encourage positive learning and 'can do' attitudes as well as marking dialogue between teacher and pupil through blue and green pen questions

- Avoiding an over reliance on 'time out' in other classrooms as this admits a teacher's inability to cope, undermines their authority, severely restricts learning opportunities and quick re-integration and can cause greater disruption to other classes.
- By utilising a variety of positive redirection techniques (see Appendix) e.g. choice direction e.g. 'You can either complete this work now or you can complete it at playtime, it is your choice.'
- By supporting students by exploring their feelings. "What is stopping you from…? Is it difficult for you now…? What would help you to do the right thing…?"
- By taking pupil concerns seriously and applying the school's policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this, is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the school community by:
- Explaining to your child what school is for: a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- Upholding our school values and positively representing our school whilst in our community.
- Helping your child with his/her learning: This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources (books are expensive and we may have to charge up to £5.00 to replace damaged or lost books)
- Attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- Sending your child to school, every day, on time. If he/she is not well enough to come, make sure you inform the school and ensure that he/she returns at the earliest opportunity.
- Sending your child to school ready to learn: Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- Communicating with the school any special medical needs: Or any special circumstances at home that may affect your child's learning.
- Supporting the school. Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- Understanding that children also learn from watching the behaviour and actions of their parents and siblings. If the parent/carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents/carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.

Please note: During the school day all parents, carers and visitors must report to the school office before contacting any other member of the staff or children. It is not acceptable for parents to approach staff when they are teaching. Equally, it is inappropriate for parents to approach support staff directly about their child's behaviour without first consulting the class teacher, Deputy or Head teacher. Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development, it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.
It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform the designated safeguarding lead (DSL).

If a child discloses inappropriate sexual behaviour involving other children or adults it is **the legal duty of the adult** to inform the Designated Safeguarding Lead immediately.
Concerns about sexualised behaviour may result in a referral to Children's Social Care/Police Services

Pupils with Special Educational Needs & Disabilities

To be fully inclusive, the school expects the same standards of safe and respectful conduct from all of its pupils. This behaviour policy applies to all pupils who attend the school however, the school acknowledges its duty not to discriminate on the basis of special educational need or disability and that it has a duty to make reasonable adjustments to ensure that all children are included and receive their education entitlement. For children with additional needs who present behavioural challenges, the school will additionally seek the support and advice of

external agencies. Reasonable adjustments may include changes to timetabling, to the received curriculum and the provision of resources and scaffolds such as visual timetables and additional adult support.

Bullying

Bullying can happen anywhere, however it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

What is bullying?

There is no legal definition of bullying, however, the DfE defines bullying as behaviour that is:
- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:
- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The Anti-Bullying Alliance defines bullying as:
- Intentional, repetitive or persistent
- Hurting of one person by another, where the relationship involves an imbalance of power

At Alexandra Primary School, we encourage the children to understand that when an unkind act happens **S**everal **T**imes **O**n **P**urpose or **STOP,** then it is bullying.

Bullying can be physical, verbal or emotional by a single person or a gang.

There are four main types of bullying. All of these types of bullying can take the form of Homophobic/Racist/Ability or gender based bullying:
- Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad
- Physical: Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact
- Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider
- Cyber: This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails

Appendix One

Strategies to help children 'Stay on Green'
It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices.

The following is a list of positive redirection tactics, from least to most intrusive:

- **Tactical ignoring** -For short period of time.
- **Tactical pausing**- Pause, emphasises attention and focus.
- **Non-verbal cue** - A clear, discussed cue that gives message.
- **Name reminder**- Integrate name into teacher talk.
- **Proximity praise**- Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- **Behavioural direction** - Use name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief.
- **Rule reminder** - Could ask a question 'What is our rule for……………?'   When………..then………….. Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- **Partial agreement** - Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think……….. but I would like you to…….
- **Stuck record** - I would like you to………… The rule is……………….. Direct question 'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- **Directed choices**- Within known rules or routines- refer back to rights roles and responsibilities.
- **Assertive comment** -direction / command.

Appendix 2

Behaviour management strategies

Praise and rewards	**Making Rewards Work** **Guidelines for effective use of rewards** When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage.Whenever a child is rewarded explain what they have done to earn it. **Again and again and again**- particularly to begin with reward the target behaviour every time it occurs. Keep the delay between behaviour and reward to a minimum. Start on a winning streak. When starting a reward system pick situations where the target behaviour is more likely to occur and the problem behaviour is less likely. Start with low standards - lots of rewards for a small change. Keep delays between behaviour and reward to a minimum to begin with. The pay-off for "being good" should be greater than for "being bad". If the target is a specific action of brief duration reward every occurrence (e.g. complying promptly to a request). If the target is a continuous performance (e.g. being 'on task') reward at frequent intervals. Gradually increase the interval or reward, perhaps 2 in 3 instances of the target. Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done. Emphasise what the child has done has had some good effects (e.g. made another child pleased). Emphasise how the child feels good/proud/pleased to have done something so well (i.e. "you really feel pleased with that, don't you, Jackie", not "I'm pleased with what you've done, Jackie").
Ignoring unwanted behaviour	Definition: ignoring is a deliberate decision to withhold reactions (especially attention) as a consequence of child's behaviour. It is often used with low level undesirable behaviour **Principles which should govern the use of ignoring** Usually most productive when a child may be deliberately "winding up" staff in order to gain adult attention. Consistency - staff need to be confident they can ignore longer than the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e. behaviour which is only occasionally rewarded lasts longest). Consensus - all staff need to follow the same policy. New staff need to learn at what level existing staff have set their "filters". Begin when it is likely to succeed, e.g. when there are other interesting activities (distracters) going on.
Ripple effect	Praise the good behaviours that you want to see in the classroom.
Restorative Justice	Initially use restorative justice with a child when you are reasonably confident you can obtain success with the child: ❖ relatively minor incident ❖ child not very excited already ❖ element of surprise to child ❖ other staff ready to support verbally (in some circumstances modelling alongside the child)
Plan for misbehaviour	Look at your classroom seating. Should it be changed? Arrange desks so that you can walk around the room - have easy access to all children
Take control	Try to ensure mobility around the room, give bits of your lesson from where they sit, also from the back - not obviously (over-control) -move around a bit. Or from time to time just move around the classroom and just stand near any child/children causing concern.
Catch them doing it right	Discipline from the positive not the negative. Take away their need to act out in class. Acknowledge something they're doing well e.g. "I see you've got that maths problem right – Great!". Be smart – give them no cause to disrupt your lesson, rather to come back on task because they feel okay about you.
Least intrusion into the lesson	Don't make a big deal out of it. Remember they're not doing it to get at you – they're just doing it because they feel like it. (Although if you go over the top in your response – they'll continue as it's fun to get such heavy reactions to something minimal).
Use non-verbal messages	Maintain firm eye contact at times, raised eyebrow, gestures- so they know that you know what they're up to. Send a non-verbal message of disapproval but also one of no fuss.
Don't get hooked in	… unconsciously they're either seeking attention, checking out if they can take control here, – would love a power struggle, or maybe they want to impress their peers – all unconscious goals of misbehaviour, –gives them a sense of belonging. – I'm the cheeky one, the naughty one and any such response to these will reinforce the goals of misbehaviour. Just refuse to play a game. You're the teacher. All children push the limits. Acknowledge this and refuse to get hooked-in.

Managing attitude	If some concern on your part, take one child aside, preferably the leader and send a clear "I" message e.g. "When people mess around in class, I am concerned. No attention = low marks. I don't want that to happen to you. OK!" **NOTE**: As you've been heavily reacting to their behaviour – and you're going to change your response – you may find they'll push you– just to check if you're for real. Stay calm. You are the adult. Keep focusing on catching them when they do "it" (anything), right. They just need a gentle reminder and divert by catching them doing it right. No fuss.
Defusing	Defusing is a way of working in a non-confrontational manner. It involves taking away triggers which can cause challenging behaviour. The member of staff concentrates their skills and energies on minimising or removing the causes of challenging behaviour. Intervention is focused on reducing the anger and upset and therefore interrupting the patterns that are likely to lead to challenging behaviour. Some of the following suggestions may be helpful: - 1. Calm the situation by giving help and reassurance. Ensure that the situation does not escalate by not confronting the pupil. 2. Address the causes of the behaviour by removing or at least reducing them. 3. Help the pupil to learn to deal with the triggers themselves, for example by giving them the time and a place to calm down and enabling them to remove themselves from the situation. 4. Distract the pupil by offering them the choice of available activities. These need to be reasonable and accessible alternatives. The pupil needs to have control in making a real choice. They should not be merely directed to do another convenient activity. 5. The adult needs to behave reasonably. If a pupil's request is reasonable in the situation then the adult should respond.
Assertive behaviour	**To be assertive is to be:** ❖ calm ❖ unemotional ❖ use a lot of eye contact ❖ give praise and do these methodically **Not to be assertive is to:** ❖ react ❖ beg ❖ plead ❖ show emotion ❖ show inconsistency

Appendix 3

Sentence stems for Restorative Justice

- What happened?
- What were you thinking?
- Who has been affected?
- What needs to happen to put things right?
- What are you going to do differently next time?

Appendix 4

Strategies to use to deal with bullying

Be assertive
A pupil is being disturbed by another pupil who is talking while they are trying to work. From the statements below, which is the best response?

"Shut up or I'll hit you" This is AGGRESSIVE. Using sarcasm and mocking others is indirect aggression.
Suffer in silence. This is PASSIVE.
"I would like you to be quiet." This is ASSERTIVE. Here you say what you want, in a direct way.

The best responsive is the assertive response. If you are being called names, teased or mildly provoked then reply in a clear voice "I don't like it when you do that. I want you to stop"

Assertive body language
If you slouch, shrink or look threatening you won't get a good response. Instead stand upright and look the person in the eye, have your expression neutral and keep your arms relaxed or in your pockets.

Resisting threats
If you are being pressured to do something then you can choose to say "No " or "No I don't want to!" Keep quietly and firmly repeating this. Walk away if you can.
Broken record technique
Somebody wants to borrow your bike and keeps trying to persuade you. You could keep repeating the same phrase "I don't lend my bike" and repeat this over and over in response to any threats or promises.

Responding to name calling
Use a technique called "fogging." Say in an even voice, "You might think so," "possibly," "it might look like that to you," or "so?"

Enlist support
Invite others, pupils, friends, who are near to you to come and help. Think about who could be supportive.
You could say loudly to catch attention "Look what they are doing!" "It's not fair!"

Leave the situation as soon as possible
Walk away confidently and unhesitatingly, having looked them in the eye.

Then tell an adult at the earliest opportunity. Remember we are a "Telling school!"

Appendix 5

A Stepped Approach

Stage 1: Reflection time/ time out in own classroom.

Stage 2: Reflection time in partner class.

Stage 3: Reflection with SLT. Name recorded in Stage 3 behaviour file. Letter sent home to parents, phone call & meeting.

Some behaviours may result in immediate Stage 3: for example, fighting, racist comments, sexist comments, homophobic comments, intentionally hurting an adult or peer.

3 Stage 3 incidents recorded in a half term = half day internal exclusion

Three serious incidents (Stage 3s) result in a half day internal exclusion.

If reoccurring, exclusion may also be increased in length or become fixed term exclusions.
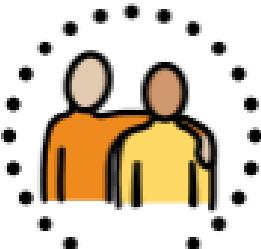
Appendix 6

Focus language on expectations

These to be displayed in classrooms and used when discussing behaviour, either praising positive behaviours or reminding children of the behaviour expectations.
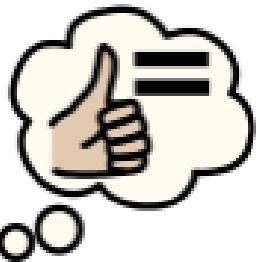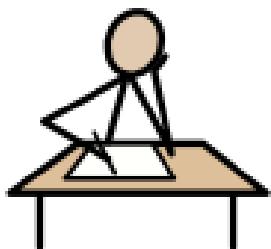
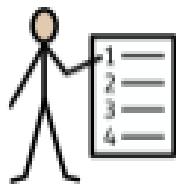|	
respectful	listening
safe	ready to work
follow instruction	try my best

Appendix 7

Sanctions ladder

Stage	Behaviour	Appropriate Sanctions	Comments
1 - less serious	Calling out Getting out of seat & moving around classroom Running in the school building Interrupting other pupils Silly noises Pushing in the line Talking during silent work Minor playground incidents Eating sweets in school Unacceptable work Accidental damage through carelessness Cheeky comments Minor challenge to authority Minor, non-directed swearing Repeatedly annoying other children Playground conflict Being in a building unauthorised	Eye contact Reminders Verbal reprimand Statement of inappropriate behaviour and consequences for repeating it Change of seating Use of in class behaviour system (e.g. moving to warning) 5-minute playground cooling down Tactically ignore Separation from the rest of the class within classroom (timeout) Writing a letter of apology during break time (with class teacher) 5 – 20 minute lunchtime detentions to complete unfinished work Complete pupil behaviour reflection with CT/phase leader/AHT 5-minute playground time out Repair/clean up of damage	Not recorded No other staff members involved Staff on duty deal with playground incidents After 3 repetitions within a small time frame, move to Stage 2
2 - more serious	Repeated Stage 1 behaviour Refusal to work Deliberate disruption Spitting Throwing small objects with intention of harming or breaking them Harming someone with intent Damage to school or pupil property Leaving class without permission Repeated refusal to do set tasks Rudeness to adult's Bullying (including cyber bullying) Serious playground incident (targeted physical harm)	5 – 20 minute lunchtime detentions to complete unfinished work Contact with parents by class teacher Learning mentor supportSeparation from the rest of the class for a session or half day Lunchtime detention including completion of behaviour reflection Behaviour chart monitored by SLT and a copy sent home at end of week to parent Withdrawal from whole school events e.g. trips	Repeated incidents within a short time frame to be reported to phase leader Incidents recorded on Bromcom Parental contact recorded on Bromcom Report to DHT if repeated incidents within a short time frame

3 - extremely serious	Repeated Stage 2 Behaviour Offensive name calling or directed swearing at another child or adult Repeatedly leaving the classroom without permission Fighting in the classroom Playground incident (repeated intentional physical harm) Throwing large dangerous objects Serious challenge to authority Verbal abuse or swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, locality Vandalism or graffiti Stealing Persistent or serious bullying including cyber bullying Racist or homophobic incidents Truancy Malicious or inappropriate use of technologies Extreme violence Verbal or physical abuse to any staff Running out of school Possession of a weapon considered dangerous Possession of illegal drugs or substances portrayed or believed to be a danger to pupils' wellbeing	Formal contact including meeting with Possible recompense for damaged property from parent Behaviour chart monitored by SLT and a copy sent home at end of week Possible denial of technology access rights Lunchtime detention including the completion of behaviour reflection Withdrawal from whole school events e.g. trips Suspension from site at lunchtimes Removal from classroom for an identified fixed period Stage 3 letter sent home Referral to behaviour support unit Possible managed move to another setting Possible fixed term exclusion Immediate fixed term exclusion Permanent exclusion	Immediate involvement of DHT or HT Incidents recorded on Bromcom Parental contact recorded on Bromcom SEND assessment Involvement of outside agencies e.g. CAMHs / Behaviour plan agreed including support of learning mentor Behaviour chronology and allocation of key Senior Leader to be key point of contact