



BEHAVIOUR POLICY (including Anti-Bullying)

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INTRODUCTION

Poverest Primary School's mission is to encourage, inspire, and challenge children to learn, grow, and succeed together, ensuring every child reaches their full potential for life beyond primary school. The school's core philosophy is that all behaviour is a form of communication, influenced by context and relationships between children and adults. Recognising that there is always a reason for a child's behaviour - whether expressing confusion, anger, or understanding of rules - the school is committed to working together to uncover the underlying needs driving challenging behaviour and address them.

OUR AIMS

We believe a consistently applied Behaviour Policy is crucial for promoting teaching and learning by establishing a safe environment for all to learn within

- To create a comprehensive behaviour policy that is embraced and implemented by the entire school community - parents, teachers, children, learning support staff, lunchtime supervisors, and governors - focusing on community spirit and shared values.
- To implement supportive initiatives that foster a nurturing, family-oriented environment where teaching and learning thrive in a safe and joyful setting.
- Through the school curriculum, we will teach values, attitudes, knowledge, and skills. This approach will promote responsible behaviour, encourage self-discipline, and foster respect for oneself, others, and property in children.
- To encourage children to take responsibility for their behaviour, be honest, admit mistakes, and suggest ways to make things right.
- To encourage positive behaviour rather than to simply punish inappropriate behaviour, by providing a range of rewards for children of all ages and abilities.
- To clearly explain to children the difference between minor and serious misbehaviour and the corresponding range of consequences that will follow.
- To address issues as they arise with compassion, aiming to improve behaviour.
- To integrate reflective practices into every aspect of school life.

PRINCIPLES OF BEHAVIOUR

- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to recognising good behaviour and mutual respect.
- Whole school approach to behaviour with clear values.
- It is expected that all adults (staff and volunteers) will set excellent examples for the children.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a child's behaviour, we will share the strategies we use with parents and what works for them at home, working on an active partnership to promote good behaviour.
- Strategies may be recorded in an Individual Support Plan that will be discussed with all staff working with the child, the child himself/herself and with parents.
- As the staff of the school, we will constantly seek to inform ourselves of good practices and strategies to improve behaviour and attitudes further.
- This policy outlines a whole school approach while giving due regard to individual circumstances.
- Opportunities for positions of responsibility for children (e.g. Class Ambassador, School Council, Eco Warrior, Reading Buddies, Peer Mediators, Librarians) and recognition for non-academic achievement.

EXPECTATIONS

The school community, including staff, children, and parents, is responsible for reinforcing positive

behaviour and should be aware of the high standards of behaviour expected at all times.

Children

To take responsibility for their own behaviour, and follow the school behaviour expectations at all times. We expect the children at Poverest to:

- Behave properly at all times in and outside of the school environment
- Represent the school when in public and follow the school values
- Treat others with respect
- Speak politely to others
- Aim for full and timely attendance
- Take care of all equipment and buildings

Parents

At Poverest, our staff will ensure that parents are regularly informed about their children's academic progress and any concerning behaviour issues. For the best outcomes, a positive partnership between home and school is essential. We expect parents at Poverest to:

- To ensure their child attends regularly
- To ensure their child is prepared for the school day with all the necessary equipment and correctly dressed for the day's activities
- To support the school's rules and policies
- To keep the school updated with anything which they believe might affect their child's progress
- To take an interest in their child's school work
- To attend parents' meetings to gain insight into their child's progress
- Not to take holidays during the school term
- Work in partnership with the school to maintain excellent standards of behaviour and inform the school about any changes at home that could impact learning or behaviour in school
- Act as role models in every interaction
- Follow social media guidelines so that children are kept safe

Staff at Poverest

At Poverest, each member of staff has a responsibility to:

- Ensure children are regularly reminded of the behaviour expectations and consequences
- Care for children in their class and teaching groups
- Ensure that there is a fair and consistent approach towards behaviour and discipline
- Implement school rules on uniform and behaviour
- Ensure equality of opportunities for all
- Report progress, achievements and concerns to parents
- Meet parents to ensure the best possible education and welfare
- Challenge children to achieve higher standards academically and to develop greater involvement in extracurricular activities within the school and wider community
- Be responsible for ensuring that the policy is implemented in a fair and consistent manner
- Be positive and remember that behaviour has to be taught - not assumed
- Implement and follow the **PROUD** values at all times

Senior leaders at Poverest

Senior leaders will not always address a behavioural referral alone. Instead, they will work alongside colleagues to support, guide, and model consistency for the children. Senior leaders at Poverest will:

- Take time to welcome children at the start of the day
- Be a visible presence around the school and especially at transition times
- Celebrate staff and children whose efforts go above and beyond expectations
- Consistently model good behaviour management practices

- Support all adults in managing children with more complex or entrenched negative behaviours
- Use behaviour data to monitor individual children, broader patterns of behaviour, and to target and assess school-wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies.

OUR SCHOOL VALUES

PROUD

Polite

Respectful

Open Minded

United

Determined

How We Behave:

- We are Polite and considerate of other people.
- We are Respectful - We show care and consideration for someone or something.
- We are Open-Minded - We will learn to think for ourselves, ask questions and be ready to learn.
- We are United - We will work together to provide the best opportunities for all.
- We are Determined - We will be determined to succeed.

All children and staff are expected to follow the school's values, and all staff and adults in the school will positively promote these values. The children will be taught what these values mean and what they will look like in practice.

OUR PRACTICE

PROMOTING GOOD BEHAVIOUR (REWARDS & CONSEQUENCES), PRAISE AND REWARDS

Day-to-day practice:

- Verbal praise in class and walking around the school
- Verbal feedback about work.
- Written remarks about work.
- Showing work to other children in the class.
- Showing work to another teacher.
- Showing work to the Headteacher.
- Informing parents.
- Certificates for achievement in Athletics, Numbots, Spelling Shed etc.
- Star of the Week Certificate - children have afternoon tea with the Headteacher and Buddy the school dog.
- Dojo Points - Dojo Champions per class
- Whole school house point system
- Good to be Green rewards: 'Good to be Gold'/'Platinum Poverest) cards
- Class teacher incentives

THE DOJO SYSTEM

Class Dojo is a behaviour management tool for the classroom. Each child has a profile – complete with their own avatar – to which teachers can assign positive and negative points (or 'dojos') throughout the lesson. Families can connect with teachers and communicate privately. It can also be used to monitor and manage positive and negative behaviours, increase children's engagement and interaction, and build classroom culture.

The children can earn Dojo points for effort in class, for learning and for showing any of the school's values. At the end of each week, a child from each class who has accumulated the most Dojo points in the week

will receive the 'Dojo Champion' award in the weekly celebration assembly.

WHEN THINGS GO WRONG

Common reasons for children making poor choices may be:

- Something outside of school which is affecting their emotional well-being
- Not understanding what is expected of them
- Work that is too easy or too hard
- Unfamiliar adults
- Changes in routine
- Not yet having the skills or self-regulation needed to be part of a large group
- Underlying special educational or mental health needs that are not being met
- Not being able to access the curriculum because there are gaps in their learning
- A need for attention from adults that is not being met
- Not feeling connected to other children or adults in school
- Friendship issues or bullying.

When a child reaches step 4 or step 5 of the behaviour chart, a record is kept on the school's MIS (Arbor). We understand that children who can behave appropriately at school are important role models for others. All staff must be aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSIE 2026).

At Poverest Primary School, we recognise that some children in the mainstream setting may have Special Educational Needs and Disabilities (SEND) that require tailored support. For these children, a personalised Behaviour Plan will be developed to address their unique needs and circumstances. This Behaviour Plan will outline specific strategies and interventions that may differ from the standard Behaviour Policy steps, ensuring they are appropriately adapted to support the child's learning and emotional well-being.

INFORMAL STRATEGIES

While it is important to document persistent or serious misbehaviour, every child should feel that each new day provides a fresh start. Parents should be kept informed and encouraged to collaborate with the school at all stages. It is the responsibility of the class teachers and the Behaviour Lead to facilitate this process as soon as possible.

For sanctions to be effective, they must be applied consistently and understood by everyone involved. The certainty of a sanction, along with a clear understanding of when and why it may be imposed, can often serve as a strong deterrent. If a child consistently faces sanctions for the same behaviour over time, or if a pattern of misbehaviour emerges, the Class Teacher, Behaviour Lead, or Senior Leadership Team (SLT) will work with parents to explore possible solutions. These may include creating an Individual Behaviour Support Plan or making referrals to external agencies to assist with behavioural issues.

Behaviour steps in the classroom (Mainstream)

At Poverest, we use the '**Good to be Green**' behaviour system. This is a positive behaviour management approach that promotes high standards of conduct, recognises and rewards pupils who consistently make positive choices, and supports staff in monitoring and addressing behaviour that does not meet the school's expectations.

The system is highly visual and uses child-friendly resources, enabling the children to clearly understand their behaviour choices throughout the day. It reinforces the message that positive behaviour is expected, recognised, and celebrated, while providing clear and consistent consequences when behaviour falls below expectations.

Step one	1st non-verbal cue warning - this allows the child the opportunity to turn their behaviour around.
Step two	2nd verbal warning – the child is then spoken to, explaining how they are not meeting the expected behaviour at Poverest.
Step three	3rd warning - the child will receive a 'Yellow warning' card. If the child receives this, they will then be moved to a less distracting place in the classroom. The child can earn their green card back if they show the expected behaviours.
Step four	4th warning – The child will receive a red 'Consequence card'. The child is to be sent to the paired class for a time-out of 15/30 minutes. Staff are to complete a behaviour log on Arbor reporting the behaviour. Once this is complete, the parents/carers must be informed.
Step five	Time in the reflection room, and parents/carers are contacted again.

If the child is still displaying the same unwanted behaviour after all of these steps, the child is to be sent to a member of SLT.

THE ORCHARD (ADDITIONALLY RESOURCED PROVISION) AND CHILDREN WITH A SEND

At Poverest, our goal is to provide excellence and choice to all our children, regardless of their abilities or needs. We hold high expectations and aspirations for every child. We strive to achieve this by removing barriers to learning and participation. The children in The Orchard (ARP) engage with a tailored curriculum while also having numerous opportunities to participate in the wider school community.

In The Orchard, we aim to foster a culture of good behaviour that creates a calm environment, ultimately benefiting children and enhancing their learning.

The Orchard staff will anticipate likely triggers of misbehaviour and provide appropriate support following their Individual Behaviour Support Plan. When a child is identified as having Special Educational Needs and Disabilities (SEND), staff should assess whether the child understands their behaviour and determine if it is appropriate to impose a sanction. If sanctions are applied, staff should consider what support to provide afterwards. The graduated approach should be utilised to 'assess, plan, do, and review' the effectiveness of the support given to children with SEND. The school will strive to anticipate potential triggers for undesirable behaviour and implement strategies to prevent these occurrences.

Children with SEND in mainstream settings will continue using the 'Good to be Green' behaviour system, which will be adapted to include strategies for self-regulation.

Preventative measures include:

- Short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for a long period of time
- Adjusting seating plans
- Adjusting uniform requirements for those with sensory issues
- Allotted time in the calming room/Sensory room
- Using the Zones of Regulation to help understand the needs of those with SEND
- Visiting the Therapy Dog

Children with SEND in the mainstream part of the school will also benefit from some of the preventative measures provided to the children in The Orchard.

ZONES OF REGULATION

At Poverest, children are taught about the Zones of Regulation and are regularly encouraged to use them to develop and apply effective self-regulation strategies. These strategies are introduced and explored during PSHE lessons, as well as reinforced during time spent in the Reflection Room. The Zones of Regulation framework is divided into four distinct zones, each designed to help children identify, understand, and manage their emotions and behaviour.

Blue Zone: The Blue Zone portrays down feelings and low energy levels, such as when someone feels bored, sick, tired, or sad.

Green Zone: The Green Zone depicts calmness and the feeling of being in control. A person in the green zone may be described as content, focused, happy or ready for learning. Green is considered the zone with optimal learning.

Yellow Zone: The Yellow Zone describes a person with additional levels of energy and elevated emotions, but remains in more control. An individual may be facing nervousness, wiggles, silliness, excitement, anxiety, frustration or stress within the Yellow Zone.

Red Zone: The Red Zone demonstrates strong emotions and extraordinarily high energy. A person is said to be in the red zone when they are feeling angry, elated, terrified, out of control, devastated or enraged. The whole-school understanding of the Zones of Regulation supports children with SEND.

LUNCHTIMES

At Poverest, we are committed to providing children with positive, constructive opportunities for recreational activities, physical exercise, and meaningful social interaction. We aim to create a safe, secure, and nurturing environment where all children feel happy and supported. The school is dedicated to addressing incidents consistently and fairly, with a strong emphasis on restoring relationships and helping children learn from their experiences.

All accidents/incidents that involve physical injury should be logged by the member of staff at the First Aid station (Please refer to the First Aid Policy). Any unresolved incidents (e.g., refusing to eat, unresolved argument between children) should be reported by the appropriate Play Leader to the class teacher before the children enter the classroom. This should be done discreetly and out of earshot of the children.

During Break and lunchtimes, the following steps must be followed to ensure a consistent and fair approach towards behaviour.

- Step one** - 1st verbal warning - this allows the child/children the opportunity to turn their behaviour around.
- Step two** - 2nd verbal warning - the child/children are told to have a 5-minute cooling-off period by standing with an adult or on one of the benches.
- Step three** - 3rd warning - the child/children are taken to the Reflection room for a longer period of time, which will allow them to reflect on the issues that occurred during their break/lunchtime.
- Step four** - 4th warning - If the child returns to the playground and the issues occur again, they will be sent to a member of SLT.

However, in rare instances of extreme crisis, staff at all levels can use their professional judgement to decide if it is reasonable, proportionate and in the child's best interest for an immediate exit from the playground, school field or dining hall. In this instance, a member of the SLT must be called for support.

PEER MEDIATORS

Peer Mediators submit an application form detailing why they want to be a Peer Mediator (PM), what qualities they have and how they would deal with certain situations. Parents will need to give written permission, and the child will also need to sign a contract. Training will be given by a third party over four weeks. The children will then go on a weekly rota where they will be expected to complete one morning

play/lunch play duty each week, the PM's interests at play/lunchtime will be discussed and worked around. They will be introduced to the children through an assembly, and their role will be explained. The PMs will wear an identifiable tabard and carry around a set of questions to prompt them with the correct language to use with the children to get the best solution to the problem.

The Peer Mediators, who are children from years 5 and 6, will be supported by our Nurture Lead, Mrs Dale, and they will have monthly meetings where they can talk about what is working well and how to change the things that are not.

THE REFLECTION ROOM

This is a safe space where children are sent to reflect on their own behaviours and how these unwanted behaviours are affecting their learning, friendships with peers and relationships with teachers and other staff around the school. The children will be asked to complete a reflection sheet, and this will be talked through with the adult on duty. Not all children who go to the reflection room have shown unwanted behaviours; some may be there to help the adults understand what happened or may have been on the receiving end of the unwanted behaviour. The duration of a child's visit to the reflection room depends entirely on the nature and complexity of the incident being resolved. Our framework prioritises restorative justice principles to address the root cause of conflict, repair relationships, and help children reflect on their choices. The primary objective is to achieve a positive resolution that allows children to safely and promptly return to their lunchtime play. Only children who have engaged in the unwanted behaviour will have their parents contacted. Details of the children being sent to the Reflection Room will be recorded, and the Behaviour Lead will look for any trends and offer support where needed.

If a pattern of behaviour continues, then the Class Teacher and the Behaviour Lead will work with parents to explain options, which may include an individual behaviour support plan or referrals to other agencies to support behaviour.

As a last resort, if all other strategies have been exhausted:

- Internal exclusion
- Suspension
- Permanent Exclusion

All three will be arranged by the Headteacher or the SLT in charge in his absence. Please see the separate policy on Suspension and Permanent Exclusion for further information.

CHALLENGING BEHAVIOUR / USE OF REASONABLE FORCE

Occasionally, some of the children within the mainstream and provision display behaviour which could cause themselves or others harm. The staff within the provision and mainstream have been taught to use distraction techniques, which usually prevent the escalation of the negative behaviours.

All children who show potential behaviours of concern have an Individual Behaviour Support Plan, which outlines the distraction techniques used, and parents are informed of this plan. If the distraction techniques do not work, then some members of staff are trained in positive handling. **This is only done if the child is at risk of hurting themselves, others or property.** All incidents are recorded, and the parents/carers are informed immediately.

Such interventions should only be made when they are likely to succeed. **Staff are not expected to use positive handling with a child if they put themselves at risk by doing so. There are named members of staff who have been trained in Positive Handling, and this is carried out yearly to ensure training is of a high quality. Whenever Positive Handling is used, a record is kept and saved on the Positive Handling Online Secure Drive.**

The decision to use positive handling can only be taken by a member of staff present at the incident who will be able to show that, unless immediate action had been taken, there were powerful indicators that

significant injury or serious damage would follow.

Any intervention used will always need to be in keeping with the circumstances, including age, competence and nature of the child and the potential risks involved.

Positive Handling should always be **a last resort** after all other strategies have been tried and failed, e.g. talking, listening, humouring, reasoning, distracting, diverting and cajoling. Physical intervention should always be preceded by clear, verbal instructions and a statement relating to the consequences of ignoring them.

BEHAVIOUR OUTSIDE THE SCHOOL PREMISES

Children are expected to follow the same behavioural expectations when outside the school on trips and visits. A separate behaviour agreement may be sought from children and parents for residential trips which include an overnight stay. Where behaviour does not meet the school's expectations, parents will be called to collect their child.

RESTORATIVE JUSTICE

Here at Poverest, we use the Restorative Justice system to support children who are having friendship difficulties or who are involved in conflicts or arguments which cause them distress. Firstly, we will teach them that disagreeing with people is a normal part of life and that learning to resolve disputes assertively is part of being a good friend and a good member of the school community. We do not believe that routinely telling children to apologise when they do not mean it, or telling them to avoid each other, is a constructive approach. We believe they need to learn to resolve their difficulties respectfully.

Restorative Justice involves the use of a script which adults and trained peer mediators use to prompt children to reflect on what has happened and also to discuss possible ways forward, ideally, things they have come up with themselves. We typically use Restorative Justice as a follow-up to a play/lunchtime dispute so that the children can think about what they need to do if a similar situation arises, and so that relationships can be repaired if needed.

Questions we will be asking the children:

- What happened? How were you feeling at the time?
- How have you been affected by what happened?
- What do we need to do now to put things right?
- What could you do if this happened again?
- Do you think you have done anything you need to apologise for?
- Do you feel that anyone here needs to apologise to you?

The Restorative Approach to dealing with unwanted behaviour will be followed and embedded throughout the school, focusing on the following:

Traditional/Punitive Approach	Restorative Approach
The focus is on: · Rule-breaking · Blame or guilt · Adversarial processes · Punishment to deter	The focus is on: · Harm is done to individuals · Responsibility and problem-solving · Dialogue and negotiation · Repair and move forward

And as a result:

· The needs of those affected are often ignored · The unmet needs behind the behaviour are ignored · Accountability = being punished	· The needs of those affected are addressed · The unmet needs behind the behaviour are addressed · Accountability = putting things right
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ANTI-BULLYING

The children at Poverest Primary School have many rights, and one of them is the right to be safe and be free from harassment and discrimination. This includes feeling emotionally stable and valued by all at school. We treat any act of bullying very seriously and have zero tolerance towards behaviours that inflict harm to another child, whether physical harm or emotional harm.

“Bullying is wilful behaviour (physical and emotional) which repeatedly and purposely aims to hurt, intimidate, frighten, harm or exclude another individual or group.”

Bullying can take many forms, targeted at:

- Racism
- Homophobia
- Gender
- Disability
- Religion
- Cyberbullying

There are three common aspects of bullying:

- It consists of deliberately harmful behaviour, i.e., name-calling, pushing.
- It occurs repeatedly over time.
- It is difficult for those being bullied to defend themselves. Bullying can have a lasting impact on children's self-esteem.

Bullying can take different forms

- Physical – hitting, kicking, pushing and barging into people.
- Verbal - name-calling, insulting, making offensive remarks.
- Racist - a belief or doctrine that inherent differences among the various human racial groups determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to dominate others or that a particular racial group is inferior to the others.
- Cyberbullying – Sending malicious emails or text messages on mobile phones, writing derogatory remarks about someone on Facebook, Twitter or other social media applications.

SIGNS AND SYMPTOMS

A child may indicate they are being bullied by some or one of the listed behaviours:

- Is frightened to walk to and from school.
- Begs to be driven to school.
- Is unwilling to go to school.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Feels ill in the morning.
- Begins to truant.
- Comes home with clothes torn or books damaged.

- Asks for money or begins stealing.
- Cries themselves to sleep at night.
- Has unexplained bruises or cuts.
- Stops eating.
- Bullies other children or siblings.

We explain to children that:

- Bullying is when a person or persons repeatedly use words, strength or actions to hurt them and make them unhappy.
- A bully is someone who deliberately uses words, strength or action to hurt someone when they know they cannot or will not stop them.

All staff are alert to the signs of bullying, and children are encouraged to tell their class teacher or another adult working in the school. This is shared confidence with other staff. Teachers always take bullying seriously and deal firmly with such behaviour. Victims of bullying will be reassured, offered further support, and their parents will be involved if necessary.

E-SAFETY AND LANGUAGE

We recognise that the use of technology and mobile devices creates situations in which children use language online or in text messages that are abusive and inappropriate, and which they would not use in a face-to-face interaction. We routinely teach children about being safe online (see separate policy on E-safety), and an important part of this is to teach them that there can be important differences in the way we respond to communications which involve technology. We teach them that it is easy to misunderstand another person when you do not have the non-verbal feedback you receive when you are with them, and that this may cause conflict to escalate more readily.

RACIST AND HOMOPHOBIC INCIDENTS

This needs to be challenged sensitively and with respect for children's home environments, but needs to be challenged nevertheless. We make it clear to parents that we will always challenge prejudice when we encounter it and that there is no place for it in our school. If children use racist or homophobic language towards each other, we will work with them in the first instance to ensure they are clear that what they are saying is hurtful and unacceptable, and allow them an opportunity to apologise. We believe education is the best way to combat these issues and to ensure that our curriculum is inclusive, celebrates multiculturalism, and promotes an understanding of difference. We encourage children to learn about their own and each other's cultural heritage. As well as through the curriculum, we use whole school assemblies, PSHE (which is taught every week in every classroom), our Values and Anti-Bullying Week to highlight to children the importance of showing respect for others, and we make it clear that the way we speak to each other is integral to this.

When a child has committed a racist or homophobic act, the school will use the restorative approach and make it very clear that this kind of behaviour must never happen again. If it is the second time they have committed a racist or homophobic act, they will receive a fixed-term internal exclusion. The third time will be a suspension, not in school. See separate policy on Suspension and Permanent Exclusion.

PROCEDURES

Staff will:

- Investigate reported bullying incidents and talk to those involved, witnesses and appropriate staff.
- Document any incidents of bullying and monitor the significance to see whether there is a pattern to the behaviour.

Staff will respond to children who have allegedly been bullied by:

- Listening actively – let them say how they feel.

- Offering support and strategies to deal with unacceptable behaviour.
- Protecting the child and ensuring their safety as and when necessary.
- Involving parents if necessary.
- Involving external agencies to support the child as appropriate.

Respond to the child who has bullied by:

- Ensuring that he/she recognises their behaviour and how it impacts others.
- Applying appropriate sanctions.
- Offering guidance and support surrounding modifying their behaviour.
- Encouraging him/her to take responsibility for actions and help them to make amends
- Involve parents.
- They may be asked to apologise.

We will aim to prevent further situations by:

- Providing opportunities for children/young people to explore the issues.
- Review the situation with both children throughout the investigation and afterwards.
- Monitor the situation to ensure the behaviour is not repeated.

REPORT TO SCHOOL SAFEGUARDING LEADS (DSLs)

There may be a few children who, due to personal circumstances and probably low self-esteem, are locked into a self-defeating pattern of behaviour. These children may be beyond normal incentives and sanctions. These children may need an individual behaviour support plan. The class teacher will work out these behavioural targets in conjunction with other staff who have dealings with the child, the Behaviour Lead, SENCO and the Family Liaison Officer and within PSHE. Other outside agencies, such as CAMHS, may be used to support families and children where appropriate.

Parents are in partnership with the school to promote good behaviour. A reminder of our behaviour expectations is included in our home/school agreement and on our website. We like to remind parents not to take matters into their own hands if their child is being bullied and to discuss their concerns with their child's class teacher in the first instance, so that we can work together.

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Suspension and Permanent Exclusion Policy
- SEND policy
- SEND information report
- Child Protection and Safeguarding Policy
- Safety Policy
- Mobile Phone Policy
- Positive Handling Policy
- Complaints policy

APPENDIX 1

Stage	Staff responsible	Behaviour displayed	Consequence
5	Headteacher	• Bullying other children • Leaving school without permission • Racist incident • Homophobic incident • Sexist incident • Physical abuse of staff or children • Threatening staff • Serious theft • Anti-social behaviour in the community • Serious fighting	• Meeting with the Headteacher • Recorded on Arbor • Internal exclusion • Meeting with parents and the Behaviour Lead • Fixed-term exclusion • Permanent exclusion • Reminders of the PROUD values at Poverest
4	SLT (HT to be informed of all cases)	• Vicious, intimidating behaviour (including serious verbal abuse) • Fighting • Minor theft • Dangerous refusal to follow instructions • Graffiti (On school property) • Damage to property • Dangerous behaviour: climbing fences/school building, throwing classroom equipment/furniture	• Behaviour steps should be followed both inside and outside of the classroom • Recorded on Arbor • Time out of class • Reflection room • Phone call home • Meeting with Behaviour Lead • Meeting with parents • Reminders of the PROUD values at Poverest
3	Teacher	• Answering back • Rudeness to staff/children • Persistently refusing to follow instructions • Leaving class without permission • Verbal abuse of children • Swearing or inappropriate language • Damaging another child's work • Inappropriate use of the internet	• Behaviour steps should be followed both inside and outside of the classroom • Recorded on Arbor • Time out of class may be required • Loss of play or lunch with the class teacher or adult • Apology letter • Reflection room • Reminders of the PROUD values at Poverest

2	Teacher	● Persistently not following instructions ● Distracting others from their work ● Inadequate work in class due to behaviour ● Arguing with peers ● Avoiding work (check provision/adaptation is correct/be mindful of wellbeing) ● Continued teasing (after stage 1) ● Continued pushing (after stage 1)	● Behaviour steps should be followed both inside and outside of the classroom ● Recorded on Arbor ● Time out of class may be required ● Loss of play or lunch with the class teacher or adult ● Apology letter ● Reflection room ● Reminders of the PROUD values at Poverest
1	Adult in the vicinity Teacher or TA	● Calling out and disturbing others ● Disturbing a lesson ● Not following instructions ● Not completing the task set ● Interrupting the teacher ● Lack of respect for staff or other children ● Misuse of equipment/environment ● Play fighting ● Teasing ● Pushing (Single incident)	● Behaviour steps should be followed both inside and outside of the classroom ● No consequence if the child adjusts their behaviour ● Reminders of the PROUD values at Poverest

BEHAVIOUR SUPPORT PLAN TEMPLATE

Name of student/Year group:	
Admission date:	
Reason for referral:	
Staff involved in the plan:	

Triggers / Known Trauma

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Strategies (Delete where appropriate)

Active Listening Relating Redirection Humour Praise Proximity / Touch Control Change of adult Distraction with activity	Active Listening Relating Redirection Humour Praise Proximity / Touch Control Change of adult Distraction with activity
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PRICE Techniques if needed (Delete where appropriate)

Walk and talk Single Embrace Adapted Embrace Figure of four Cupped Hand Standing Double Embrace Seated Cupped Hand
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Follow up review

Baseline Behaviours	Warning Signs	Crisis Behaviours
<i>Behaviour:</i>	<i>Behaviour:</i>	<i>Behaviour:</i>
<i>Response:</i>	<i>Response:</i>	<i>Response:</i>

Strategies for de-escalation

1.

2.

3.

Recovery

Key People		

Parent/Carer Views

Child View