

Four Marks CE Primary School Behaviour Policy

"So let's choose for ourselves what is right. Let's learn together what is good." Job 34:4

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Review Date	January 2027
Name of Headteacher	Warren Glew
Chair of Governors	Jon Elliman
Summary of Key Changes	This policy has been re-written with changes throughout to reflect the Empowerment Approach.
This policy will be reviewed and shared with Parents and Staff Annually	
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Rationale:

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial (positive and helpful behaviour that promotes friendship) members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but also **empowering** children to develop the skills to become great future citizens who contribute positively to the communities in which they live.

The Empowerment Approach:

The Empowerment Approach teaches everyone:			
	About the brain and how it works		How to help children prepare to be at their best for learning and play in ways that work for everyone
	A way to help a child work out the unmet needs behind their difficulties and know ways to fill these needs in helpful ways		The best way to react and help someone get back on track when things go wrong
	How to help a child build the skills needed to manage well in learning and play - even when their needs aren't being met		How to follow-up and problem-solve with children so they manage better next time and make good progress over time

Overall Aims:

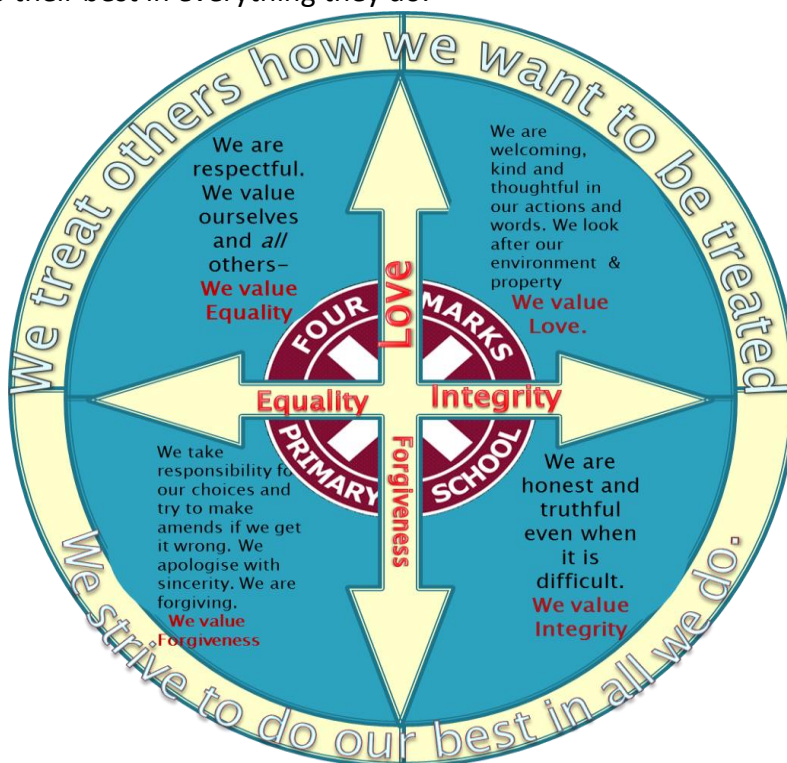
- To secure a calm, supportive and enjoyable environment for children and adults alike.
- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- To have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them, and for responding and following up when they do not manage to do so.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about prosocial and pro-learning behaviours through our RSHE (Relationships Sex and Health Education) programme.
- To recognise and celebrate progress in all areas of learning, including prosocial and pro-learning behaviour.
- To promote our school values and British values.

Our School Christian Values are: (LIFE)

- **LOVE:** We expect our pupils to be welcoming, kind and thoughtful in actions and in words. We look after our environment and property.
- **INTEGRITY:** We expect our pupils to be honest and truthful, even when it is difficult.
- **FORGIVENESS:** We expect our pupils to take responsibility for their choices and make amends when they make mistakes. We expect our pupils to apologise with sincerity, and to forgive others for mistakes.
- **EQUALITY:** We expect our pupils to be respectful, to value themselves (self-worth) and ALL others.

In addition, we expect our pupils to

- Treat others as they would want to be treated and
- Strive to do their best in everything they do.



Our behaviour policy is underpinned by our school Christian values.

Internal motivation, independence and a clear moral compass are crucial for children's futures; by building these early, they will be better equipped to become great future citizens who contribute positively to the communities in which they live.

An inclusive approach

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed skills. Other children will need greater support to follow routines, and work and play successfully with others. Our inclusive school needs to be a place where every member feels safe, content and able to learn; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance.

We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support. Every child deserves a champion - we will never give up on a child. When children do not meet expectations, we will focus on working with them so they can do better next time. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

Key principles of our Empowerment approach to behaviour:

- **Be Curious Not Furious:** maintaining a calm, investigative and solution-focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- **Positive, kind, unconditionally positive relationships:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves for rather than against the child, with the core belief that when people feel better, they do better.
- **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.
- **Teach children (and adults) about their brain:** placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.
- **Understand needs:** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.
- **Follow-up is essential** – 'without follow-up, there will always be mopping up'. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.

Our Behaviour Code:

I will always try to behave in a way that is:



(Appendix 2)

Building the Foundations: how adults prepare children to be at their best:

There are four main ways in which adults can support young people to achieve their best:

1. **Teach children about their brain** so they can prepare to meet their needs positively:
All classes will follow teaching plans which ensure children learn about their brains, their needs and are taught the skills needed to learn and play successfully on their own and with others.
2. **Agree expectations** with children so they feel a sense of control over what happens to them and an ownership of boundaries.
3. **Help children to plan and prepare to be at their best:**
All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.
4. **Show unconditional support** – work with children and put preserving good relationships first.
All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take responsibility to put this right.

Our Class Charters:

Each class displays the Behaviour Code with their Class Charter (the agreed class exemplification of the Code).

- Each class begin by first agreeing the behaviours which would ensure every member feels safe, content and able to learn in the different situations they experience within school.
- Each class discusses the natural consequences of keeping to and not keeping to these expectations. E.g. If I fidget around a lot in class, the natural consequence is that others won't be able to focus so well and they may not enjoy sitting near me and want to sit away from me.
- Each class then create a final set of agreed expectations. (see Appendix 2: 'Steps to creating Class Charters' document).
- Class Charters are referred back to at all times to ensure that children understand the natural consequences of both showing prosocial and pro-learning behaviours and also the natural consequences of showing anti-social and anti-learning behaviours.

We believe it is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keeps to the charter. However, we also know that there will be genuine reasons why some children find it much harder to keep to the expectations agreed and these children will need adjustments and additional support and scaffolds to ensure they can succeed.

The Emotional Piggy Bank:

In helping children to learn about the effect that words and actions can have on relationships with others, we use the analogy of an 'Emotional Piggy Bank' to help the children understand how we build secure relationships with others, how relationships can be damaged (and also repaired).

A 'deposit' is made into a relationship when someone is thoughtful, kind, respectful, loyal and truthful. Equally, a 'withdrawal' can be made from a relationship when someone is unkind, untruthful, disloyal or untrustworthy. This analogy mirrors the neuroscience of what happens in our brains when we experience positive and negative emotion.

D	O	S	E
I feel capable & in control	I feel connected	I feel I count and matter	I feel great in my body!
			
The motivator. Flows when we succeed AND keeps us coming back for more. It's the feeling 'Yes! I did it!' or 'I got it!'	The trust drug. Flows with a smile, hug or massage - when we feel loved, supported & connected to others. It's the calming drug.	The happy hormone. Flows when we feel important and of value – when we feel we matter, are needed and count.	The pain reliever. Flows when we exercise hard or laugh uncontrollably. Meditation works too. 'The runner's high'.

The piggy bank (relationship) can be topped back up with effort and actions that are focussed on repairing the damage.

Each class has an Emotional Piggy bank, as well as a whole school piggy bank located in the hall.



The class/ school can be awarded 'piggy points' for demonstrating positive group behaviours. This is recognised when 30 points have been awarded through extra playtime or a special class treat.

Equally, individual pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be recognised for kind and helpful behaviour by being awarded a Silver Award (which equates to 1 house point) or even a Gold Award (which equates to 2 House points at the end of the day).



Starfish:

Starfish are awarded when children demonstrate stewardship or service to others, our community or our world. (E.g. fundraising, litter picking, community volunteering).



How adults respond when children do not keep to expectations:

If a child does not manage to keep to expectations, all staff and adults supporting within the school should follow the '10 Point Response Plan to Challenging Behaviour'.



The 10 Point Response Plan has been carefully designed using evidence from neuroscience, psychology and coaching in the most effective strategies for supporting young people.

The 10 Point Response Plan is divided into three clear stages:

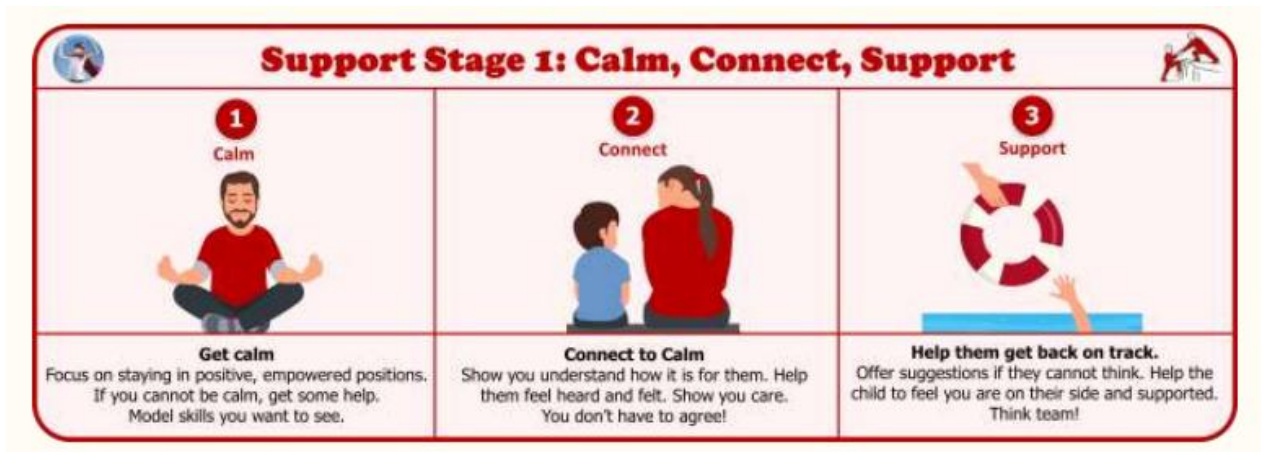
- I. **Responding in the Moment** – how adults should respond at the time when a child presents with unhelpful behaviours.
- II. **Following-up for Progress** – the way we follow-up after an incident to ensure the child does better next time
- III. **Coaching for Change** – how we support children who present with more significant difficulties to ensure ongoing improvement.

Procedures for the different elements of the Ten Point Response Plan and when to use them are contained in Appendix 4 of this policy.

Stage I Support: Responding in the Moment:

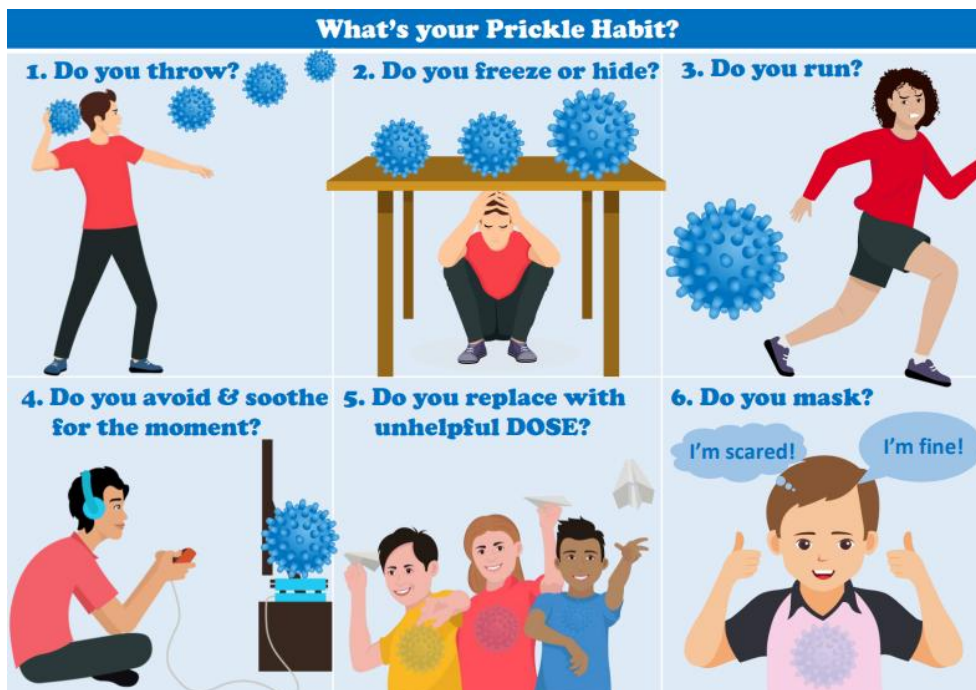
Whenever a child is not meeting the expectations agreed, the adult should respond through:

- **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.
- **Connect:** acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
- **Support:** Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.



Why should adults use this approach when responding to unhelpful behaviours?

We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited.



This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults

should therefore always respond with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Another reason for responding with Calm, Connect Support is that we know that responsive, positive relationships are crucial to long term well-being and success. When adults respond in cross or disappointed ways, the child begins to feel adults are not on their side. Relational safety is crucial for children and if this is damaged, it becomes a significant unmet need which can further exacerbate the stressors contributing to unhelpful behaviours.

In addition, negative responses from adults can lead the child to self-identify as 'bad' or 'naughty' (and for her / his peers to label them as 'naughty'). When a child 'feels naughty', they feel worse about themselves and their responses can spiral downwards; in many schools, children become trapped in the 'punishment cycle'. It is therefore crucial that adults always respond calmly and supportively so that a child's self-worth is protected. When people feel better, they do better!

Children who aren't managing to keep to expectations will be given lots of extra help, just like someone in reading might receive if they are struggling, and they may have to work harder and need extra time until they can manage successfully.

Stage II and III Support: Follow-up for Progress:

Follow-up involves two elements: a) Coaching Conversation and b) Repair Time.

Coaching Conversations: How all adults should follow-up every incident:

Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using a 'Coaching Conversation'. This can be tracked or indicated with a yellow card, and should take place outside of a lesson, when child and adult are calm and regulated.

Coaching Conversations are a problem-solving technique which focus on understanding needs, building skills and planning how to do better next time. We use this method because we know that punitive consequences are good at making children feel bad but are very poor at helping children to work out how to meet their needs better next time, build their executive functioning skills and develop their Emotional Intelligence. Coaching Conversations support children in all these vital areas.

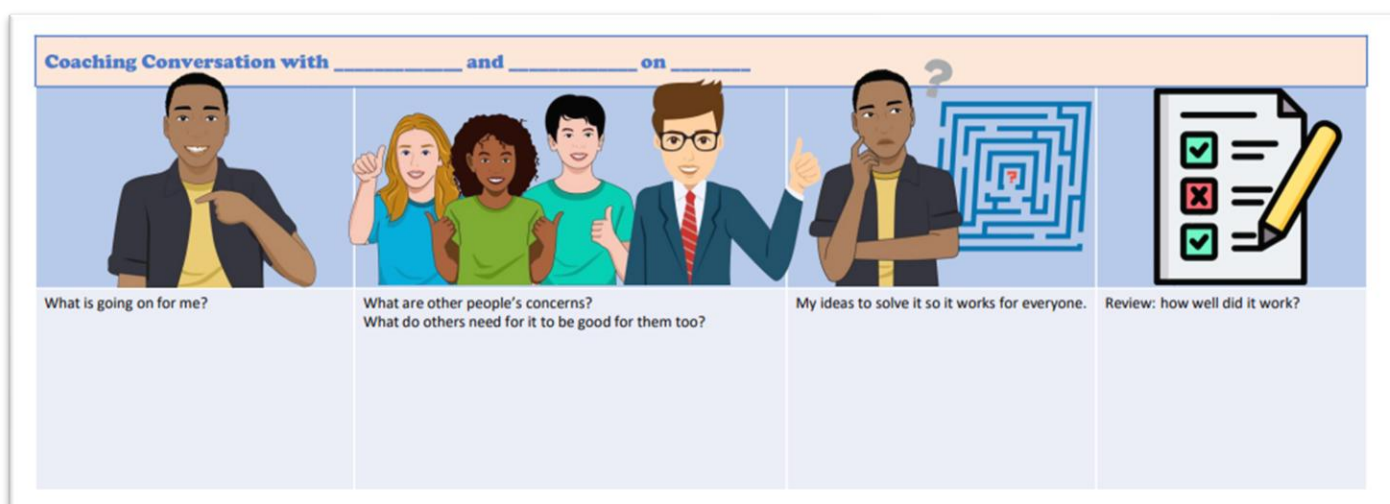
During a Coaching Conversation, the concerns of the child **and** the adult are explored and ways to meet both are discussed.





Stage II Support: The Coaching Conversation

- **Introduce the concern** in a way that keeps the child regulated and feeling supported
- **Listen to the child** – listen to understand, not to respond. Ask questions until both you and the child really understand the needs and missing skills behind the issue. Ask questions in a way the child feels heard and their perspective understood.
- **Share** your concerns and your point of view. Start with evidence and how you are interpreting it; use 'I' rather than 'you'.
- **Problem-solve** together – always ask for the child's ideas first; expect the child to work hard at thinking of solutions which are 'Good for Me, Good for You, Good for Everyone'. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide which would be best. The principle is that the child feels ownership of the solution as this will make it more likely they will follow it through.



Securing sustained ongoing progress:

Real, long-term change takes time – our job is to help children and young people to create new neural pathways, and to recognise that they can't do this overnight. This means that the first Coaching Conversation is unlikely to lead to instant change – 'Change needs more than a chat'.

Scaffolding pathways to independence: Children and adults need to be clear about the end goal. Small steps should be planned with the child, and successes recognised and celebrated. It may be necessary to put scaffolds in place for a while, but it is essential that over time these are reduced and removed as the child develops the skills to function independently. When supports and scaffolds remain static, children become dependent.

Repair Time: a restorative justice technique (used at all stages):

Repair Time should always be carried out separately if the child's words or actions had a negative impact on anyone or anything.

Repair Time is separate to a Coaching Conversation and they have very different purposes: the purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about reflecting on any amends that should be made and building the skills of social cognition and empathy.



Repair Time should be scheduled to take place as soon after the incident as possible but only once the child is calm. It is preferable that the adult first involved in the incident leads Repair Time, wherever possible. During this stage, the child is supported to consider the perspectives of others; they are helped to think through whether the needs of other people were compromised in any way – the natural impact that their words or actions may have had. By exploring this in a matter-of-fact way and in a spirit of support, the 'repair stage' supports improved skills within the areas of social cognition and empathy.

If a child says they do not care about the impact on others and do not want to make things better, they should never be forced. The adult should simply show them the Control Centre Skills card for Emotional Intelligence (gold needs card) and explain that this just means they haven't learned the skills yet to either feel what others feel or want others to feel better. The adult should also emphasise that:

- These are really important skills for everyone in the world to have to make sure it is a pleasant place for us all to live
- As the child's educator, we have a duty to help them improve in these skills so some extra help will be put in place.
- This may mean some extra learning outside of lesson time but it is not a punishment – it is because you care about them and those around them deeply – we want them to achieve well and for others to feel safe and content.
- Reassure them that any extra sessions will be within a spirit of support and as enjoyable as possible.

Stage 3: Coaching Time



Coaching Time should take place in the event that a Coaching Conversation has been used several times yet not led to any noticeable improvement. This takes place outside of lesson time, with an adult with whom the child has a good relationship. It is ideal if this is the adult who teaches the child most. Coaching Time is not a 'punishment' but rather a commitment from the adult and child to wanting them to do better so they can achieve well.

Coaching Time can take place in groups, if necessary. Coaching Time incorporates the following different elements:



If three Coaching Times have taken place and these have not led to a change to the unhelpful behaviour, an individual plan and a coaching programme should be put in place.

Support Stage 4: Coaching for Change Programme

If Coaching Time has taken place on three occasions and sufficient progress has not been achieved, the child should be placed on a Coaching for Change Programme. The Coaching for Change Programme is a more intensive level of support for children who have higher levels of difficulty; it involves a series of sessions which would take place outside of lesson time usually with the Phase Leader, Deputy Headteacher or Headteacher. The Coaching for Change Programme involves the following elements:



At Support Stages 3 & 4 a child will typically have an individual plan which identifies and plans for unmet 5C needs (Appendix 5) and the building of any missing skills.

Consequences:

The consequences of keeping and not keeping to each expectation on the charter are focused first on the **natural impact** i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. They may then not wish to spend time with us.

The reason for this is that a focus on the natural impact supports the development of:

- Emotional intelligence
- Empathy
- A strong moral compass
- Intrinsic motivation to do the right thing

We know that, if consequences are focused on the rewards children will get or the sanctions they will receive, it leads to children:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling internally motivated to make moral decisions.

Internal motivation, independence and a clear moral compass are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in adolescence and beyond which lead to anti-social or risky behaviours.

Our response plans are focused on helping the child to do better rather than feel worse; the child may therefore be asked to stay for coaching outside of lesson time, but this will be carried out with a spirit of support and kindness.

What happens if a child continues to fail to meet expectations on the charter?

Every child deserves to feel safe, happy and be able to learn. It is therefore vital that, if a pupil in the class is putting this at risk, the right support is put in place so that other children are protected.

If the coaching support, scaffolds and adjustments aren't sufficient, it may be the child needs some different provision, either in school or externally, whilst they develop the necessary skills. This may include ELSA provision, social skills support, emotion coaching, protective behaviours, Thrive profile, consultation and support from Primary Behaviour Support Service (PBS)

Bullying:

‘Bullying is any behaviour that makes someone feel upset, uncomfortable or unsafe. This is usually deliberate and repetitive and can take many forms such as verbal, indirect and physical’

(Source: The Diana Award).

What is bullying?

There is sometimes misunderstanding about the meaning of the term ‘bullying’. One-off incidents do not typically fall within the definition of ‘bullying’; bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. We work hard with pupils to clarify the difference between bullying and “friendship prickles”.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or a child’s background. It may also be motivated by actual or perceived differences between children.

Bullying can be:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist, homophobic, sexist remarks, comments about disabilities.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school, encouraging others to engage in rule-breaking or bullying acts.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

Reporting and Responding to Bullying Incidents:

All bullying is unacceptable and will not be tolerated. The aim of this policy is to ensure that children can learn in a supportive and caring environment without fear. However, the school recognises that many pupils displaying bullying behaviour are, themselves, in need of help and support. We will support them to understand the consequences of their actions and to change their behaviour through an individual plan.

Where bullying has taken place, parents/carers will be informed, and we will work with them to resolve the situation. Each incident will be investigated by the Phase Leader and Headteacher and will be considered separately, in line with the school’s behaviour policy. All incidents will automatically be followed up with support at Stage 3 or 4, Coaching Time or a Coaching for Change Programme. Details will be logged e.g. who, where and when alleged incidents occur. In cases of racist bullying or racist incidents, an additional written record is completed and submitted to the Local Authority.

You can report bullying:

- Directly to a member of staff
- Indirectly or anonymously in the Red Letter Box in the Library

Preventing Bullying

At Four Marks, our curriculum teaches children acceptance, tolerance and understanding. We are an inclusive school and welcome children from a diverse range of backgrounds. Our aim is to create a mutually respectful environment to prevent bullying issues from arising.

We do this by:

- Consistently following our school behaviour policy
- Setting clear expectations on acceptable behaviour
- Modelling respectful behaviour towards all members of our school community and visitors, expecting our children to do the same
- Delivering a carefully planned curriculum with opportunities for exploratory discussion and role-play around different scenarios, including how behaviour affects others
- Teaching and developing our learning values of resilience, evaluation, ambition, collaboration, hard work, independence and being nimble-minded
- Teaching strategies for managing difficult feelings in a way that is positive for everyone
- Delivering an effective e-safety curriculum, informing children how to stay safe and be responsible online
- Encouraging children, and parents, to speak out about any behaviour that affects them negatively
- Ensuring that all adults working with a child are aware of their needs and the best way to meet these
- All staff monitoring children for changes which may suggest they are in need of some additional support

Recording, Monitoring and Evaluating Behaviour:

An annual report is produced highlighting specific patterns of behaviour or trends over time for anonymised individuals, cohorts or whole school. Where unhelpful patterns of behaviour are identified, actions will be put in place as a whole school focus to improve re-occurring behaviours and reduce the number of incidents. To produce such a report the following documents and processes are carried out:

- Monitoring of Coaching Conversations, plans and programmes on CPOMS. From this data we are able to identify trends and address any concerns. A summary of this is collated annually.
- Coaching conversation slips and coaching plans are also used to record any behaviour that is unacceptable & details the plan for change.

Safeguarding:

Staff will consider, in the first instance, whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy.

We will not tolerate any instances of child-on-child abuse, sexual violence or sexual harassment. For our school response to child-on-child abuse, sexual violence and sexual harassment between children, please see our Child Protection Policy and Safeguarding Policy on our school website.

Roles:

The Role of our Pupil Leaders:

Children with leadership responsibilities wear special badges or ties that identify them throughout the school. As part of their duties, they play a major part in deciding on activities that spread a

positive message around the school and play an important role in implementing our behaviour expectations and being positive role models to our younger children.

The Role of Parents:

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents should support the approach of the school. Teachers and Support Staff contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers and Support Staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

We also expect parents to behave in a reasonable and civilised manner towards each other.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Staff:

All school staff have a responsibility to uphold the behaviour expectations. All staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Staff should encourage children to reflect on whether actions/ play is 'good for me, good for you, good for everyone. Working out windows should be used with children to help them build co-operation skills and negotiate differences or difficulties to find solutions that are 'good for me, good for you, good for everyone'.

Working out Windows:

Working out Windows are a tool to help children to problem-solve disagreements and difficulties and find a solution that works for everyone. The children stand in the 'opposing' windows and explain their point of view to the other child- why it is 'good for them'. When they have both expressed their views, they work to find a solution that keeps everyone happy.

This can be adapted to different shaped windows- for example a 'working out triangle', where three children are involved in disagreements.



The Role of Senior Leaders, Class Teachers and Support Staff

Good classroom organisation is a key to good behaviour and the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Staff should remain positive, enthusiastic and have high expectations of both learning and behaviour. They should foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere.

Role of the Head teacher

It is the responsibility of the Head to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting high expectations of behaviour, and by supporting staff in the implementation of the policy.

The Head keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

Mutual Staff Support and Staff Training:

The school is committed to providing the necessary Continual Professional Development for all members of staff to support the delivery of our key objectives. This may take several forms, including:

- External Behaviour Management courses
- Internal CPD sessions with behaviour experts or online
- Time spent considering strategies with colleagues or a Behaviour Consultant
- Weekly briefings (Whole School briefing, Phase meetings)
- Observation of other practitioners.

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a pupil or pupils. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

Appendix 1

Additional Legislation and Statutory Requirements:

Fixed Term and Permanent Exclusions:

Our aim is always to avoid permanent exclusion and we will work with the support of the other agencies and the Local Education Authority to explore alternatives to this outcome. This may involve the use of Alternative Provision and Managed Moves if these are acceptable to parents.

However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours and a fresh start elsewhere is a means of 'resetting' the record for a child.

External exclusions will be used following careful consideration of the evidence gathered and evaluation of other alternative approaches. Only the Head teacher has the power to exclude a child from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school;
3. After a range of alternative strategies have been tried (See Sanctions).

If the Headteacher excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. Consider all the relevant facts and firm evidence.
2. Allow the pupil to give their version of events.
3. Check whether an incident appeared to be provoked by racial or sexual harassment.
4. Consult others if necessary.
5. Keep detailed notes at all stages.

Exclusion can be:

1. Short Fixed Term Suspension – Arrangements for setting and marking of work must be made.
2. Lunchtime Suspension – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

Procedures for Suspending or Excluding a Pupil:

For all suspensions or exclusions:

1. Parents must be telephoned on the same day.
2. The relevant letter must be sent to the parents within 24 hours.
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Re-integration:

A process of planned support and progress reviews is in place for all children following exclusion. The Headteacher informs the Local Authority (LA) 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 Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the Headteacher's decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee:

1. Exclusions of less than 6 days – a meeting will be convened if parents request it.
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 & day 15.
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

Use of Reasonable force (from DfE Use of Force Guidelines 2012):

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SMT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible.

The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies. Please see 'Physical Intervention and Restraint Policy' for further guidance.

Mobile phones and other electronic devices in school

Pupils should not have their mobile phone or any other electronic device, including headphones and smartwatches, visible between 8.45am and 3.30pm. This includes break and lunchtime. Mobile phones and other similar electronic devices with internet connectivity, earphones, headphones, must not be used, seen or heard during school hours. Any device that has the same/ similar functionality as a mobile phone (for example a smart watch), will have the same rules applied to it as a mobile phone.

If a child brings these to school they MUST be handed into their class teacher when they arrive in the classroom, and they will be returned to them at the end of the school day. We accept no liability for any such items that are lost or damaged.

Searching and confiscation of property:

Teachers and Support Staff can confiscate pupils' property. In the case of illegal items these will be passed onto the police. Items such as alcohol, tobacco products and other school banned objects will be passed onto a member of Senior Leadership Team to be disposed of.

Prohibited items include alcohol, tobacco and tobacco-related products, illegal drugs, stolen items, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These will be confiscated and not returned and the police may be informed.

The school also bans items that are age-related for over 18s e.g. caffeine drinks and electronic cigarettes, substances regarded as legal highs. These will be confiscated and not returned.

In the event that a pupil is suspected to be in possession of a prohibited, banned or illegal item then the school reserves the right to search them, their lockers and possessions without permission (in accordance with the DFE guidance on screening, searching and confiscation).

To safeguard staff and pupils, any search will take place with more than one member of staff present, ideally at least one member of staff will be from the Senior Leadership Team or the Inclusion Team and reflect the gender of the pupil. This may not always be possible and the school reserves the right to conduct the search if there is felt to be a risk to staff, pupils or members of the community by not conducting the search.

Confiscated items will be handed into reception for safe keeping. They may be collected at the end of the school day by the pupil. If there is a repeat of the incident, the item will be kept until parents/carers can collect from reception. This includes mobile phones. Staff can confiscate any item that disrupts and disturbs the learning process, e.g. fidget spinners, from a pupil at their discretion. A confiscation record book is maintained by school reception.

Other specific unacceptable behaviours:

Aggression, intimidation, harassment and violence:

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated.

- Child on child sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:
 - violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or
 - create a hostile, offensive or sexualised environment.
- We will use the Brooks Sexual Behaviours Traffic Light System to differentiate between normal child development and curiosity, and behaviour that is more concerning. However, the concept of 'Consent' will always be emphasised.
- An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.
- Where there is violence, or where there is an attack on another pupil, exclusion may be used. The length of exclusion will vary according to the severity of the incident. Second or subsequent incidents will attract longer periods of exclusion. Persistent offenders may face permanent exclusion.

- Verbal, physical threats or intimidation against staff will be investigated and action will be taken in the same way as above. Physical violence towards staff will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

Weapons and dangerous items:

- Pupils who bring guns, knives, laser pens, other weapons and dangerous items to school may be excluded for a fixed period dependent on the nature of the offence. The police will normally be informed in cases where offensive weapons have been found. Very serious incidents will result in a permanent exclusion.

Drugs:

- The possession or consumption of illegal drugs will result in fixed-term exclusion as a minimum whilst an investigation takes place. The length of exclusion will be dependent on the nature of the incident. The police will be informed in all cases where drugs have been found.
- Supplying drugs will result in permanent exclusion.

Damage to school fabric and furniture:

- Where damage is accidental, no charge will be made.
- Where damage is as a result of silly behaviour, parents/carers will be informed and a contribution to the cost of replacement may be requested, or the child may be asked to make amends by putting it right e.g. being supervised in their own time to make repairs.

Discriminatory Incidents (targeting race, gender, sexuality or disability):

All incidents of discrimination are investigated and treated seriously. Before any decision on internal or external exclusion is reached, a thorough investigation will take place. All those involved in the incident will be interviewed. Statements will be gathered from witnesses where appropriate. All statements and evidence, will be collated by the Headteacher.

All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for R.S.H.E., RE and Collective Worship is designed to foster appropriate and responsible behaviour and to deter and alter offensive behaviour.

Derogatory comments about race, gender, sexuality or disability are unacceptable. If pupils are heard using derogatory language, they will be challenged and told that it is unacceptable.

Discrimination incidents are recorded separately in an Incident Log. These are reported termly to the Local Authority.

Child-on-Child abuse

Child-on-Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child-on-child abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

Incidents will be dealt with in line with our Behaviour Policy, Child Protection and Safeguarding Policy, as appropriate.

Pastoral Support Programmes

ELSA and THRIVE are school based interventions to help individual pupils to better manage their behaviour. They are overseen by the SEND Coordinator and Inclusion Manager and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The Inclusion Team will liaise with parents and external agencies as necessary.

Behaviour out of School

What the law allows:

A teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school
- Or misbehaving at any time in a way that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Pupils on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. It is expected that pupils behave well on trips and visits and at all times when representing the school. Poor behaviour on the way to and from school is not acceptable and will result in sanctions being put in place. If pupils' behaviour risks the safety of others then, dependent on the incident, further sanction could apply.

The school will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the pupil is in school uniform or bringing the school into disrepute. The sanctions imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day. If misbehaviour is reported to the school whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature.

Legislation and statutory requirements:

This policy is written in compliance with the equal opportunities policy and in line with the following:

- DfE Behaviour in Schools - Advice for Headteachers and school staff advice (Behaviour Advice) (1 September 2022). This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 and the school's Single Equality Policy and Scheme
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

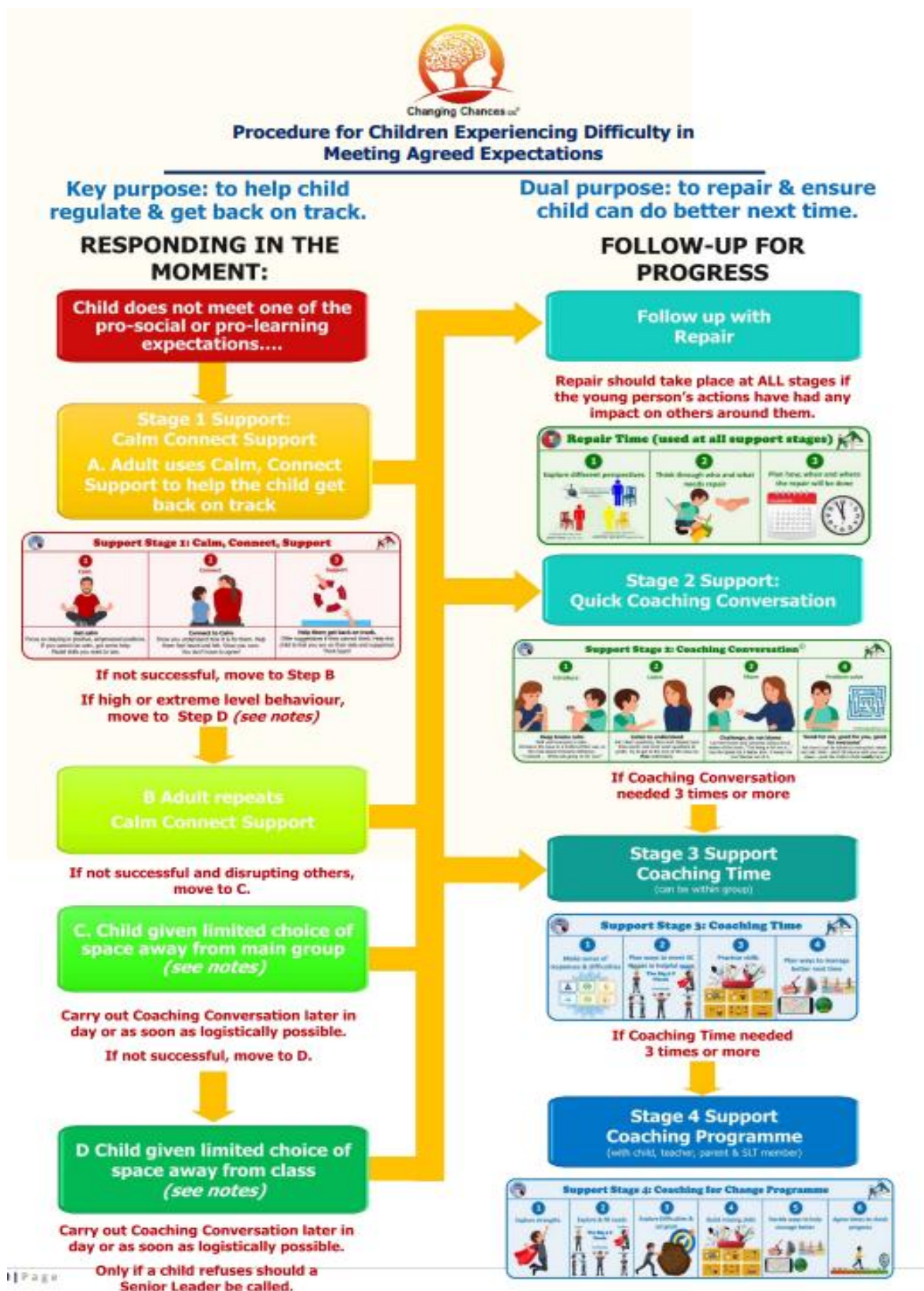
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendix 2: Behaviour Code

Good for me, good for you, good for everyone! 		
Positive Behaviours Good for everyone! 	• Walking and waiting sensibly • Using polite greetings • Being ready for lessons • Polite participation and sharing of ideas • Sharing/ being kind • Being on task • Tidying up • Eating sensibly • Helping others 	Possible Consequences: Showing work to Headteacher/ HT Sticker Praise Postcard in the post: Deposit in Class Emotional Piggybank. Verbal praise Starfish Award (Acts of Kindness) 'Piggy-lege time' = 30 Piggy Bank coins. Silver Card = 2 Housepoints Gold Card = 3 Housepoints Something else agreed by your teacher.
Prickle Behaviours  	• Interrupting others/ Disrupting learning • Deliberately annoying others • Mobile phone not handed in • Leaving class without permission • Using inappropriate language, swearing • Being unkind or rude • Refusing to try/ Not working • Making inappropriate noises • Throwing or misusing equipment • Calling out • Not listening/ paying attention • Pushing, shoving in line • Running indoors • In wrong place • Not clearing up • Minor deliberate damage • Being dishonest • Persistent rough play	Possible Consequences: • Verbal reminder • Informal gesture: eye contact, frown, gesture. • Moving the child to a different seat. • A private reminder about the behaviour we wish to see- inviting them to behave in a way that is good for me, good for you, good for everyone. • Completion of work in own time. • Yellow Follow up Conversation card. • Coaching conversation with teacher during playtime- reflecting on how to catch the prickly habits/ behaviours affects others, what could/ should change • Time spent in Talk Zone (playground). • Use of work it out square/ triangle to understand different perspectives. • Parents/ Carers informed • Repair Time: Apology /reflection on behaviour/ making amends
Serious Behaviour Incidents  	• Repeated inappropriate Behaviours • Destroying/ damaging property, work or equipment • Making threats or being aggressive (in person or online). • Hurting others- body and/ or feelings • Absconding- running away or hiding. Racist, sexist, homophobic or any other discriminatory comments or actions. • Bullying- in person or online • Stealing • Physical or violent assault causing injury • Sexualised behaviour or assault • Serious damage to property (e.g. vandalism) • Carrying a weapon (e.g. knife) • Persistent Bullying including homophobic, racist, misogynistic threats, abusive language • Carrying, supplying or abusing drugs	Possible Consequences: • Working in an alternative class (for a lesson). • Sent to Phase Leader or Headteacher- follow up coaching plan during playtimes or lunchtimes- regular reviews with key member of staff. • Parents/ Carers informed • Behaviour / Coaching Plan • Repair Time: Apology/ apology letter/ reflection on behaviour • External Exclusion; (fixed term of session and/ or lunchtime). • Permanent exclusion. Serious incidents will bypass warning stages

Appendix 3: Steps to Creating Class Charters

1. Explain the meaning of pro-and anti-social. Show photographs. Ask children to discuss in pairs and list the pro- and anti-social behaviours they can spot.
2. Explain the meaning of pro and anti-learning. What behaviours do people need to learn at their best? Show photographs again and children use to discuss and list pro learning and anti-learning behaviours.
3. Scribe a list of pro-social and pro-learning behaviours under the two columns PRO-SOCIAL and PRO-LEARNING. For younger children, they will need these to be created using communication in print / pictures. Print copies – enough for children to work in pairs. (If children give ideas as negatives e.g. 'don't hit' or 'no swearing', help them turn them into positives – behaviours that ARE pro-social and pro-learning).
4. Introduce the three main goals: For everyone to: a. Feel safe b. Feel content c. Be able to be at their best
Ask children to work in pairs; under each of the three goals, stick what everyone would need to be like (from their list of pro-social and pro-learning behaviours) to achieve each of the three goals – to feel safe, happy and be able to learn. Explore how different this might look at different times and in different places: the playground, library, assembly, on a coach for an educational visit, in the cloakroom, toilet etc. Are there any pro-social behaviours which are needed in all of these places? Are some only relevant to some of the places and times?
5. As a class, create a large version of the above. THIS NEXT PART IS IMPORTANT: Say to the class: "You may find some of these things difficult to keep to; this is because you may not have the skills yet to manage. We will be learning about the brain so you better understand why you find it difficult. It is important to know which parts you find difficult so you can ask for help before things go wrong." Have a look at the list together. Ask: "Which parts do you think you will find difficult?" Give each child a copy of the list. Ask children to highlight the ones they think they may struggle with. Ask: "What could help you to manage the parts you think you will struggle with better? Discuss strategies. IT MAY BE BEST FOR AN ADULT TO DO THIS WITH SMALL GROUPS WHILST THE REST OF THE GROUP WORK ON SOMETHING THEY CAN DO INDEPENDENTLY. FOR CHILDREN WITH HIGH NEEDS, IT MAY BE APPROPRIATE TO WORK INDIVIDUALLY WITH THEM TO COMPLETE THIS PART.
6. Create the Charter as big posters – the children could produce their own creative pictorial versions.
7. Display the Charters in the class.
8. Ask each child to sign up to the Charter – explain that signing means they will work with you to do their best at keeping to the expectations and will ask for help with the parts they are finding difficult. It is an intention to work hard at it and have the willingness to keep to it – not a promise they will be perfect



Appendix 5: 5 C Needs

Comfortable	Connected	Count	Capable	Control
				
I feel uncomfortable	I feel disconnected	I feel I do not count	I feel incapable	I feel a lack of control
				

Appendix 6: Working out Windows

