

The Leys Primary and Nursery School
Pupil Wellbeing and Behaviour for Learning Policy 2019-2020

This wellbeing policy has been developed with the help and support of the Children, Parents and Carers, Staff and Governors of The Leys Primary and Nursery School.

At the Leys Primary School we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and responsible citizens.

Our Vision

Our vision is that ALL children are safe, happy and healthy. We strive to ensure all children are motivated to share in positive, creative learning experiences. Our expectation is 'Respect for ALL by ALL' to include all members of our school community. Our school motto is 'Friendship and Learning', where we maximise potential and celebrate achievement. We offer clear guidelines for behaviour and conduct through celebrating and modelling positive interaction with others. We set clear guidelines for 'behaviour for learning' as well as clear consequences for when our 'golden rules' are broken. We acknowledge the rights and responsibilities of the individual to make the right choices within a caring and supportive environment.

Our Aims

With our wellbeing policy we aim to:

- Provide a safe and supportive and nurturing environment for all children and adults.
- Help children develop responsibility for their own behaviour as individuals and in groups, both on site and when they are taking part in educational activities offsite.
- Ensure classroom management approaches promote positive behaviour for learning
- Encourage positive relationships between children, staff, parents and carers
- Offer an 'open-door' policy for children and their parents to raise any concerns
- Support all pupils to:
 - i. develop a very positive self-esteem,
 - ii. learn how to keep good physical and mental health,
 - iii. develop excellent social skills.

We acknowledge that positive pupil wellbeing includes good mental health.

A child needs the opportunity to:

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- *develop psychologically, emotionally, intellectually and spiritually;*
- *initiate, develop and sustain mutually positive personal relationships;*
- *use and enjoy solitude;*
- *become aware of others and empathise with them;*
- *play and learn;*
- *develop a sense of right and wrong; and*
- *resolve (face) problems and setbacks and learn from them.*

Mental health and behaviour in schools DFE Departmental advice for school staff June 2014

Our Commitment

- To value and respect the rights and responsibilities of every pupil.
- To use the 'Good to be Green' and Hertfordshire Steps approach to encourage positive behaviour for learning
- To ensure that social, moral, spiritual, and cultural education is embedded in our school culture
- To ensure personal, social, health and economic (PSHE) education is an integral part of the curriculum
- To offer opportunities for reflection and 'circle time' for pupils to share successes and concerns
- To teach pupil's strategies to resolve conflict.
- To ensure pupils have the opportunity to share ongoing concerns with an adult and be 'listened to'.
- To involve parents and carers in discussions about individual pupils as appropriate.
- To provide support for individuals and groups identified.

Our Expectations, Rights and Responsibilities

ALL PUPILS WHO ATTEND THE LEYS ARE EXPECTED TO FOLLOW OUR

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VALUES	GOLDEN RULES
Friendship Respect Equality Excellence Courage Inspiration Determination and resilience	We always try our best and we are proud of our achievements. We listen to others and we work well as a team. We make wise choices and we learn from our mistakes. We are friendly to others and we show them respect. We keep ourselves and others safe.

This policy acknowledges and supports the following rights:

1. The right of all members of the school community to feel safe, both physically and emotionally.
2. The right of all pupils to learn.
3. The right of all teaching and support staff to teach and promote learning.

Teachers, support staff, parents and carers, and visitors are responsible for:

- Ensuring the physical and emotional safety of others, especially children.
- Setting high expectations for good levels of behaviour.
- Upholding the school rules and school values.

Pupils are responsible for:

- Managing their own behaviour according to school rules and school values
- Looking out for the safety and wellbeing of others, especially younger pupils.

Governors are responsible for:

- Ensuring that the policy meets the needs of the school.
- Supporting the pupil wellbeing and behaviour policy.
- Reviewing the policy as agreed.

Our Good to be Green Approach for pupils Reception to Year 4

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The "Good to be Green" approach is used by the school to:

- Encourage and acknowledge pupils who make good choices in their personal conduct.
- Offer pupils the opportunity to change direction and make good choices.
- Ensure there are clear consequences for pupils who choose not to make good choices.

The Good to be Green chart displays every child's name below a pocket containing a green, amber and red card. Children are encouraged to 'stay on green' through the visual aid and through a variety of rewards - this avoids overlooking those children who consistently behave well. In each class, the expected code of conduct (the school golden rules) are displayed in the classroom.

GREEN

- Everyone starts on Green at the beginning of each day.
- Pupils who have been Green all week:
- Receive praise for their positive behaviour in school.
 - Take part in 30 minutes Golden time - are offered special activities organised and supervised by adults.

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The school recognises and rewards the achievements of pupils through:

Growth Mindset and Resilience	House points	Head teacher Awards	Friendship Cup	Attendance Awards	Best Reader
All pupils are encouraged to develop resilience in their learning. These learning values are threaded into the curriculum.	Friday celebration assembly Pupils year 1 to 6 allocated a House and collect points during the week. Leading House take part in a House Point Treat every term.	Friday celebration assembly Pupils nominated by their teachers for excellent progress or achievement - link to school values <i>Pupils photos are displayed in the Hall.</i>	Friday celebration assembly Adults or pupils nominate a pupil in each phase who has shown real friendship. Pupils are displayed in the Hall of Fame	Friday celebration assembly Best class Attendance Award Best class Punctuality award Classes who earn the most points will earn the right to a secret treat at the end of term.	Team Assembly Team leaders will hand out certificates for best reader this week
Lunchtime Awards	Classroom Awards	Presentation Awards	Spelling Awards	Star of the Week	Marvellous Me App
Friday celebration assembly Mealtime Supervisors nominate pupils in each playground who are good role models in the playground. They receive a raffle ticket and a raffle prize is chosen in assembly.	Teachers encourage positive relationships in the classroom through a range of incentives	Team assembly Teachers nominate pupils who are working hard to improve the presentation of their work.	Pupils in KS1 will receive spelling awards for excellent outcomes in weekly spelling tasks.	Team assembly Teachers identify one pupil a week as star of the week. All pupils to receive star of the week in a year.	All teachers have the opportunity to send home individuals/groups/class home messages and stamps when appropriate

Steps to help pupils who need reminders to make wise choices in the classroom or playground:

1. Verbal warning
Refer to the golden rule, expectation or value.
Make it clear what the pupil has done that puts their conduct in question.
Make it clear what they need to do to turn their behaviour around.
Offer an opportunity and support them change their behaviour.
If the behaviour persists
2. 'Time Out' in class, next door class or playground.
Give them time to consider:
What did I do?
What do I need to do next to stay 'green'?
What help do I need to achieve this?
If the behaviour persists issue a

AMBER CARD

**Warning
Card**

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Be clear with the child that the reason they were issued an amber card and that there will be a consequence for their actions
Pupil to have a consequence that fits the action (miss 5 minutes of play):
e.g. complete work not completed in class, write an apology note, time out of the playground on time out bench
Offer the pupils time out and an opportunity to reflect in order to make better choices.

RECORD AMBER CARD ON GOOD TO BE GREEN CHART AND CLASS CHECKLIST.

Please note: If the behaviour persists seek the support of Team Leader or a Leader who is available.

If a pupil is getting persistent 'AMBER CARDS' then the teacher needs to involve parents, and log on cpoms examples of the behaviour they display in class

Pupil will return to green the following session.

RED CARD



Teachers can issue red card as appropriate. Explain which rule has been broken. Refer to the golden rule, expectation or value. Be clear about the consequences. Decide on a consequence that fits the action.

Call for support from a Leader if this is needed

Immediate consequence appropriate to pupil actions e.g. time out, loss of break, complete work in break or lunchtimes, letter of apology.

Automatic 10 minute loss of Friday Golden Time. More than one red card results in a loss of all Golden time

RECORD AMBER CARD ON GOOD TO BE GREEN CHART AND CLASS CHECKLIST.

Inform the office that the RED CARD text needs to be sent home.

Cpom key facts using Red Card option.

Reflection time: It is good practice for pupils to reflect on their actions at a later time. Please could you, or an adult working alongside you, spend a few minutes with the child reflecting on their actions and better strategies. (see Appendix for Reflection sheet, and Peaceful problem Solving Cards)

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Some actions result in an immediate RED CARD

Examples of these actions are:

Theft
Bad language including swearing, homophobic language
Rudeness and disrespectful behaviour
Lying
Rude gestures
Walking away (ignoring instructions)
Slamming on desks

Any behaviour that is deemed more serious (see below) will be followed up by the Headteacher/Deputy Headteacher

- Any form of physical violence - e.g. fighting/hitting/kicking another child/adult
- Any form of verbal abuse
- Damage to property
- Showing a lack of respect to a person's race, culture or beliefs

This will involve a meeting with parents/carers and is likely to result in an internal exclusion.

Our Levels Approach for pupils in Years 5 and 6

In Year 5 and 6 we believe pupils are able to take responsibility for themselves as young people. Our approach is to encourage our pupils to make positive choices, and they receive the same incentives as all pupils (see the Green section on page 5). Behaviour is tracked within Levels, and consequences will be described as 'detentions'. See Appendices attached for the description of each level.

Pupil Wellbeing in the Early Years

Pupils in Nursery and Reception will be encouraged and guided to conduct themselves well throughout the classroom environment at all times. The 'good to be green' approach will be used to reward good behaviour. Pupils will be given warnings to understand boundaries, and support to turn their behaviour around. Amber cards will be issued in line with school policy and children will be given 'time out' to show the children how their behaviour was inappropriate. In Nursery red cards will not be issued however appropriate consequences will be put in place to deal with incidents as they arise. Consequences will be immediate, and parents and carers will be contacted and involved as appropriate.

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Pupils with Special Educational Needs and Disabilities (SEND)

All pupils will be expected to uphold the school rules and school values, including pupils with special educational needs. SEND pupils will be subject to the same rewards and consequences as others. At the same time support and adjustments will be made to enable SEND pupils to make good choices, as outlined in the Code of Practice 2014.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

Attending learning opportunities off site.

At the Leys we aim to include every pupil for every learning opportunity both on site and off site. We therefore have high expectations for pupil conduct at all times. If any pupil shows a consistent lack of respect for our school rules and expectations, then this may result in the pupil losing the right to represent the school and/or attend school trips/overnight visits. This will be at the discretion of the Head teacher. Parents and carers will be kept fully informed.

The School Wellbeing Policy which includes pupil discipline and behaviour when pupils are representing the school on school trips and visits. Any incident will be followed up in line with the policy when the pupil returns to school.

PLEASE NOTE: If there are confirmed reports about a pupil's code of conduct and behaviour off-site when the child is not involved with the school, this can be followed up by the school, *'if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.'* (Hertfordshire County Council Exclusion Guidance' 2014)

Sharing Information

Classroom

- Classroom staff will use regular circle times to discuss and work through differences between pupils. The aim will be to resolve conflict and help pupils understand differences. Pupils who need extra support can be referred to the Pupil Wellbeing Worker or School Family Worker.
- Classrooms will have a Worry Box where pupils can express worries and concerns.

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- Staff will log any concern about a child on cpoms. (confidential record). If parents and carers express any concerns, then they will be followed up and logged.

Lunchtime

- Lunchtime mealtime supervisors will record in their yellow books any incidents that occur at lunchtime that need monitored. More serious incidents are immediately reported to the Lunchtime Manager by radio, who will respond and refer onto a senior leader as appropriate.
- The Lunchtime manager will ensure teachers are informed of amber and red cards at the end of lunch on both playgrounds.
- The Lunchtime Manager will review the yellow books at the end of lunchtime and discuss with the Pupil Wellbeing Worker and Family Worker as appropriate.

The Wellbeing Team meet every week to review information shared.

Our Hertfordshire Steps Approach to Supporting Behaviour

- Make efforts to help pupils avoid potential conflict situations using diversion and de-escalation techniques and strategies.
- Offer guidance on how to resolve conflict using 'Pupil Peaceful Problem Solving Cards' using the following script:
 - **I felt... say how you felt**
 - **When... say what happened**
 - **Because... say why it upsets you**
 - **I would like... say what you would like to happen or to change.**

- Adults use **conflict de-escalation script**

(NAME)

-I can see something is wrong

-I am here to help

-You talk and I will listen

-Come with me and...

- Ensure calm body language and non-confrontational approach
- Use positive handling techniques such as escorting and guiding
- Debrief through reflect, repair, restore and record incidents.

Prompts For Reflection and Restorative Dialogue Adult to child might include:

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- What happened?
- What were you thinking about at the time?
- How do you feel about what has happened?
- What have you thought about since?
- Who has been affected by what happened?
- How have they been affected?
- What about this has been hardest for you?
- What do you think needs to be done to make things as right as possible?

Our Range of strategies include

- Positive feedback for making 'good choices'
- Support from class teacher
- Small group 'social skills' or one to one support by adult in school
- Peer mentor programme
- One to one or small group support by Pupil Wellbeing worker or Family worker
- Personal, Health, Social, Health Education (PSHE) and Social and Emotional aspects of Learning (SEAL) or Social skills programmes
- In School Counsellor
- Referrals to outside agencies are made such as CAMHS (Child and Adolescent Mental Health Service NHS); Educational Psychologist; School Nurse, Child Development Clinic NHS.

Our Cycle of Support for Leys Pupils

Any pupil who is struggling to manage their emotions and/or control their actions will be referred to the Pupil Wellbeing team. The team may recommend that a pupil becomes a NEST PUPIL (Pupils Needing Extra Support and Time)

The cycle of support for NEST pupils include:

- an assessment to establish a clear analysis of the pupil's needs e.g. Hertfordshire Steps 'Roots and Fruits' analysis.
- a personal support plan or behaviour plan to set out how the pupil will be supported.
- actions to provide that support.
- input from the Pupil Wellbeing Worker, Family worker, PSB leader.
- individual risk management plan (if appropriate).
- personal PEN portrait (A PEN picture is a summary of the needs of a child and how their SEN affects them which is made for staff to support the pupil in the classroom and playground).
- referral to outside agency as appropriate

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- reviews every half term to assess the effectiveness of the provision and lead to changes where necessary.
- a daily behaviour contract.
- individual or small group support.
- de-escalation strategies
- parents to be involved on a regular basis through verbal handovers and/or home/school book completed by teacher/TA

Rewards are given for managing the plan daily. If amber or red cards are issued, **consequences** will be immediate.

The Head teacher will consider any request for a NEST pupil/pupil receiving ongoing amber or red cards to represent the school or attend class trips or visits. If there are serious concerns regarding the health and safety of themselves and/or others, the opportunity will be revoked.

Our Cycle of Support for Leys Primary Support Base Pupils

Any pupil who has been allocated to the PSB has been identified as struggling to manage their emotions and/or control their actions in the mainstream school setting. Pupils in the PSB will be expected to keep the same school golden rules and values set out in the pupil wellbeing policy. The aim of the PSB is to re-integrate the pupil back into full time mainstream education.

The cycle of support for PSB pupils include:

- a Personal Support Plan and/or Individual Risk Management Plan to set out how the pupil will be supported
- one to one support and input from the PSB staff
- reviews every half term to assess the effectiveness of the provision leading to changes where necessary

This may include:

- a daily behaviour contract
- daily expectations, rewards and consequences
- individual or small group support
- de-escalation strategies
- a careful managed transition to a mainstream classroom following an agreed time period
- parents to be involved on a daily basis through verbal handovers and/or home/school book completed by teacher/TA

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The Head teacher will consider any request for a PSB pupil to represent the school or attend class trips or visits. If there are serious concerns regarding the health and safety of themselves and others, the opportunity will be revoked.

Consequences for Serious Incidents

INTERNAL EXCLUSION

There are some instances where the Head teacher/Deputy Headteacher reserves the right to issue an internal exclusion for any pupil where the actions are more serious than a 'red card'; or this could be a consequence for 'repeated red cards'. The pupil will remain in school; however they will be withdrawn from their class, and supervised in a small group or one to one by a member of staff. In these circumstances the parents and carers will be expected to meet with the school to discuss

- the incident(s)
- how the school is going to support the pupil to make better choices
- how parents and carers can work together with the school to ensure their child is able to make better choices, and keep school values and golden rules.

FIXED TERM EXCLUSION

All guidance as set out in the DFE Guidance - Exclusion from maintained schools, Academies and pupil referral units in England' 2012 will be adhered to.

Hertfordshire County Council Exclusion Guidance' 2014 will be used to guide the procedures followed by the school.

There are circumstances in which individual pupils may be required to leave the school site, namely where:

a)

there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

b)

a pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals.

c)

for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home after

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consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.

Behaviour during lessons

A decision to exclude a pupil for a fixed period will be taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two makes it more difficult for the pupil to reintegrate into the school afterwards.

Behaviour during lunchtimes

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply.

Behaviour off site

The school's behaviour policy should provide for the circumstances where the school may discipline pupils for poor behaviour outside school. Pupils' behaviour outside school on school business, for example, on school trips, away school sports fixtures, or work experience placements, may be subject to the school's behaviour policy. Poor behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the head teacher. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion

Hertfordshire County Council Exclusion Guidance' 2014

In any of these circumstances apply:

1. The head teacher/teacher in charge will delegate a senior member of staff to carry out a thorough investigation and report his/her findings to the head teacher. Written records of interviews with relevant members of staff and pupils will be considered by the head teacher.

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When reviewing the outcome of an investigation into a breach of the school's behaviour policy which might lead to exclusion, the head teachers will consider if a different sanction could be applied and if so, that sanction should be imposed instead.

2. The parents and carers will be invited to meet with the school to discuss:
 - the incident(s)
 - how the school is going to support the pupil to make better choices
 - how parents and carers can work together with the school to ensure their child is able to make better choices , and keep school values and golden rules
 - the member of staff allocated to support the pupil in schoolParents and carers are expected to attend follow up review meetings.

Where the decision to permanently exclude is being considered partially or entirely on the basis of the on-going risk the child poses to the health and safety of other members of the school community, the head teacher should carry out a Risk Assessment Management Profile (RAMP) which specifies the hazards, risks and mitigation measures that could be taken. Taking these steps makes it more likely that eventual decision is sound and also enables the head teacher to demonstrate that he/she has been reasonable.

PERMANENT EXCLUSION

All guidance as set out in the DFE Guidance - Exclusion from maintained schools, Academies and pupil referral units in England' 2012 will be adhered to.

Hertfordshire County Council Exclusion Guidance' 2014 will be used to guide the procedures followed by the school.

1. Before reaching a final decision as to the sanction to apply the head teacher should review the evidence that has been submitted, taking account of the school's behaviour and equal opportunities policies and, where relevant, the Equalities Act (2010), and consider any relevant mitigating and aggravating factors. The Head teacher may consult as necessary, e.g. with the LA's local Integration Officer, Governors, other members of the SLT and/or another head teacher, but not with anyone who may later have a role in reviewing the head teacher's decision, e.g. a member of the governing body who may sit on the reviewing panel.
2. The Head teacher should also organise a meeting with the child and his/her parents to discuss the situation and inform them of the intention to permanently exclude. At this point other options, such as a managed move, would be explored with the Local authority Integration Officer.

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3. If the Head teacher makes the ultimate decision to permanently exclude all HCC guidelines will be followed.
4. A committee of 3 governors will meet to review the decision of the Head teacher.
5. If the committee uphold the decision of the Head teacher, then parents and carers can request that the decision by the panel is reviewed by an Independent panel.

This policy aims to support all the children and staff at The Leys Primary School with a consistent and positive approach to behaviour and conduct that enables them to learn and teach in a friendly, safe atmosphere. See School Policies on Anti-Bullying, the Policy for Restrictive Physical Intervention in School and Equal Opportunities.

RATIFIED October 2019 (to be reviewed by 1 October 2020)
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Signed: <i>Phil Bibby</i> Chair of Governors
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Signed: <i>Leigh Humphries</i> Headteacher
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Appendix 1: School rules and School Values	
School Values	Golden Rules
<ul style="list-style-type: none"> ● Excellence ● Determination and resilience ● Inspiration ● Respect ● Equality-fair play ● Courage ● Friendship 	We always try our best and we are proud of our achievements.
	We listen to others and we work well as a team.
	We make wise choices and we learn from our mistakes.
	We are friendly to others and we show them respect.
	We keep ourselves and others safe.

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Appendix 2: UKS2 Behaviour Strategy

Level 1 - Positive correction

If a child breaks the class/school rules then positive correction should follow. Correction should be non threatening and should focus on addressing the primary behaviour only.

- Give a clear direction and remind the child of the class/school rule that they are breaking.
- An individual approach where the teacher calmly and quietly gives a clear warning before any punishment takes place.
- Give the child 5 minutes time out if appropriate on their own within the classroom.
- Praise the child if the behaviour immediately improves. Positive encouragement for doing the right thing, an individual approach helps. If behaviour improves then the child can be taken off of level 1.

Level 2 - verbal warning

- Repeat the direction or re state the rule that they are expected to follow.
- Make it clear that it is the behaviour that is unacceptable not the child.
- Make it clear that this is their 2nd and final warning before they are given a lunchtime detention.
- Give the child 5 minutes time out with another teacher in the same team/team leader.
- Team Leader informed who will speak to the child regarding their behaviour. Team leader can support teachers with alternative behaviour strategies if it is felt that the current strategies aren't being effective.
- move the child to another class with the incentive of moving back to the class if their behaviour improves. Talk to the child individually at a suitable point in the lesson.

Level 3 - Lunchtime detention

- Level 3 could be given a result of already being on level 1 and 2 prior to level 3 being given or if the behaviour was a serious one off offence e.g. swearing, physically hurting another child on purpose, disrespectful attitude towards adults. Staff can bypass levels 1 and 2 in these instances.
- Teachers/TA's to write the names of all children who have a level 3 on the board in the staff room so that the SLT know who needs to be in for a lunchtime detention.
- Children to spend their lunchtime (apart from when they are eating their lunch) in the art area of Tolkien class, During this time children will complete a reflection form (separate LKS2 and UKS2 reflection sheets available) and talk about what happened, how they dealt with the situation and how they should deal with a similar situation if this should happen again.
- Incident needs to be recorded on CPOMs's and reflections completed during lunchtime detention should be uploaded to CPOM's too.
- Text to be sent home to inform parents/carers that their child has been given a level 3 lunchtime detention.

Level 4 - NEST pupils

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- Children who are regularly receiving a level 3 lunchtime detention will be closely monitored by the behaviour team and these pupils will be focused on during behaviour meetings held weekly. We will refer to these children as our NEST pupils (need additional support and time).
- Parents/carers will be spoken to and informed that their child is on Level 4 as a result of prolonged behaviour over a period of time.
- Children at Level 4 will have a daily behaviour report card which will be monitored by HT/DHT on a daily basis and parents sent home a copy of the report card at the end of the week.
- Outside agency support will be considered for these children.
- CPOM's all behaviour incidents

Level 5 - Internal exclusion

- Level 5 could be given a result of already being on level 4 prior to level 5 being given or if the behaviour was a serious one off offence e.g. violent assault, racist, homophobic, comments. Staff can bypass other levels in these instances.
- The internal exclusion gives a clear signal to children that there are finite boundaries to the scope of behaviour that will be tolerated and includes loss of playtime and lunch break.
- Children will spend the period of the internal exclusion with HT or DHT's.
- Outside agency support will be further discussed and implemented if appropriate.
- At this level, children's privileges may be removed from them e.g. sports ambassadors, representing the school at events e.g. dance or sporting events. They may also be refused to take part in class trips if it is felt that the risk of taking them cannot be managed within the current staffing structure.
- Parents/carers will be informed if an internal exclusion is given.
- Record the internal exclusion on CPOM's

Level 6 - Fixed term exclusion

Few single acts would lead to exclusion from school. It is more likely to be a step reached after all other disciplinary strategies have been applied.

- Parents will be spoken to regarding fixed term exclusions.
- Exclusion paperwork to be uploaded to CPOM's.
- Reintegration meeting will take place with the parent/carer

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Appendix 2 continued

ABOVE EXPECTATIONS						
		Excellent	Exceptional	Outstanding		
		Push yourself Great effort Brilliant attitude	Helping others Consistent excellent effort and work	Outstanding effort Role model In school every day		
EXPECTED						
Behaviour		Effort	Uniform	Attendance	Homework	
Follow instructions Be polite and respectful Be honest		Work hard Contribute Focus Challenge yourself	Conforms to school policy	Comes to school every day Always arrives on time	Completed to a high standard Handed in on time Reading at least 5 times per week	
BELOW EXPECTATIONS						
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Positive correction Unacceptable behaviour Talking at inappropriate times Lack of effort in work Time out in class	Verbal warning Continuation of poor behaviour Final warning Team leader informed Time out in a different class	Detention in school (breaktimes/golden time) Text home to parents/carers Serious one off offence or following level 1 and 2	On report Daily behaviour report for continued poor behaviour Meetings with parents	Internal exclusion Pupil educated in school on their own in school, and not in class for up to 2 days Parents involved	Fixed term external exclusion (goes on pupil record) Parents involved Pupil not allowed on site for designated period of time	

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Appendix 3: Key stage 2 Peaceful Problem Solving cards

<p style="text-align: center;"><u>Peaceful problem solving</u></p> <p> Ready Both sides should be calm - it's never any good to make up when you are angry.</p> <p> Steady Take it in turns to say what you are feeling and why.</p> <p> Go Pick a solution that everyone is happy with. </p>		<p style="text-align: center;"><u>Steady script</u></p> <p>Listen well, don't interrupt. </p> <p> I felt... <i>say how you feel</i>  </p> <p>When... <i>say what happened</i></p> <p>Because... <i>say why it upsets you</i></p> <p>I would like... <i>say what you would like to happen or to change.</i></p>
<p style="text-align: center;"><u>Peaceful problem solving</u></p> <p> Ready Both sides should be calm - it's never any good to make up when you are angry.</p> <p> Steady Take it in turns to say what you are feeling and why.</p> <p> Go Pick a solution that everyone is happy with. </p>		<p style="text-align: center;"><u>Steady script</u></p> <p>Listen well, don't interrupt. </p> <p> I felt... <i>say how you feel</i>  </p> <p>When... <i>say what happened</i></p> <p>Because... <i>say why it upsets you</i></p> <p>I would like... <i>say what you would like to happen or to change.</i></p>
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Appendix 4: Key stage 1 Peaceful Problem Card

Appendix 4: REFLECTION

Pupil Name:

Date:

Time:

	What went wrong
	What will you do next time
	Adult comment
	Follow up/consequence

- CPOMs
- Red Card
- Team Leader
- SLT

Name of other pupil/s involved _____

Name of adult/s involved _____

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Appendix 5 continued:

When we REFLECT with a child after an incident we must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing what should have happened.

A RESTORATIVE APPROACH is an approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Wright 1999
It focuses on harm that has been done
How the harm can be repaired
It Looks at experiences, feelings and behaviours and identifies needs
It Plans to ensure risk reduction for the future

ASK

What happened?

What were people thinking and feeling at the time?

Who has been affected and how?

How can we put right the harm?

What have we learnt so we are able to make a different choice next time?

TELL

Often children who expect to be criticised and punished will shut down and try to avoid this process. Staff should be confident to tell the story (what happened themselves) if the child is unwilling to participate.

POSITIVITY

When this process has been completed using a positive approach and frame of mind it helps children begin to take responsibility for their own actions when they make mistakes. Making mistakes is part of all of our learning.

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