



The Coppice Primary School

Behaviour Policy

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The Coppice Primary School

Behaviour Policy

1. 1. School vision:

“Happy, confident and successful learners that are well prepared for life”

2. Purpose of the policy:

2.1 This policy reflects the school values and philosophy in relation to the managing of behaviour and promotion of self-esteem at The Coppice Primary School, sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations for managing the behaviour of pupils at The Coppice.

2.2 This document is intended for:

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents
5. Inspection teams

3. Introduction

Good behaviour is essential to good learning. Better behaviour improves every aim of school imaginable. Therefore, we recognise that for the children to fulfil their potential, good behavioural values and habits need to be explicitly named, defined, modelled and for all pupils to be supported to understand how they relate to their lives both at school, at home and in society. At Coppice, this enterprise is not in addition to the quest for academic success and high standards of behaviour but integral to it.

We have constructed our behaviour policy around a behaviour curriculum that we call ‘The Coppice Way’. To ensure our values are clear and easy to remember, we have kept to three core values which we expect all members of our school community to adhere to:

- be ready
- be respectful
- be responsible

Through the diligent and consistent application of this policy by every member of our school team, we believe that we can achieve our school vision statement. We will endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which we can all flourish.

Our behaviour management policy has been developed to help the child to learn from all the different types of behaviour that they might show. We aim to realise our vision (above) for our children by helping them to make the right choices with the aim of building their self-esteem.

This behaviour management policy is built on the premise that low self-esteem affects behaviour, learning and relationships.

Self-esteem is the personal picture that we have of ourselves, our strengths and our limitations. This self-image is built up by all the positive and negative responses of the people with whom we come into contact. Every child needs praise, success, recognition and affection; all of which feed into our vision (above) for our children.

A child can accept learning challenges and failure if he/she can draw upon support from people around them.

A child with low self-esteem either resorts to negative attention-seeking behaviour or withdraws, which in turn negatively affects his/her learning and relationships and becomes a negative, self-fulfilling cycle. Our job as teachers is to ensure that no child (or adult) gets drawn into such a cycle.

4. Inclusion:

The Coppice Primary School welcomes people from all backgrounds regardless of gender, beliefs, sexuality, abilities or race. And, because of this, we truly believe that, if our behaviour policy does not work for all, then it does not work at all.

We believe in having high expectations for **all** children. This includes children with barriers or disabilities who may find behavioural expectations harder to achieve than others. In these circumstances, we will still maintain the same expectations, but will do so with sensitivity and warmth, taking into consideration the context and needs of the child; this is the case for all children, but especially for those who have significant additional needs.

Research shows that SEND children benefit more than anyone from calm, orderly schools where expectations are clear and unambiguous.

In exceptional circumstances, practice may need to be adapted to make it bespoke to the needs of SEND children, possibly including the implementation of a Pastoral Support Plan (PSP) or Individual Behaviour Plan (IBP) to support the child or interventions (e.g. Thrive etc). Crucially, this support will be put in place as a complement to the school's existing behaviour management structures, not as a replacement for them.

5. School expectations

We will establish a set of whole school expectations which are consistently applied across the school by all staff. These expectations are explicitly taught and modelled to pupils. All children have a clear understanding of the behavioural expectations and routines behaviour and are therefore able to understand the consequences of their actions.

o Be responsible, respectful and ready

o Be kind to yourself and others

o Always try your best

o Move calmly and quietly around school

o Dress to impress (Appendix 7)

o Take care of one another and our things

o Let everyone learn

Please see Appendix 1 for further guidance and explanation.

6. Routines and Expectations

The first week of the school year will be devoted to teaching children 'The Coppice Way'. This will explicitly teach, model and practise the routines and school expectations to all the children so that each routine becomes a habit. For EYFS children, The Coppice Way will be delivered at a slower pace over the course of the first few weeks of school. Throughout the school year, there will be continual reminders, reiteration and reinforcement from all staff at all times.

6.1 Classroom Expectations

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and consequences are used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door on entry to school each morning, after break and after lunch (using our GLASS guide to greeting — see appendix)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Carefully hanging up their coats and bags in the cloakroom sensibly
- Settling quickly and calmly to daily reading each morning during registration
- Exhibiting good learning behaviours (for example, BLAST and SHAPE— see appendix 6)
- Raising hands before contributing to class discussions, unless instructed differently
- Speaking audibly in full sentences when making contributions to class discussion
- Relishing challenging and showing resilience
- Looking after our equipment and environment

6.2 Playground Expectations

At The Coppice, we recognise the unique contribution that playground activities make to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment through our OPAL Play provision. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health.

In particular we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to adhere to several playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – **'first time, every time'**
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Tidying up equipment at the end of break times and lunchtimes
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Demonstrating **'fantastic walking'** when entering/exiting the playground
- The golden rule: **treat others the way you want to be treated**

6.3 Infant and Junior Dining Hall Expectations

At The Coppice, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes.

Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up sensibly, talking at a moderate volume
- Following instructions – **'first time, every time'**
- Using good manners at all times, always saying **please and thank you (STEPS)**
- Talking politely and at a moderate volume with the other pupils on their tables
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Making a conscious effort to eat their lunch within the time allocated
- Tidying up after themselves: scraping plates/taking all their rubbish home with them in their lunch box/informing an adult of any spillages
- Using **'fantastic walking'** for transitions between the playground and the dining hall/classroom

6.4 Corridor Expectations

As stated in the whole school expectations, children are expected to move around the school calmly and quietly using **'fantastic walking'**. Adults are expected to model this to children as they move

around the school and remind children when they are not using **'fantastic walking'**. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

'Fantastic walking' expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Face the way you are walking
- Walking quietly (inside voices)
- Walking with hands at your sides
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling as you pass people in the corridor

6.5 Assembly Expectations

Assemblies provide an opportunity to reinforce The Coppice's ethos, values and mission statement. Our school community typically gathers together twice each week.

Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into assembly silently using **'fantastic walking'**
- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting to be instructed to sit down by a member of teaching staff
- Showing good learning behaviour: **BLAST** – **B**e quiet, **L**isten to all of the words, **A**sk and answer questions, **S**it still, **T**rack the speaker
- Sitting still, keeping hands to themselves
- Celebrating the success of others through applause
- Standing up silently at the end of assembly when instructed to do so
- Walking silently back to class using **'fantastic walking'**

6.6 Library Expectations

At The Coppice, our library provides a calm space for all students to think, create, share, and grow in their love of reading.

Pupils are expected to adhere to a number of expectations when using the library, which include:

- Walking to, from and through the library calmly, using **'fantastic walking'**
- Being very quiet when using the library
- Returning books to their correct place when choosing a book
- Treating our library books with respect and care
- Returning their library book before borrowing another
- Waiting patiently for an adult to check the book out of the library before taking a book
- Keeping our library neat and tidy
- Reporting books which are damaged to an adult
- Being kind and taking turns (sharing comfy seating and exciting books etc.)

6.7 School Trip/Local Community Expectations

Students are expected to act as ambassadors for the school when out in the local community or on a school trip.

Pupils are expected to adhere to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public, teaching staff, parent volunteers and peers
- Listening carefully to adults and following instructions – **‘first time, every time’**
- Respecting the local environment by not littering or damaging property
- Using quiet voices to speak with their partner, particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
- Taking care of one another and sticking with their group/partner
- Following the whole school expectations
- Telling an adult if they are feeling unwell

7: Roles and responsibilities

It remains the overall responsibility of the Head Teacher and the Senior Leadership Team to ensure that high standards of discipline are maintained on a daily basis. However, at The Coppice, we acknowledge the responsibility of every person — adult and child — in promoting and maintaining high standards of behaviour at all times.

7.1 The Headteacher and Senior Leadership Team will:

- Ensure the promotion of our school values, the school’s mission statement and the whole-school expectations in and around school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school
- Monitor practice to check that the Behaviour Policy is being implemented consistently by all staff members
- Reports to Trustees regarding the effectiveness of the Behaviour Policy and on the frequency of significant behaviour incidents
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour
- To investigate and action significant behaviour incidents, updating My Concern
- Ensure that, where consequences are necessary, they are used appropriately and proportionately
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy on a termly basis
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management

- Use the Coppice 'shared mantras' when speaking to children about their behaviour (Appendix 6)

7.2 The Year Group Leaders will:

- Support the Headteacher to ensure the promotion of the school's values, the school's mission statement and the whole-school expectations in and around school
- Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff.
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school
- Be a positive role model
- Support all staff in dealing with difficult pupil behaviour
- Investigate and action significant behaviour where necessary
- Use The Coppice 'shared mantras' when speaking to children about their behaviour (Appendix 8)

7.3 All teaching staff will:

- Promote the school's values, the school's mission statement and the whole-school expectations in and around school
- Explicitly teach the whole-school expectations and routines to the children through 'The Coppice Way' lessons
- Make sure that they are always present to supervise children in the classroom
- Be positive role models - using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave (Appendix 6)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour, including ensuring all Parents and Carers receive positive messages about their child.
- Use team points and other in-class reward systems to reward pupils who go *above and beyond* expectations (Appendix 2)
- Celebrate children's success through selecting a weekly Star of the Week winner
- Use staff walkie talkies to alert SLT to any consistently disruptive or difficult behaviour
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the SLT (and the SEND and Thrive teams if necessary) to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Minor behavioural incidents can be noted by the Class Teacher for future reference if needed.
- Record any significant behaviour incidents using My Concern and inform a member of SLT
- Report any dangerous behaviour to a member of SLT and record this as a significant behaviour incident on My Concern
- Report persistent behaviour issues on My Concern.
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner
- Use the Coppice 'Shared Mantras' when speaking to children about their behaviour (Appendix 6)

7.4 All Lunchtime Supervisors/Play Workers (OPAL Play Team) will:

- Promote the school's values, the school's mission statement and the whole-school expectations during lunchtime
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Meet and greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going *above and beyond* to promote good behaviour for all children
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use team points to reward children who go **above and beyond** playground/dining hall expectations
- Ensure the children use '**fantastic walking**' when moving around school
- Insist that the children line up quietly and back into school silently
- Communicate behavioural successes and concerns with the child's class teacher
- Use the amber/red card warning system consistently and proportionately for disruptive and difficult behaviour
- Report all dangerous behaviour to class teachers and a member of SLT
- Use the Coppice shared mantras when speaking to children about their behaviour (Appendix 8)

7.5 Children will:

- Live out the school's values and our school's mission
- Follow the whole-school expectations and routines
- Accept responsibility for their actions and their impact on others
- Work cooperatively
- Accept consequences and be willing to be reflective, with a view to making good choices in the future
- Pupils in Years 5 and 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils through the buddy system. The roles of and Team Captains, Vice-Captain and School Councillor are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

7.6 Parents will:

- Promote the the school's values, the school's mission statement and the whole-school expectations
- Support the school's Behaviour Policy
- Work in close partnership with the school, discussing problems that may arise with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend Parents' Evenings (in person or online via Schoolcloud)

- Discuss the whole-school expectations with their child, emphasising their support of them and assisting when possible with their enforcement
- Recognise that teaching and learning cannot take place without good behaviour being in place
- Remember that all staff approach behavioural incidents patiently and positively

7.7 The School Trustees will:

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of significant behaviour incidents
- Evaluate the effectiveness of the policy with the Headteacher

7.8 Staff Code of Conduct

The Staff Code of Conduct Policy has been shared with all those working within our school community. This document details the staff code of conduct and gives further guidance on the roles and responsibilities of staff members. Further detail on staff conduct can also be found in the Coppice Staff Handbook.

8: Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Desirable Behaviour:	Staff members responsible for feedback:
Going <i>above and beyond</i> expectations Relishing challenge Working together Engaging enthusiastically in lessons Listening carefully Being kind Looking after the school environment Using 'fantastic walking' High standards of respiratory and tactile hygiene Good manners	All staff
Examples of disruptive behaviour	Staff members responsible for feedback:
Minor misbehaviour in corridors or around school (running, being on the wrong side etc.) Dishevelled uniform (e.g. untucked shirt) Untidy written work Shouting out in class Swinging on their chair Disengagement in class/assembly Distracting others Negatively impacting on the learning of other pupils	Class Teachers, Teaching Assistants and Learning Support Assistants

Talking in class while an adult is addressing the class Disregarding instructions Entering the school building needlessly at break/lunchtime Showing a lack of care for school property Not respecting other pupils' personal space Touching or pushing one another when lining up Rude or disrespectful behaviour, including using unkind words	Class Teachers, Teaching Assistants, Learning Support Assistants and Lunchtime Supervisors
Examples of difficult behaviour:	Staff members responsible for feedback:
Persistent disruptive behaviour (see above) Refusal to complete tasks set Kicking out (not directly at a person) Thoughtlessly throwing objects (not directly at a person) Hitting out (not directly at a person) Intentionally damaging school property Non-aggressive swearing Being dishonest Stealing	Class teachers, Teaching Assistants, Learning Support Assistants, Lunchtime Supervisors and Year Leaders/Assistant Heads
Examples of dangerous behaviour:	Staff members responsible for feedback:
Persistent difficult behaviour (see above) Spitting (on the floor or at others) Coughing/breathing on others deliberately Targeted hitting, pinching, kicking or biting Throwing objects at a person Running out of class/running away in public places Damaging or destroying school property Racist, homophobic or prejudicial language Child-on-child abuse (physical, emotional or sexual) Aggressive swearing (directed at another person)	Headteacher and Senior Leadership Team

9: Rewarding *Desirable Behaviour* and Achievements

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Through habitually recognising desirable behaviour and rewarding it, we reinforce the culture we want in our school and motivate our children to uphold it. The Coppice will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by using a range of forms of recognition:

- Positive feedback to individuals or groups
- Use of the class recognition board — a display to highlight children who have gone 'above and beyond' with their effort. Unlike team points, this doesn't have a 'tariff' and can be used at the discretion of the teacher to highlight children for positive behaviour, effort and thinking.
- Visual prompts to highlight individual's good behaviour, i.e. stickers
- Good news of the day — letters, phone calls or emails home to parents

- Consistent use of Team Points (Appendix 2)
- Being sent to the subject leader to show their work
- Star of the Week Award (weekly — including bench privilege in assembly)
- A celebration assembly is held half-termly in celebration of pupils' success in and beyond the school day
- Hot chocolate with the Headteacher, Deputy Headteacher or Assistant Headteacher (Star of the Week reward)

10: Consequences

While we believe that our children can be proactively taught how to behave in school, we also accept that sometimes our school expectations will be broken. In these situations, staff will need to use consequences consistently and proportionately to deter poor behaviour and act as a guide for future behaviour. Every consequence issued will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour moving forward.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the teacher or TA requires from the child.
- consequences should be proportionate to the behaviour

10.1 Tiered consequences allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *Reminder* and verbal *warning* is enough to encourage them to do this. However, at times, when children may be **exhibiting a range of disruptive or difficult behaviours** it may be necessary for staff to give additional warnings and consequences.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit **disruptive** or **difficult behaviour**, adults will respond calmly following the scripted intervention set out below.

Tiered consequence	Explanation and Feedback
Least invasive intervention first	<u>Judicious</u> use of strategies to correct disruption early and offer children the chance to change their behaviour without breaking the flow of lessons. This intervention can then be increased subtly, though it is important that this is judicious so that children are not given an abundance of chances to break school expectations without moving onto the formal ladder of consequences. Be seen looking: From the position of maximum visibility, show that you are monitoring the class closely by tilting your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked. Silent non-verbal: hand signal, eye contact, facial expression (e.g. furrowed brow or raised eyebrows), shake head, tactical sharp pause, strategic move closer or gesture (e.g. hand on desk of someone drawing on their whiteboard). Unnamed behaviour prompt: <i>'Almost everyone has started We're (e.g. tracking the speaker). Thank you (Amirah). Thank you (James). Just waiting for 100%. We need one person ... and 100% — great.'</i> or (more targeted) <i>'Almost everyone is doing the right thing... we're just waiting for a couple of children on this table'</i>
Reminder	A verbal reminder of the expectations Example: "I notice that you are shouting out and not following our school expectations. Please wait for the teacher to decide who speaks, as this is being respectful. Thank you."
Warning	Explain that you have spoken to the child about breaking the expectations and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: "I notice that you are shouting out which is breaking our school rule of being respectful. If this continues you will receive an amber consequence which means you will stay in to speak with me for some of your breaktime/have a time out (EYFS). Do you remember yesterday, when you put your hand up and made some wonderful contributions to our class discussion? That is what I need to see from you today. Thank you."

Amber Consequence	Explain that they have still chosen not to follow our school expectations and as a result they have received an amber consequence. This means they must speak to you for a few minutes at break-time. Warn that if they chose to break the expectations again they will receive a red consequence and lose their whole playtime and have to speak to the Year Leader/Assistant Headteacher about their actions. Example: "I notice that you are still interrupting by shouting out. You are breaking our school rule of being respectful. You have now received an amber consequence. You have now chosen to spend some of your breaktime speaking with me/catching up on the work you have missed."
Red Consequence	Explain that they have continued to choose not to follow the expectations and as a result they have received a red consequence. This means that they will now need to spend the full breaktime reflecting on their choices on the desk outside Mr Hutt's office. In instances of <i>difficult behaviour</i> a Year Leader, Assistant Head/Deputy Head will also discuss the behaviour with the child. Example: "You are continuing to break the school rule of being respectful and because of this you have received a red card. You will now spend your breaktime thinking about the choices you have made outside Mr Hutt's office. During this time (<i>both I and Mrs Ashwell/Mr Laight will speak to you and</i>) you will complete a behaviour reflection sheet/catch up on your work." (appendix 3)

10.2. Consequences for persistent or extreme behaviour:

Behaviour that affects children's physical or emotional safety (for example, persistent or extreme examples of the behaviours listed under 'dangerous behaviours' in section 7 of this policy) or where behaviour makes it impossible for teachers to teach and children to learn. If behaviour is really persistent or extreme, and repetition and escalation aren't working, then more serious or complex interventions may be required. These are explained in detail in our **Suspensions and Exclusions Policy**.

N.B. In Early Years Foundation Stage classes, the language of amber and red consequence is not used; however, the tiered consequence process is still followed. In EYFS, the consequences cannot take place at break times and so children will be asked to sit out for around 3-5 minutes of 'Explore and Learn' time.

10:3 Restorative Conversations

Once a child has reached a second amber consequence or a red consequence, the conversation which follows should be based upon restorative justice principles. For this conversation to have an impact, it should only take place once the child is in an appropriate emotional space to have the conversation and not while they are dysregulated.

Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 3). Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

Restorative feedback involves asking the following questions:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can you make sure that this doesn't happen again?

After the consequence has been completed, the member of staff who issued the consequence will have a 'threshold conversation' to review what happened and discuss what needs to happen next. This conversation will include:

- What they did wrong in order to be there
- How they behaved
- What they should have done instead
- How they can do better in the future
- A gentle but firm reminder of what will happen if the behaviour repeats
- Establishing whether they need to talk to you about any unusual circumstances affecting their behaviour
- An indication that the slate is now clean once they leave the room they are currently in
- The expectation that they will do better
- A clear message that you want them to do better and you believe they can
- Telling them that they matter. Their behaviour matters. You want them back in the class and doing well.

11: Additional Support for Persistent Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The Senior Leadership Team, in conjunction with outside agencies if necessary, will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate an Individual Behaviour

Plan (Appendix 4) for the pupil if challenging behaviour persists. They may also use a personalised behaviour chart to monitor the child's behaviour and celebrate their success.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12: Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

13: Removal from class

In some circumstances, it may be necessary for a child to be removed from class in order to:

- Keep the child themselves safe
- Keep the rest of the class safe
- Protect the safety or dignity of the class or the teacher by removing rude or aggressive behaviour
- Allow teachers to teach and children to learn
- Help challenging children obtain the attention they need in an appropriate environment (away from the classroom) for a restorative conversation (see section 9:2)

For disruptive or difficult behaviours (section 7) the school's normal behaviour consequence system (section 9) should have been used in full for a removal to be necessary; for dangerous behaviours this will not be the case and children may be removed as an immediate response to the behaviour.

When it is necessary to remove a child from class, the process is as follows:

1. A red behavioural/medical emergency card will be sent to the office (either with an adult or with a responsible child in the case of Years 3-6). If Reception and Year One teachers do not have an adult available to send, they should use the school's internal phone system or class walkie talkies (which all staff in school have) to call the school office or the Head or Deputy's office.
2. A member of the Senior Leadership Team will come to the classroom and calmly request that the child accompanies them using scripted language (see appendix 7)
3. The member of SLT will escort the child to the Head or Deputy's office.
4. The child will be given the opportunity to sit quietly, reflect and regulate.
5. When the child is ready, a senior leader will hold a restorative conversation with the child (see section 9) and complete a 'Reflect, Repair, Reset' sheet (see appendix 3)
6. The child will be given the opportunity to work in a useful way — this could be sent up by their teacher but will more likely be taken from a centralised bank of emergency resources. The amount of time this step takes depends on the initial behaviour.

7. The family of the child who was removed will be phoned by SLT to explain the reason for the removal and the associated consequences (a suggested script for which can be found in appendix 7).

14: Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort by staff who have been trained
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment
- Be recorded and reported to parents

***Ten key staff in school have up-to-date 'Team Teach' training which enables them to safely move and remove children as a last resort, in order to keep them safe.**

15. Behaviour Management for SEND pupils:

We recognise, as a school, that some children may need necessary adaptations to the whole-school behaviour management guidelines that cover the vast majority of pupils. However, the aim, in the first instance, should always be to try and ensure that all pupils meet the school's expectations. We recognise though that some children may find achieving all or some aspects of the guidelines more challenging than others. For example, they may find it difficult to constantly sit still or to make consistent eye contact. In these cases, and when part of a recognised and evidence-informed need e.g. assessment made by the SEN Team or external support agencies, enhanced support and adaptations may therefore need to be made to help these pupils achieve behavioural expectations as much as possible. This may include support such as: cue cards, visual representations of desired behaviours or additional reminders that are not ordinarily given to all pupils. They may also be given additional movement breaks or adapted reward systems.

Where adaptations and allowances are made for some pupils with specific needs, this will also be discussed sensitively with the whole class (when the pupil isn't present) so that they understand why this may be the case and why they themselves do not need to have these adaptations.

Where children with SEN do not meet behavioural expectations that they are capable of meeting, they will still receive appropriate consequences that are in line with this policy. Having a SEN need should never be accepted as a reason for tolerating poor behaviour.

16: Links with other policies

The behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Child-on-child Abuse Policy
- Staff Code of Conduct Policy
- Parent Code of Conduct Policy
- Suspension and Exclusions Policy

- Safeguarding and Child Protection Policy
- Lunchtime Supervision Policy
- Thrive policy

17: Sources used in the formulation of the Behaviour Policy:

Running the Room: the Teacher's Guide to Behaviour, Tom Bennett (2020)

Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)

Teach Like a Champion, Doug Lemov (2015)

Improving Behaviour in Schools, The Education Endowment Foundation (2019)

Teaching Walkthrus: Five-step Guides to Instructional Coaching, Tom Sherrington & Oliver Caviglioli, 2020

Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies, DfE (2013)

Let's Help Every Child Thrive: Primary Practitioners Course Reference Booklet, Fronting the Challenge Projects (2014)

18: Monitoring Arrangements

All staff record concerning incidents of misbehaviour on MyConcern (Dangerous Behaviour/red consequences). The Senior Leadership Team will action these incidents and inform parents when necessary. These are reviewed and monitored by the Head Teacher weekly.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

The Behaviour Policy will be formally reviewed by the Head Teacher and Governing body every two years.

19. Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy. All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
The Coppice Primary School Behaviour Policy	Whole school behaviour approach and expectations with all matters relating to children's behaviour	To provide a consistent whole-school approach to behaviour	All staff and pupils	On the school's G Drive and on the school website

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		X

Appendix 1: Whole School Behaviour Expectations Breakdown

Whole School Expectations	Explanation
Be ready, responsible and respectful	Children need to understand that learning is an active process and this requires them to be ready: - Be ready to work hard - Bring the right uniform and equipment to school - Be mentally ready to learn: make sure they have enough sleep and tell an adult if something is worrying them Children are encouraged to take responsibility for their learning: - Take pride in themselves and our school - Own up to mistakes and say sorry if necessary - Consider how their words and actions affect others Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone. - Respect for all people - Respect for other people's property and belongings - Respect for oneself Other elements of these expectations are contained below.
Be kind to yourself and others	Children need to learn that everyone is at school to work on being the best version of themselves. This means that they need to understand their own strengths and areas of development and try not to compare themselves to others or expect themselves to be perfect. Similarly, they need to understand that everyone is on their own journey and everyone's situation is different. We can make our school a better place to be by choosing to be kind to others by looking out for one another and supporting them in different situations.
Always try your best	This rule is not about "winning" or "being the best" but rather about giving your best. Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result. This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.
Move calmly and quietly around school	Children are expected to use Fantastic Walking as they move around the school. • Walking in single file • Walking on the left-hand side of the corridor • Walking quietly • Walking with hands at your sides (or behind back) • Walking with good posture - shoulders back and down • Walking with your head held high • Smiling as you pass people in the corridor

Dress to Impress	Wearing the correct uniform is considered to be an important element in establishing a sense of community and expectations in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit (see Appendix 7 for full uniform list). All staff are responsible for ensuring children are wearing the correct uniform and look smart at all times. Children should be reminded to tuck their shirts in and do their top button. Reminder letters should be sent to the parent/carer if a child consistently comes to school in incorrect uniform.
Take care of one another and our things	This rule is split into two parts: • “Taking care of one another” means to show kindness. Kind people think about another person’s feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone’s life better. Kindness makes the world a nicer place because it makes people happier. • “Taking care of our things” refers to the school environment. Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children’s own personal possessions. Children should be careful to keep their own belongings safe and be mindful not to touch other people’s possessions.
Let everyone learn	We are all in school to learn. Learning requires a great deal of effort and hard work. Everyone is entitled to learn and to think hard about their learning; we all have a part to play in creating the overall climate where this can happen. This is a shared responsibility.

Appendix 2: Team Point Reward System

Staff at Coppice use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff will use team points when they see behaviour which goes above and beyond normal expectations. Team points will be awarded to pupils who go above expectations consistently.

Team Points <i>(Star of the Week should be awarded 5 team points)</i>		
LEARNING 	0	- Settle quickly to set tasks - Is equipped for learning (inc PE kit) and in full school uniform - Effort and focus sustained throughout the lesson - Positive attitude to learning
	1	- Being enthusiastic in lessons - Being an exemplary talk partner - Improved effort with written work/class work/homework - Making meaningful contributions to class discussions consistently throughout a lesson
	3	- Asking thoughtful questions - Supporting their peers with their learning effectively - Working hard in subjects they typically find challenging - Good effort with independent work in a lesson - Completing homework to a good standard - Reading more than is stipulated in the Homework Policy - Great remembering - making connections to previous learning
	5	- Being in gold on the recognition board - Completing additional work outside of school - Excellent / outstanding effort with classwork - Excellent / outstanding effort with homework - above and beyond what has been set.
	10	Something that is thoroughly outstanding and deserves the recognition
FRIENDSHIP 	0	General kindness towards each other
	1	Being a good friend (showing compassion and empathy)
	3	Being aware of someone who needs help or you are worried about and seeking support from adults
	5	- Acts of kindness eg. sitting with someone who is upset / going out of their way to help someone - Being in gold on the recognition board
	10	Something that is thoroughly outstanding and deserves the recognition
SCHOOL & WIDER COMMUNITY 	0	- Meet and Greet politely - Following instructions – first time, every time - Enter the classroom in a quiet and orderly manner - Looking after their belongings and school property - Using Fantastic Walking when moving around the school - general conduct around school - Holding doors for peers and staff members / standing back and waiting
	1	- Exhibiting the expected desirable behaviours above when others are not - Assisting members of staff - Thoughtful contribution during an assembly - Looking after the school / property eg. picking up someone else's litter / coat off the floor
	3	Being a role model of excellent behaviour/attitude – going above and beyond expectations

	5	• Being in gold on the recognition board • Performing in assemblies • Being an excellent ambassador for our school at inter-school events • Lunchtime sticker recipients • Being in gold on the recognition board
	10	• Something that is thoroughly outstanding and deserves the recognition
SELF IMPROVEMENT 	0	• Always try your best • Show pride in your work
	1	• Reflecting thoughtfully on feedback
	3	• Showing high levels of resilience when they find something challenging • Working hard in subjects they typically find challenging • Trying something new - being brave!
	5	• Being in gold on the recognition board • Excellent / outstanding effort with classwork • Excellent / outstanding effort with homework - above and beyond what has been set.
	10	• Raising money for charity • Other forms of community contribution • Something that is thoroughly outstanding and deserves the recognition

N.B. Team points are introduced to children in the spring term of Reception. Recognition boards are used from the autumn term of Nursery.

Appendix 3: Reflect, Repair, Reset sheet

Reflect, Repair, Reset

Oh no! You have got a bit lost. Don't worry, we all

Let's get you back on track. Explain, write or draw how you

How were you feeling?

sad 	angry/ frustrated 	scared/worried 	silly 	tired 	Embarrassed 
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Did you talk to an adult about how you were feeling?

yes	no	I tried to
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What was the impact of you leaving your pathway?

Others felt sad or scared 	Things got broken 	Stopping learning 	Someone got hurt 	Work did not get finished 
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Did you use one of your positive powers?

Calm Breathing 	Doodling 	Take a break 	Drinking water 	Speaking to my safe adult 	Sensory timer 
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What do you think should happen now?

Say Sorry 	Complete my work 	Make a sorry card 	Start afresh 
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2. Appendix 4: Individual Behaviour Plan



Positive Behaviour Support Plan

Name of child: Name of school:

Start date of current plan:

Behaviour we want to change:

Identified Triggers	Identified Warning Signs

Function of the behaviour:

Escape ☒ Tangible ☐ Sensory ☐ Attention ☒

Primary Prevention Strategies – Green to be happy and calm

1. Strategies to eliminate or reduce triggers

2. Strategies to replace the behaviour and achieve the same outcome of being happy and calm

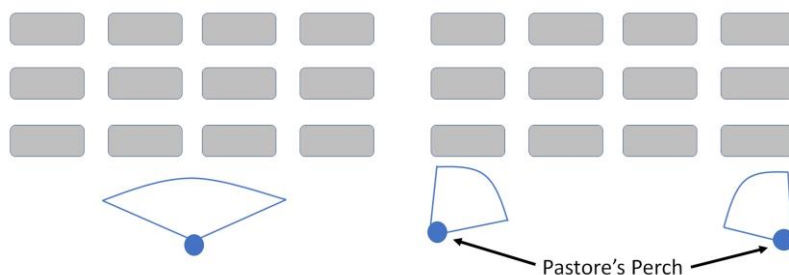
3. How you will reward positive behaviour

Secondary Prevention Strategies and also to use following crisis – Amber for reducing anxiety

Non-restrictive Reactive strategies - Red for keeping the child and others safe**Outcome you are hoping for (Consider how much you would like to reduce or eliminate the behaviour)****People who have contributed and agreed this plan (Parent/carers and/or other professionals)****How often you review this plan****Review Record**

Date	Has the behaviour reduced in line with your planned outcome? Yes/No	Is the review in response to an incident? Yes/No	What adjustment have you made to the plan?	Name of person reviewing

Appendix 5: High-utility Behaviour Management Strategies



Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch.
"Do Now" activity	Use a short warm-up activity at the start of a lesson, which children can complete without instruction or direction. This enables the learning to start before teaching begins.
"Review Now" follow-up	Briefly recap the answers of the "Do Now" together as a class.
BLAST	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym BLAST: • Be quiet • Listen carefully to all the words • Ask and Answer Questions • Sit straight and still • Track the speaker
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine.
Pastore's Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. Position yourself in the corner of the classroom so that you now able to see all learners simultaneously.
Be Seen Looking	Show that you are monitoring the class closely by tilting your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.

Least Invasive Intervention	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers preempt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: 1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.' 3. Verbal named reminder: "I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."
Signal, Pause, Insist	A routine for stopping and starting classes. 1. Hold up your hand (without speaking) as a signal that you need the children's attention. 2. Making sure you have maximum visibility, scanning the space and making eye contact with the children. 3. Give the children a short moment to notice and give the signal. Before moving on be sure that everyone has given you the agreed response. 4. If you can't get a 100% response through body language and eye contact, use low level reminders.(e.g. "<i>almost everyone is showing me they're ready</i>") or ("<i>Amelia, I need you showing me the ready signal</i>"). 5. When ready, affirm their positive response with "<i>Thank you. Hands down, look and listen</i>".
Positive Framing	1. In order for positive framing to work, it's important to have gone through the process of establishing clear expectations (The Coppice Way) first. 2. When dealing to the response to an instruction or routine, affirm children who meet expectations first — reinforcing the behaviours you're looking for while acknowledging those who've responded correctly. 3. Frame correction as positive reinforcement: instead of describing the incorrect behaviour you can see, frame your corrective statements by reasserting what you want. 4. Use <i>partial agreement</i>: give children the benefit of the doubt if they argue with a corrective statement, but reassert what you want to happen. 5. <i>Assume confusion over defiance</i>. This is transparent to all concerned: it keeps language friendly and non-confrontational but is also firm and definite about what is expected. <i>For examples of 'partial agreement' and 'assume confusion', see appendix 7 (scripts)</i>
Assertive choice direction	1. Ensure the range of formal consequences is established and clear. 2. When issuing warnings or consequences, use the language of choice. The principle is that if children choose misbehaviour, they also choose the consequence. 3. When setting a consequence, make sure to narrate the reasons why. 4. Maintain the principle of certainty over severity. 5. Use consequences judiciously. Give children the chance to make good choices; support them to make it a habit. <i>For examples of 'the language of choice', see appendix 7 (behaviour scripts)</i>

Appendix 6: Coppice Shared Mantras

All staff at The Coppice aim to be as consistent as possible when implementing our school Behaviour Policy.

In addition to the scripted tiered consequences section of the policy, we also aim to use a common language when talking to children about their behaviour.

Our shared mantras include:

- First time, every time
- Perfect Posture
- Dress to Impress
- Presenting with Pride
- If there's no struggle, there's no progress
- It's great to be grateful! (infants) We have an attitude of gratitude (juniors)
- Review it, or lose it
- Every second counts
- GLASS: greet the person, look at them, ask how they are, smile, share how you feel
- BLAST: be quiet, listen to all the words, ask and answer questions, sit up straight and still, track the speaker
- SHAPE: speak in full sentences, hands away from your face, articulate clearly, project your voice, eye contact
- STEPS (politeness): say — thank you, excuse me, please, sorry

Appendix 7: Behaviour Scripts

- * Scripts can — and should — be ad-libbed to suit the circumstances, as long as you stick to the main points.
- * They should be a scaffold for sincere and professional talk, not a straitjacket that limits options or removes the responsiveness of a conversation.
- * Having key phrases prepared in advance reduces errors from improvisation and creates an impression of calm and preparedness.

Strategy	Script
Reinforce positive social norms	Examples: ‘Thank you to the middle tables who are showing me they’re ready because their eyes and shoulders are facing me. You’re helping our class by being so quick to focus’. I can see Ellie’s book is open and her pencil is working productively. And Amira’s is too. And the whole of Noah’s table. Thank you.
Positive framing	Examples: ‘At this school we (walk calmly and sensibly in the corridors)’ ‘I need you (looking and listening so you understand what you need to do)’ “You are part of this group and in this group we have high standards. I believe you can achieve these high standards.” Instead of “Sean and Mo, stop talking and turn around” say “Sean, Mo... I’d like you both looking this way and listening. Thanks”.
Assume confusion over defiance	Examples: “I wonder if this group did not quite hear the instructions?” “There seems to be some confusion about our expectations here — can I just check you’ve all understood the routine?”
Partial agreement	A tactical compromise to assume children’s best intentions and emphasise what you want to happen/restate the expectations and norms you expect. Examples: Teacher: Louise, I need you focused on the task now. Thank you. Louise: But I wasn’t talking. Teacher: OK, maybe you weren’t but I need you focused and working hard now. Thank you. Callum: “It wasn’t me/it’s not mine/I didn’t do anything” Teacher: “Maybe not – but as long as you’re clear on the expectations and you’re doing the right thing then we can move on just fine. Thank you.
The language of choice	Example: ‘You need to get started on the task straight away or I will have to give you a (<i>warning</i>) for breaking our school rule of being ready.’ <i>or, combined with positive framing,</i> ‘If you work hard with these questions, you’ll be finished before the bell and you can have all of your break time with your friends.’ This might also need to be utilised when issuing a consequence:

	<i>Abi, you've continued to talk after the warning, which disrupts our learning, so now you have to have an amber consequence.</i>
A verbal reminder of the expectations	Example: "I notice that you are shouting out and not following our school expectations. Please wait for the teacher to decide who speaks, as this is being respectful. Thank you."
Issuing a warning	Example: <u>Link to school expectations</u> "I notice that you are shouting out which is breaking our school rule of being respectful. <u>Explain possible next steps</u> If this continues, you will receive an amber consequence which means you will stay in to speak with me for some of your breaktime/have a time out (EYFS). <u>Positive framing to reset</u> Do you remember (yesterday/last week) when you (give example of previously seen positive behaviour)? That is the (name) I know and that is the (name) I need to see today. Be ready / be respectful / be responsible. Thank you.
Issuing an amber consequence	Example: <u>Link to school expectations</u> "I notice that you are still interrupting by shouting out. You are breaking our school rule of being respectful. <u>Issue and explain the consequence</u> You have now received an amber consequence. You have now chosen to spend some of your breaktime speaking with me/catching up on the work you have missed. How long that will take depends on your attitude and your actions moving forward"
Issuing a red consequence	Example: <u>Link to school expectations</u> "You are continuing to break the school rule of being respectful and because of this you have received a red card. <u>Issue and explain the consequence</u> You will now spend your break time thinking about the choices you have made outside Mr Hutt's office. During this time (<i>both I and Mrs Ashwell/Mr Laight/Mr Hutt will speak to you</i>). You will complete a behaviour reflection sheet/catch up on your work."
Restorative conversations: questions to ask	<u>Shine a light on the behaviour</u> What happened/which school rule was broken? What were you thinking/feeling at the time? What do you think and how do you feel now? (<i>behaviour</i>) isn't like you — is there anything I need to know about that might be a reason why you've acted differently? <u>Discuss the way forward</u> Who has been affected by this behaviour? What is needed to put things right? How can you make sure that this doesn't happen again? Tell me what our expectations are.

Threshold conversation after a consequence has been completed	<u>'Close the chapter'</u> I'm glad we've been able to talk about what happened and how you can do better in the future. It's very important that you remember what we talked about today because I know you <i>can</i> do better. <u>Give a reminder about escalation</u> If you (<i>repeat the behaviour</i>) again, you will (<i>next step on formal consequences ladder</i>) and I think a smart child like you shouldn't be in that situation. I want you in class and doing well. <u>Clean the slate</u> We've discussed everything that we need to discuss now, so once you leave this room the matter will be finished and you will have a fresh start. I want you to do better, I believe you can do better and I expect you to do better. / <i>You are part of this group and in this group we have high standards. I believe you can achieve these high standards (alternative).</i>
Difficult conversation with a parent (phone call home)	<u>Reassure the parent that the child is safe and OK</u> Hi, is that (<i>parent</i>)? It's (<i>teacher</i>) from Coppice. First of all (<i>student</i>) is fine. I just wanted to know if this is an OK time to chat about how they were today? <u>Positive framing</u> (<i>student</i>) has done some great work in my lessons (<i>give positive examples if possible</i>). They can behave really well when they want to. However, I'm afraid (<i>student</i>) has let him/herself down a bit today and I need your help getting them back on track. Have you got five minutes to talk about that? <u>Focus on the behaviour rather than the child</u> <i>Outline the facts of what happened, maintaining positive regard for the child, while being clear that the incident was unacceptable and why.</i>
Difficult conversation with a parent (child present)	<u>Explain the reason for the meeting</u> (To the parent) Thank you for meeting me. Unfortunately, <i>name</i> chose to <i>e.g. be rude to an adult / walk out of class</i> today. This is unacceptable. <u>Refer back to the expectations and give a sanction</u> (To the child, using a physical copy of the expectations as a prompt if necessary) Name, what are the expectations? What rule did you break? I am very disappointed. The consequence of (e.g. being rude to an adult) is... (To the parent) Working together on issues like this is best. Can you follow up by talking about this at home and reinforcing to your child the expected behaviour that we've discussed today so that hopefully we don't get a further repeat? <u>Reset expectations</u> (To the child) I expect you to be respectful at all times / stay in the classroom where I can keep you safe etc. Do you understand? (Insist on a 'Yes, Miss / Mrs / Mr X.') Thank you. (To the parent) Thank you again for coming in today. As far as I'm concerned, once you've spoken about it with (<i>name</i>) and reinforced what s/he needs to do moving

	forward, the matter is over and we can move forward positively. I'm confident we'll see them back to their best.
'Containing' dysregulated behaviour	<i>(approach calmly, keeping a safe distance with calm body language and gentle, assertive eye contact)</i> '(name) I can see that you're upset. I'm here to help. Tell me what has happened/is happening'. <u>Help the child to recognise the feeling through descriptive feedback</u> Use 'WIN' (I Wonder, I Imagine, I Notice) to explore the underlying reasons for the dysregulated behaviour <u>Offer safe, structured alternatives</u> <i>e.g I saw you just now kick that boy and that is not OK. Kicking hurts and it is not OK. I saw you watching me to see my reaction. I am wondering if you were checking me out. I imagine that you want to see what I am going to do. I think that you might be imagining that I am going to be very cross or that I am going to hate you." Depending on the child's reaction, this could be followed up with "Actually I care about you and I am here to keep you safe. You really matter to me. I'm not cross with you. I can see you need help to work this out differently.</i>
Discussing with the class when a behaviour exception has been made	<i>(not necessarily in front of the child responsible for the behaviour)</i> I know some of you will be aware that we've had an incident in our class today where one of our school expectations has been broken. I want you all to know that I haven't ignored the behaviour and that it still mattered. I am taking action to address the behaviour but the response will be different to the usual way you'd expect me to respond to this kind of behaviour. There are reasons for this but I won't be sharing those reasons with you because everyone is entitled to their privacy.
Removing a child from class	(name), this behaviour is not OK. You have broken our school rule of (e.g let everyone learn) so now I need you to spend some time at the Headteacher's office so that everyone can learn and . (name) it's my job to keep everybody safe and that behaviour was really dangerous so I need you to spend some time at the Headteacher's office until you're ready to .
	•

Appendix 8: Lunchtime expectations and routines — summary for lunchtime supervisors

- **Children can sit in friendship groups to eat.**
We don't want lots of movement around the classroom, so the children are limited to one opportunity to move seats each lunchtime. Children in the lunch hall should decide where to sit and stick with their decision. However, staff in the hall should proactively look for children sitting alone and can move children to sit with others if the child would like to.
- **Children should use calm, quiet voices in the classrooms and hall.**
Talking is fine as long as children are getting through their lunch promptly and not talking with their mouths full. If specific children are not doing this, talk to them 1-1 by going over or calling them to you; if the whole class is far too noisy, use 'signal, pause, insist' to deliver the message (make sure no one is eating while you're talking to the class). If children ignore this, utilise the formal consequences ladder in our school behaviour policy.
- **The children need to be responsible for our school environment and its things.**
They should put their rubbish in their lunchbox to take home, pick up any bits that they drop (in classrooms) and immediately inform an adult of any spills or mess that they can't sort themselves (including anything dropped in the hall).
- **Operate a 'one-in, one-out' system for using the toilet.**
This is the same as lessons and ensures that we don't have too many children in the toilet (even though there is more than one cubicle, operate on the assumption that someone from another class is using all but one of them).
- **Children should remain in their seats when they have finished eating.**
They should not be playing physical games or wet-play games in the classroom. Whiteboards could be used to play videos, though this should happen three times a week at most.
- **Operate a two-whistle system at the end of lunchtime.**
When the first whistle sounds, children are expected to stop and copy the stop signal being shown by the adults. On the second whistle, children are expected to walk without talking to their lines. Where possible, if the children are spread out over a large area, lunchtime supervisors will need to coordinate with another member of staff to blow their whistles at the same time so that it can be heard everywhere.

Year	Eating times	Playing times
N	11:30 - 12:00 (Junior hall)	12.00 - 12:15 (nursery area)
R	11:45 - 12:05 (Infant hall)	12.05 - 12.45
1	12:00 - 12:20 (Infant hall)	12:20 - 1:00
2	12:20 - 12:40 (Infant hall)	12:00 - 12:20 and 12:40 - 1:00
3	12:00 - 12:20 (Junior hall)	12:20 - 1:00
4	12:15 - 12.35 (Junior Hall)	12.35 - 1:15
5	12.35 - 12:55 (Junior Hall)	12:15 - 12:35 & 12.55 - 1.15
6	12:35 - 12.55 (Junior Hall)	12:15 - 12:45 & 12.55 - 1:15

School expectations, mantras and expectations of children

'Fantastic walking' — single file, left hand side, voices off, hands at sides, shoulders back and down, head held high, smile

(follow instructions) **'First time, every time'**

Dress to impress — before entering school, children should be reminded to correct their uniform (shirts and polos are tucked in, ties are straight, jumpers aren't tied around waist or shoulders, no hats or hoods indoors)

STEPS to politeness — say (*good morning*), thank you, excuse me, please, sorry

GLASS greetings — good (morning), look, ask how someone is, smile, share how you feel

BLAST for listening — be quiet, listen to all the words, ask and answer questions, sit still, track the speaker

SHAPE for speaking — speak in full sentences, hands away from mouth, articulate clearly, project your voice, eye contact

School key behaviour strategies

Signal, pause, insist:

1) Hold up your hand (without speaking) as a signal that you need the children's attention.	2) Making sure you have maximum visibility, scanning the space and making eye contact with the children.	3) Give the children a short moment to notice and give the signal. Before moving on be sure that everyone has given you the agreed response.	4) If you can't get a 100% response through body language and eye contact, use low level reminders.(e.g. " <i>almost everyone is showing me they're ready</i> ") or (" <i>Amelia, I need you showing me the ready signal</i> ").	5) When ready, affirm their positive response with " Thank you. Hands down, look and listen ".
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Positive framing:

Examples

'At this school, we (e.g. dress to impress)'

'(name), I need you to be (e.g. facing the front with your hands at your side)'

'Please walk sensibly in our corridors'

'Show me fantastic walking'

'If you stay in your place, you will finish your lunch quicker and have more time on the playground'

Be seen looking:

The adults on the field and playground need to be spread out well enough that all children can be seen and that children are close enough to an adult that intervention for behaviour is fast when needed.