



Partnership Learning

## **Behaviour Policy**

<b>Approved by:</b>	Clara Breakwell	<b>Date:</b> November 2022
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## 1. UN Rights Respecting School



This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

### **Article 2**

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

### **Article 6**

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

### **Article 12**

(respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

### **Article 13**

(freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

### **Article 14**

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

### **Article 28**

(right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

### **Article 16**

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

### **Article 19**

(protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

### **Article 30**

(children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

### **Article 31**

(leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



## 2. INTRODUCTION

At James Cambell Primary School, we have high expectations and standards of behaviour which are essential for us to achieve our vision of being a place where children are provided with the opportunities they deserve. The James Cambell Primary is a Silver UNICEF Rights Respecting School.

We believe positive reinforcement and sanctions are both important and necessary to support a whole school culture. Our school is a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between adult and child based on trust, respect and an ethos of mutual care and consideration.

The school leadership team are highly visible and routinely engage with pupils, parents and staff setting and managing the behaviour culture where everyone feels safe and supported. Staff model the whole school approach to behaviour, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff receive annual and ongoing training in Behaviour Management from the SLT Behaviour lead. All new staff receive training as part of the Induction process. We follow a Restorative Approach to Behaviour Management. This requires positive reinforcement when expectations are met, while sanctions are required when rules are broken.

This behaviour management strategy is underpinned by five pillars of practice:

- **Consistent, calm adult behaviour.**
- **First attention for best conduct.**
- **Relentless routines.**
- **Scripting difficult conversations.**
- **Restorative follow-up.**

## 3. AIMS

This policy aims to:

1. Set out clear expectations for all members of our school community.
2. Support our children in living our values of respect, honesty, responsibility, equality and resilience.
3. Encourage children to make good choices about their own behaviour.
4. Set our clear sanctions for poor behaviour choices.
5. Ensure a fair approach to behaviour management.
6. Make clear the rights and responsibilities of all stakeholders.
7. Involve parents in promoting good behaviour.
8. Ensure that there is complete consistency from staff in the implementation of the policy.

## 4. SCHOOL VALUES AND RULES

4.1 This behaviour policy is based on the school's five core values:

Respect    Honesty    Responsibility    Equality    Resilience

**At all times in school, children are expected to follow these the three simple rules of ready, respectful and safe.** These are inclusive statements by which we will expect all children and adults to behave in school. Rather than manage behaviour, we work on behaviour, making sure we avoid shouting through a calm measured approach.

## **Ready**

- We arrive at school on time
- We get to lessons on time
- We wear our uniform correctly and with pride and have the right clothes for PE and playing outdoors
- We make sure we have the right equipment for all lessons
- We take part fully in lessons and show resilience

## **Respectful**

- We always listen when someone else is talking
- We are polite and show good manners to everyone
- We respect difference and know we are all equal
- We look after equipment and share it
- We look after the school environment and never drop litter
- We are honest and take responsibility for our actions

## **Safe**

- We follow instructions – first time, every time
- We stand up to bullying of any kind
- We line up sensibly and walk quietly around the school
- We know who to go to for support
- We stay safe online and outside school

## **5. ROUTINES**

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms and certainty on the consequences of unacceptable behaviour. These routines should be simple for everyone to understand and follow.

In addition, the school uses a hand signal. The adult raises their hand, and the pupils stop what they are doing and give the adult their full attention. This is used also at playtime when the first bell is rung. On the second bell, the pupils tidy up and line up after break. At lunchtime, the children enter the school after their year group bell has been rung. Pupils walk around the school on the left side of the corridor. Please refer to the list of routines in the appendix.

## **6. Behaviour Expectations and Pupils with Special Educational Needs/ and or Disability (SEND)**

Our school's culture consistently promotes the high standard of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. This whole school approach means everyone can feel they belong in the school community. The school culture ensures that there is a calm environment which benefit pupils with SEND, enabling them to learn.

When a pupil has been identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the support being provided. The class teacher is supported by the SENDCO.

If a pupil has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

Our school will take into consideration whether any reasonable adjustments need to be made to a sanction imposed. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

## **7. RIGHTS AND RESPONSIBILITIES**

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect and dignity</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully to others</li> </ul>
<ul style="list-style-type: none"> <li>• To be safe</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a way that keeps self and others safe</li> </ul>
<ul style="list-style-type: none"> <li>• To learn</li> </ul>	<ul style="list-style-type: none"> <li>• To attend school regularly</li> <li>• To be willing to learn</li> <li>• To allow others to learn</li> <li>• To have an induction that familiarizes the pupil with the school behaviour and culture.</li> <li>• To be taught that they have a duty to follow the school policy and uphold the rules.</li> </ul>
<ul style="list-style-type: none"> <li>• To make own choices</li> </ul>	<ul style="list-style-type: none"> <li>• To have ownership of own choices and accept the consequences of that decision</li> <li>• To allow others to make choices</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>• To give opinions in a constructive manner</li> <li>• To listen to others</li> </ul>
Staff	
<ul style="list-style-type: none"> <li>• To be supported by peers and line managers</li> </ul>	<ul style="list-style-type: none"> <li>• To ask for support when needed</li> <li>• To offer support to colleagues</li> <li>• To be supported by the SLT Behaviour Lead, SENDCO, DSL and the</li> </ul>

	Safeguarding Governor.
<ul style="list-style-type: none"> <li>To be listened to</li> <li>To share opinions/ explanations</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others</li> <li>To give opinions/ explanations in a constructive manner</li> </ul>
<ul style="list-style-type: none"> <li>To be treated courteously by all others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>To model courteous behaviour</li> <li>To recognise and acknowledge positive behaviour in others</li> </ul>
<ul style="list-style-type: none"> <li>To be made fully aware of the school's system/ policies/ expectations</li> </ul>	<ul style="list-style-type: none"> <li>To seek information and use lines of communication</li> <li>Follow agreed behaviour policy protocols</li> </ul>
<ul style="list-style-type: none"> <li>To receive appropriate training to increase skills in behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>To support others in developing their skills</li> <li>To acknowledge areas of own behaviour management skills which could be developed</li> <li>To try new approaches.</li> <li>To attend training to help develop a calm, safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>To feel safe and respected</li> </ul>	<ul style="list-style-type: none"> <li>To show respect towards others and provide a safe environment</li> </ul>
<b>Parents/Carers</b>	
<ul style="list-style-type: none"> <li>To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>To behave respectfully towards others</li> </ul>
<ul style="list-style-type: none"> <li>To be kept informed about their child's progress and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>To make sure that their child attends school regularly</li> <li>To talk to staff if they have any concerns about their child's learning or well-being</li> <li>To support staff when dealing with children's behaviour</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others</li> </ul>
<ul style="list-style-type: none"> <li>To have access to information on the school's approach to behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>To support the school's approach to behaviour and attendance at home.</li> <li>To celebrate their child's successes by attending, where possible, assemblies, parents' workshops, and parents' evenings.</li> </ul>
<ul style="list-style-type: none"> <li>To have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>To share concerns constructively and work in partnership with the school.</li> </ul>
<ul style="list-style-type: none"> <li>To hold an opinion (positive or negative) of the school and its rules.</li> </ul>	<ul style="list-style-type: none"> <li>To only share positive opinions on social media.</li> <li>To share any negative opinions with the Head Teacher so that he can address them with you. <ul style="list-style-type: none"> <li>Where appropriate, parents should be involved in any pastoral work following misbehaviour including review of specific behaviour interventions.</li> </ul> </li> </ul>

## **8. REWARDS**

Acknowledging good behaviour encourages repetition and communicates our school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce our school's culture and ethos. Examples of rewards may include: verbal praise; communicating praise to parents via phone call or written correspondence; certificates, prize ceremonies or special assemblies; positions of responsibility, such as Head Boy or Head Girl status, an ambassador or being entrusted with a particular decision or project; and whole-class or year group rewards, such as a popular activity.

Certificates are awarded in the weekly Celebration Assembly for 'Star of the Week', which is related to a particular school value. Lunchtime certificates are also given out on behalf of the Playleaders recognising teamwork and for OPAL.

The school will retain a form of extrinsic reward in the form of Class Dojo points, but these will be to reward children, and any collective recompense will be personal to the class. There is little impact on collecting the total number of points, as this does not influence behaviour outcomes. Parents will have access to the positive points. The negative point system is not to be used.

Each class has a 'Recognition Board'. This should be at the front of the class. Each week, the class teacher should decide upon an area of behaviour to focus on e.g. lining up, calling out etc. When the class teacher recognises the student has positively achieved this behaviour, their name gets added to the 'Recognition Board'. This is modified for EYFS.

## 9. **CONSEQUENCES AND SANCTIONS**

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across our school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

In considering whether a sanction is reasonable in all circumstances, staff must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

9.1

	Steps	Actions
1	Reminder	A reminder of the three simple rules – ready, respectful, safe. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance	Speak privately to the student and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted behaviour. Where this step has been necessary, the child should stay behind for a few minutes after class as dictated by the staff member. These minutes are owed, and this is not for negotiation. The time determined should be no longer than 11 minutes.
4	Time Out	Time out can occur in various designated areas in the classroom, playground or dining room providing children with a brief opportunity to calm down, reflect, and regain composure, with the option for teachers to extend it to a buddy class for a maximum of five minutes, which must be documented in CPOMS. If a child is needing frequent time out of class, this must be reported to the Year Group Leader and subsequently to the Behaviour Lead for further action.
5	Repair	This might be a discussion in the playground or a more formal meeting.

9.2

	EYFS Steps	EYFS Actions
1	Reminder	A reminder of the three simple rules – Kind hands, kind feet, kind words.
2	Redirecting or Caution	During free play redirect the child to another area of learning if they are running, not sharing, not playing well with certain children etc. Give them a clear caution verbally if they are not or if they continue not to follow the rules.
3	Last Chance	Speak privately to the student and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use a simplified 30 second scripted behaviour. See 9.3.

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		Where this step has been necessary, the child should be kept an eye on and congratulated if they follow through or given time out if they do not.
4	Time Out	Time out may be in the room. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	Adults use the restorative approach.

9.3 Children who are not following the rules will have a 30 second intervention which is scripted for all staff (step 4 of the consequences). This is delivered in a monotone and quietly (not in front of the whole class) – emotion is to be reserved for celebration. The script is as follows:

- “I noticed that you are .... (having trouble getting started / singing in class / hitting Jonny with a ruler)
- It’s the rule about .... (being respectful / being kind / working hard / being safe) that you’ve broken
- Now, do you remember when you got on brilliantly yesterday/ this morning / last week? That’s what I want to see now.
- Thank you.

9.4 Children who continue to disrupt the class with their behaviour or take part in any of the following: e.g., fighting, offensive language (racist, homophobic or otherwise), bullying, behaviour which puts other staff /children at risk and any other high-risk behaviour will have their name logged in the behaviour section on CPOMS and will incur a sanction appropriate to the misdemeanour and the child.

Teachers may send the child to the year group leader or another class if they are unavailable, for a set amount of time, miss some of their break etc. Teachers must take ownership of these sanctions before referring to SLT. The class teacher must inform the parent/ carer on the same day. Other acceptable forms of sanctions are a verbal reprimand and reminder of the expectations of behaviour; the setting of written tasks such as an account of their behaviour; loss of privileges – for instance, the loss of a prized responsibility; school based community service, such as tidying a classroom; or being placed on a behaviour support plan; suspension; and in the most serious of circumstances, permanent exclusion.

9.5 If staff are unable to complete these steps because the child will not comply with instructions, a senior member of staff will be called to assist.

9.6 Should a child become so disruptive that the rest of the class are either in danger or unable to learn, the child themselves is at risk or the teacher is at risk and all de-escalation techniques have failed to calm the child and return them to class, the child’s parents or carers will be called to come to school to help in the de-escalation process.

9.7 If this is not successful and the child has to be taken home, this will be deemed as a day or half day exclusion depending on the time of day that the incident occurs.

9.8 Any serious incidents are recorded formally on CPOMS and a member of SLT is notified. Red triangle.

9.9 Child on child abuse should be reported to the DSL and recorded on CPOMS.

## 10. **BREAK TIME AND LUNCHTIME SANCTIONS**

10.1 The same protocols apply at lunchtime. Playground leaders should report any incidents to the classroom teacher and record them on CPOMS at the end of each shift. Class teachers must be tagged, so that they are informed. Staff are not to be interrupted at lunchtime without prior agreement; if urgent the duty SLT should be contacted.

## 11. **INDIVIDUAL SUPPORT PLANS AND DAILY REPORTS**

- 11.1 We use an Individual Support plan to modify and encourage positive behaviour when the Behaviour System is not working.
- 11.2 The Support plan will be developed by the Class Teacher and the Year Group lead with full involvement of the pupil and parents. A wide range of rewards are used, and the Individual Behaviour Support Plans are reviewed each term. The SLT Behaviour Lead will also attend all of the planned meetings to offer support, suggestions and monitor the progress of each plan.
- 11.3 It is the responsibility of the class teacher to inform relevant staff if they need to follow through sanctions or Individual Behaviour Support Plans with children out of class (e.g., in assembly, phonics, interventions, at lunchtime, in clubs).

11.4 Please see the Behaviour Management Responsibilities and Actions Flow Chart in the Appendix.

11.5 Daily reports can be used with the behaviour support plan. This gives daily feedback to parents. The child works towards a reward for good behaviour. The report is signed by parents and returned by the child each day.

## **12 EXCLUSIONS**

12.1 Please see the DFE Exclusions policy for full details of the process. [Statutory guidance School suspensions and permanent exclusions, Sept 2022](#)

Only the Head Teacher can suspend or exclude a pupil on disciplinary grounds. A suspension, where a pupil is temporarily removed from the school, is in response to a serious breach or persistent breaches of the rules set out in the school's behaviour policy and shows a pupil and their parents that the pupil's current behaviour is putting them at risk of permanent exclusion.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

## **13. THE USE OF REASONABLE FORCE**

Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#)

## **14. SEARCHING SCREENING AND CONFISCATION**

Detailed guidance for schools can be found in [Searching, screening and confiscation at school.](#)

## **15. GOVERNING BODY AND PARENTS/ CARERS**

Detailed advice for governors is available in [Behaviour and Discipline in Schools: Guidance for Governing Bodies](#)

15.2 The Governing Body will keep the policy under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.

15.3 Parents and carers are ultimately responsible for the behaviour of their children both inside and outside the school.

15.4 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **16. OUTSIDE OF SCHOOL**

The school has the power to issue a sanction outside of school to a certain extent which is reasonable, including online conduct.

The school also might sanction pupils for the following misbehaviour:

- when taking part in any school-organised or school-related activity;

- when travelling to or from school; • when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## 17. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [The Equality Act 2011](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.
- KCSIE
- [Child Protection and Safeguarding Policy](#)
- [Anti Bullying Policy](#)

### Non-Statutory references:

- Behaviour in Schools Advice for headteachers and school staff September 2022 and February 2024
- Staff Code of Conduct
- School uniform guidance
- Mental Health in schools guidance
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## 18. CONSULTATION, MONITORING AND EVALUATION

- 18.1 The success of this policy is monitored by the Behaviour Lead. Behaviour incidents recorded on CPOMS and are assigned to the Behaviour Lead who maintains the Behaviour Tracker. Children with persistent behaviour needs, children with SEND or attendance issues are monitored at the Vulnerable Pupil Clinic attended by the Behaviour Lead, Attendance lead, SENDco, DSL and other school professionals as required.
- 18.2 This policy is available for all parents to read on the school's website. It should be read in conjunction with the following policies –, **Child Protection, Anti-Bullying, Positive Handling and Complaints Procedure**. It has been approved by the Governing Body of the school and will be reviewed every three years.
- 18.3 The Behaviour Policy is communicated annually to all members of the community and is publicised on the school website. This ensures behaviour expectations of, and responses to behaviour are consistent, fair, proportionate, and predictable.

## 19. **Smartphones and Smartwatches**

Pupils are not permitted to bring smart phones or smart watches onto the school site. This is in line with a decision taken by all secondary schools in Barking and Dagenham and is supported by the local authority. Although there are many benefits, there is increasing evidence that smartphone use has negative effects on the wellbeing & mental health of young people and poses a number of significant safeguarding risks. Smartphone use has been linked to impaired attention and focus, sleep deprivation, mental health issues, online bullying, exposure to

harmful online content and people, increased risk of mugging, and increased loneliness and social isolation. We want young people to prioritise in-person interactions and to benefit from the stronger social skills, empathy and sense of community real-world interactions offer.

Whilst the use of phones is banned in school and children are protected from some of the issues outlined above these risks remain outside of school. In line with secondary schools in Barking and Dagenham, we encourage all parents and carers to delay allowing children to have a smartphone at all until they are aged 14 or older (year 10), and to delay access to social media until age 16.

A smart phone is defined as any device that allows internet connectivity and the use of apps.

In Year 5 and 6 pupils are able to walk to and from school alone. In the instance that Year 5 and 6 parents would like their children to have a device for safety reasons, pupils may bring in a phone without internet connectivity (a 'brick' phone) and an Air tag. Teachers will collect any 'brick' phones in the morning and return them to pupils at the end of the day.

This policy supports our commitment to safeguarding, reducing distractions, and promoting healthy social interactions.

## **Appendix 1: What is the Restorative Approach to Behaviour Management?**

The Restorative Approach to Behaviour Management looks at the harm caused after a negative incident rather than the punishment needed.

**All Restorative practices look at the positive relationships between individuals and how to repair them in light of any negative events which may occur.**

Restorative Approaches give each person who has been involved in an incident an equal opportunity to have their views heard and subsequent needs met.

**All members of staff are encouraged to use the same questions with each child and incident, so the process is systematic and fair. There is also a reflection sheet for older pupils.**

Through the use of Restorative Approaches, we acknowledge that each person has their own personal point of view or unique perspective and personal response to incidents which they may have been involved in.

**We also understand that thoughts and feelings drive our actions and therefore must be discussed and dealt with in order to prevent the same incidents from reoccurring.**

Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others.

**Finally, all persons involved in negative incidents have the opportunity to put things right in a way that they deem reasonable.**

### **The Reason we use a Restorative Approach**

At James Cambell Primary School, we believe that when negative incidents occur, the best way to put them right is to learn from our mistakes and work together to find a positive solution.

**By using the Restorative Approaches staff are able to fairly and consistently investigate what has happened in order to see things from everybody's point of view.**

We believe that by following these questions in each incident that we deal with our children will begin to develop the skills they need to resolve broken relationships for themselves as the process focuses on self-reflection and telling the truth rather than appointing blame.

**When asking these questions staff are spending time to understand the feelings of all children and how they may have led to any negative actions. This helps children to receive the advice and support they may need to prevent further negative incidents.**

We also believe that our children could be able to, with appropriate training and support, resolve negative issues by themselves. This empowers them to think resourcefully and with empathy.

### **The Restorative Approach Question Stems**

All staff members carry these question prompts on the back of their lanyards at all times. The children are familiar with the questions and know how to work together to put things right.

1. What happened?

2. What were you thinking?

3. What were you feeling?

4. Who's been affected by what you did and how?

5. What do you need to do now?

### **REFLECTION SHEET**

**Behaviour Reflection –**

**Name**

**Class**

**Date**

**What choice did I make that caused a problem?**

**How did I feel at the time?**

**Who was affected by my actions?**

**How can I repair the harm caused?**

**What will I do differently?**

Escalation Flow Chart

### Stage 1 – Class Teacher Initial Actions

Trigger: Student does not respond to the 30-second script, rule reminders, or loss of break.

#### Checklist:

- Meet with child
  - Identify hotspots
  - Reflect on routines/transitions
  - Liaise with Playleaders
  - Raise concerns with parents
  - Log on CPOMS
  - Speak with previous teacher
  - Raise to YGL
  - Use restorative/praise
- Timeframe: 2 weeks

### Stage 2 – YGL Leads Monitoring & Support

Trigger: Behaviour persists.

#### Responsibilities:

- Weekly team review
- Analyze behaviour data
- Review CPOMS
- Support teachers/parents
- Home-school report if needed
- Mentor/ECT support
- Observe good practice

Timeframe: 2–3 weeks

### Stage 3 – School Monitoring – Behaviour Lead & SENDCO

Trigger: No improvement.

#### Checklist:

- YGL escalates
- Behaviour Lead meets teacher
- Observations & feedback
- Support Plan with SMART targets
- Add to Behaviour Tracker
- Nurture/SEMH support
- Consider EP/CAMHS/EHCP
- Parent support signposting
- Daily check-in
- Update CPOMS

Review: 4 weeks

### Stage 4 – External Agency Referral

Trigger: Behaviour continues despite interventions.

#### Checklist:

- YGL, Behaviour Lead & DSL meet
- Consider external provision (Hot Heads, Wobbles)
- Gain parental consent
- Modify plan
- Behaviour Lead updates team
- Agree review cycle

## **Appendix 3**

### **SUPPORT PLAN EXAMPLE**

#### **James Cambell Primary School: Support Plan**

This support plan is designed to support pupils who need additional support in order to meet our high expectations of behaviour.

We follow The Graduated Approach:

1. We assess what the challenging behaviours and triggers through observation, discussion with the child (where possible) and discussion with parents
2. We plan appropriate adjustments, intervention and support and share the plan with all stakeholders
3. We carry out the behaviour support plan, with the class teacher taking responsibility for implementing this at all times within class
4. We evaluate the effectiveness, identify areas of progress and revise the support offered in light of the child's progress.

## The Graduated Approach



Pupil name:	xxxxxxxxxx	
Class:	xxxxxxx	
Teacher:	xxxxxxx	
Date plan starts:		
Date of next review:		
Who is involved in reinforcing xxxxx's behaviour support plan?	Class teacher, Play Leaders, members of SLT, Parents	
Trips and visits-		
<b>Pupil Xxxx's Targets</b>		
<b>Targets at school</b> 1. <b>To</b> 2. <b>To</b>  <b>Target at home:</b> 1. To play .....		

Pupil Xxxx's Voice	
<p><b><u>Skills and talents</u></b>  <b>What are your skills? What are you good at?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>What are your talents?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b><u>Achievements</u></b>  <b>What are your achievements in school?</b></p> <p><b>What are your achievements at home?</b></p>
<p><b><u>Likes</u></b>  <b>What are your favourite lessons?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>What activities do you like?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• <b>What is your favourite time of the day?</b></li> </ul> <p><b>Which teachers or members of staff do you trust?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b><u>Dislikes</u></b>  <b>What do you not like?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>What do you find difficult?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

Behaviour triggers:	•
What might they do when triggered:	€ <b>What are the challenging behaviours the child displays when triggered?</b>
Strategies for positive behaviour:	•
Responsive strategies:	<b>How do we diffuse the situation?</b>
Support after an incident	<b>How do we help the pupil reflect and learn from the incident?</b>

<b>Escalation process:</b>	<b>At what stage should another member of staff be informed? Who should this be?</b>
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€ Once completed, this support plan will be shared with all relevant stakeholders, including the parents.

## Appendix 4 Behaviour Routines and Expectations

***The behaviour you walk past is the behaviour you are prepared to accept.***

Behaviours	Expectations	Consistent Staff Actions
<p><b>Preparation for class</b></p>	<ul style="list-style-type: none"> <li>Classroom is tidy and prepared before gates are open in the morning.</li> </ul>	<ul style="list-style-type: none"> <li>All equipment is ready e.g. pens, pencils, exercise books, resources.</li> <li>EYFS independent activities set up and ready.</li> <li>Classroom surfaces, including teacher's desk are clear of clutter, piles and all walkways are clear.</li> <li>ICT equipment is checked before children arrive. Any issues are logged on IT Helpdesk.</li> <li>YGL to check playground duties are covered.</li> <li>Staff should ensure playground cover is organised before 8.30.</li> <li>Line orders and seating on display.</li> <li>Cover sheet available and work set.</li> <li>If applicable, teaching assistant briefed at 8.30.</li> <li>Displays checked and tidied as required in classroom and corridor.</li> <li>Ensure the current behaviour target is on the Recognition Board.</li> <li>At the start of the year staff should check lunch boxes, PE kits/ coats are labelled.</li> </ul>
<p><b>Entering the building</b>            * In the morning            *After playtime</p>	<ul style="list-style-type: none"> <li>Children should walk on the left hand side.</li> <li>Children should not wait behind and hold doors open for others unless directed by an adult.</li> <li>Children should walk into classroom in quietly.</li> <li>Respond to adults' morning greetings.</li> <li>Bags and coats to be hung up on pegs.</li> <li>Lunch boxes to be quietly and tidily put on trolley.</li> <li>Pupils to go to toilet before entering class if necessary.</li> <li>For children with permission to walk home, mobile phones (not smartphones) switched off and handed to teacher.</li> <li><b>Smartwatches are not allowed.</b></li> </ul>	<ul style="list-style-type: none"> <li>Staff to greet at classroom door giving morning welcome.</li> <li>Adults check uniform. Parents to be contacted verbally or letter sent that day where applicable.</li> <li>Quiet calm music playing</li> <li>Mobile phones (not smartphones) stored securely.</li> <li>Pegs checked before door closed, so corridor is neat and tidy.</li> <li>No more than one support staff on the door. Available additional staff to patrol the corridors and 'loitering hotspots'.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children should enter the building quietly and not loiter around the bike/scooter storage.</li> <li>• Only children with bikes or scooters should go to the racks. This must be via the main gates and not by the office.</li> </ul>	
<b>Morning Registration</b>	<ul style="list-style-type: none"> <li>• Calmly and quietly carry out morning tasks/learning/interventions.</li> <li>• Order a school dinner if needed without being reminded.</li> <li>• Complete self-registration (if appropriate) answer name politely for registration.</li> </ul>	<ul style="list-style-type: none"> <li>• Register closed on Hosted Sims by 9.30 am</li> <li>• Do now activities are ready for children to complete, or independent reading.</li> <li>• Where applicable, TA's are in class ready</li> <li>• Support children to order dinners</li> <li>• Quiet calm music playing</li> <li>• Lunch menu to be laminated and on display for children.</li> </ul>
<b>Lunchbox trolleys</b>	<ul style="list-style-type: none"> <li>• Lunchboxes to be put onto the trolley in an orderly way</li> <li>• Playleaders to push trollies into dining hall before lunch ready for lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• TA to check trolley.</li> <li>• Monitors assigned to the role.</li> <li>• Lunch trollies to be returned at 1.25pm</li> </ul>
<b>Instructions for Cover teacher/assistant</b>	<ul style="list-style-type: none"> <li>• Use of school cover template</li> </ul>	<ul style="list-style-type: none"> <li>• Cover staff left details of line order, routines, behaviour and medical issues.</li> <li>• Timings to be left for agency staff and YGL to over see them.</li> </ul>
<b>Fire alarm activated</b>	<ul style="list-style-type: none"> <li>• Class calmly evacuate building</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher to regularly discuss fire alarm rules with children.</li> <li>• Class door shut after children exit</li> <li>• Teacher/ cover to escort class to field</li> <li>• Children line up on field in register order</li> <li>• Register taken</li> <li>• Children to sit if appropriate</li> <li>• Children with SEND may need widget or specific preparation. This must be included in the Pupil Passport.</li> </ul>

<b>In lessons</b>	<ul style="list-style-type: none"> <li>• When sitting on a chair all 4 legs need to be on the floor</li> <li>• Acceptable noise levels to be determined by the teacher.</li> <li>• Listen when an adult/child is talking looking in their direction.</li> <li>• At the end of each session, the floor and workspace must be tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Be clear about expectations during the lesson (working independently / in pairs / in a group)</li> <li>• Ensure children's attention is on you when speaking.</li> <li>• Use hand signal to manage noise levels / use proximity praise to gain attention</li> <li>• TAs to be used effectively for support.</li> <li>• Challenge work and presentation if not good enough.</li> <li>• To ensure the classroom is left tidy before leaving for the break/lunch e.g. papers neat on desk, floor tidy, chair tucked in. This must become an automated relentless routine so it is the same for class teacher and cover.</li> </ul>
<b>PE Lessons</b>	<ul style="list-style-type: none"> <li>• Children in full named PE kit as per policy.</li> <li>• No jewellery.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed in person or by letter that day if PE kit is incorrect.</li> <li>• School may provide spare kit.</li> </ul>
<b>Computing Suite Lesson/ Laptops and I pads</b>	<ul style="list-style-type: none"> <li>• Sit in the correct seat in the ICT suite.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a seating plan for the ICT suite</li> <li>• Any IT issues to be reported same day to IT Helpdesk.</li> </ul>
<b>Playtime</b>	<ul style="list-style-type: none"> <li>• Staff to escort children to the playground and check that there is an adult on duty.</li> <li>• Only healthy snacks to be consumed, no crisps or chocolate.</li> <li>• Children are not allowed to loiter in the toilets or in the area outside.</li> <li>• Children to use school equipment and to not climb fences.</li> <li>• Children to be mindful of classes who are working and not tap on windows or disturb learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff on duty must be first out on playground</li> <li>• KS2 Teacher to stand by climbing frame to scan playground</li> <li>• Support staff to report to teacher to ensure all allocated</li> <li>• Child sent to office if staff member is on their own. SLT contacted for urgent cover.</li> <li>• Staff to carry out dynamic risk assessment if wet weather and decide if climbing frame, scooters or other equipment are to be used.</li> <li>• Any breakages are removed or caretaker informed.</li> </ul>
<b>Returning to the building from Playtime</b>	<ul style="list-style-type: none"> <li>• Bell rang by teacher a couple of minutes before the end of play. This can be reduced throughout the year as the children line up quicker.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers must be outside on time to collect their class to ensure prompt start of the lesson.</li> <li>• All staff to ensure consistency of routines at all playtimes e.g.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children stand still and raise hand to show listening.</li> <li>• 2<sup>nd</sup> bell, children tidy up what they have played with and then walk to lines.</li> <li>• The class on duty should do a final swoop of the playground to ensure it is tidy for the next session.</li> </ul>	<p>children must stand still at 1st bell.</p> <ul style="list-style-type: none"> <li>• Use arm up to request silence.</li> <li>• Staff remind children of expectations on corridors coming into school.</li> <li>• Staff are ready to meet the class when they line up – not after.</li> <li>• Teacher on duty to have bell returned and to supervise final tidying of the playground. Their class should go in last.</li> </ul>
<b>Wet Break/ Lunch</b>	<ul style="list-style-type: none"> <li>• Children follow directions of adults</li> <li>• Children should transition quietly and calmly from dining room to class or hall.</li> <li>• Classroom is left tidy by the class teacher at the start of the break/ lunch.</li> <li>• The children pack away in time for the next session.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher has clear rules in place for wet break and lunch time displayed in room.</li> <li>• Children and staff know what equipment is to be used and are trained to pack away properly.</li> <li>• If wet break/ lunch is expected, class teacher to revisit rules before handing over.</li> <li>• Class teacher to leave a tv programme ready for playleaders.</li> <li>• SLT on duty should monitor weather and ensure children go out to play when rain is not torrential or ceased.</li> <li>• Children to go to the toilet one at a time.</li> </ul>
<b>Going into/leaving assembly</b>	<ul style="list-style-type: none"> <li>• Children should walk in single file on the left-hand side of the corridor.</li> <li>• Presenter to arrive before assembly and set up. Music playing for children to enter and exit.</li> <li>• Children should be escorted to the hall by their class teacher/TA.</li> <li>• No coats, gloves, hats to be worn in the hall. Children should sit on them</li> <li>• Enter hall and remain standing in line until told to sit down in silence by teacher/TA.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to be reminded about walking silently down the left-hand side of the corridor before leaving the classroom.</li> <li>• Teachers to remain in hall until dismissed by presenter. Teacher on break duty may leave after class settled and handed over to colleague to monitor.</li> <li>• Teacher should reward good behaviour with dojos.</li> <li>• Balls to be kept by the teacher in the hall.</li> <li>• Teachers to be monitoring the children rather than watching the assembly. It is not the presenter's job to monitor behaviour.</li> <li>• Staff should model good behaviour in assembly.</li> <li>• If a class is not settling quickly or quietly, class teacher to practise with the children before the next assembly and adjust line order accordingly.</li> <li>• Staff to support exit of children. If children are talking, they must sit down.</li> </ul>

		<ul style="list-style-type: none"> <li>• Calm, quiet exits must become automated.</li> <li>• Presenter must finish on time and does not over run, as this impacts cover at break time.</li> </ul>
<b>Lunchtime</b>	<p>In the lunch hall, children should:</p> <ul style="list-style-type: none"> <li>• Enter the building quietly.</li> <li>• Wash their hands if possible.</li> <li>• Walk in single file on the left-hand side of the corridor</li> <li>• Use good manners.</li> <li>• Use indoor voices.</li> <li>• See Lunchtime Charter for more specific expectations.</li> <li>• Children should have a pass to help a teacher at lunchtime or visit Games Club.</li> <li>• If going to Games Club, they must go directly.</li> <li>• Children are not allowed to go to their bags or collect items unescorted.</li> <li>• Use the toilet and refill water bottles during their lunch hour using the jugs in the dining hall.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher or cover staff must bring the children to the dining room on time.</li> <li>• Children to enter dining hall in alphabetical order. This can be adjusted if that order affects behaviour negatively. Let the kitchen know.</li> <li>• Staff to use hand signal to show children that voices should stop.</li> <li>• Staff to wait in silence until line is ready to move – if needed children should be reminded to be silent – use proximity praise.</li> <li>• If expectations are not met – child sent to back of line or waits 5 mins. before able to go in for dinner</li> <li>• If children are wandering around the building, the consequence is missing part of their break the next day.</li> <li>• If staff are having a duty lunch, they must stay for 15 minutes help with behaviour and socialisation.</li> <li>• Water is available for children to refill their bottles.</li> </ul>
<b>Lining up for lunch and in the dinner hall</b>	<ul style="list-style-type: none"> <li>• Children should:</li> <li>• Line up in corridor some quiet chat is allowed.</li> <li>• Take their coats off when sat down to eat their dinners</li> <li>• Put their hands up if they want a drink or to ask a member of staff for something.</li> <li>• Not drop food on the floor deliberately.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher must train children how to line up correctly and to model good behaviour in the dining hall in the first week. This must be revisited throughout the year as necessary.</li> <li>• Any child moving out of line should be reminded to stay in line.</li> <li>• Any child who does not comply with reminder to stay in line should be moved to the back of the line.</li> <li>• Staff to use arm signal to manage noise levels when too loud</li> <li>• Staff on duty managing pupils into dining hall should ensure consistency of expectations.</li> <li>• Staff should only challenge children in a quiet professional manner (no shouting).</li> </ul>

<b>End of lunchtime break</b>	<ul style="list-style-type: none"> <li>• When the bell rings children stand still and wait.</li> <li>• Second bell, walk into school or line up if in KS1</li> <li>• No arguing with staff.</li> <li>• Children to return promptly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Bell to be rung by an adult.</li> <li>• Last year group to have a quick tidy up.</li> <li>• Lining up system must be agreed by class eg line order or register order.</li> <li>• Children spoken to politely, no shouting or raised voices.</li> <li>• If KS2 child is deliberately or repeatedly late, they should pay back minutes at playtime</li> </ul>
<b>Afternoon Session</b>	<ul style="list-style-type: none"> <li>• Calmly enter classroom and settle down to task set.</li> <li>• Respectfully answer the register.</li> <li>• Be on time for afternoon session.</li> <li>• Children should be ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Do now task ready for children. This should be a relentless routine.</li> <li>• Register completed a maximum of 15 minutes after returning from lunch.</li> <li>• Repeated lateness will need to be repaid at lunchtime.</li> <li>• If children are returning to class thirsty, or needing the toilet, teachers need to remind children of the expectations at lunchtime.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Children should not be allowed to go to the toilets during lesson time where possible (especially during carpet inputs).</li> <li>• If the toilet is needed during lesson time children should not be allowed to go in pairs.</li> <li>• EYFS children can go to the toilet at any time but must ask an adult first.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to remind children to use the toilet at playtimes</li> <li>• Staff to monitor how many children are in the toilets at playtimes.</li> <li>• Children should use the toilet properly, flush the toilet, wash hands, return to playground or class.</li> <li>• Children should report any vandalism/ faults to staff immediately.</li> </ul>
<b>Corridors</b>	<ul style="list-style-type: none"> <li>• Coats are hung up at the start of the day and after every break time.</li> <li>• Bags are hung up on pegs</li> </ul>	<ul style="list-style-type: none"> <li>• TA to check cloakrooms at start of day/break after returning from door duty.</li> <li>• Staff should remind children that there should be nothing on the floor.</li> <li>• Children to be challenged and returned to hang up any coats/belongings that have not been hung up.</li> <li>• Class monitors should check corridors throughout the day.</li> </ul>

<b>End of day routine for children</b>	<ul style="list-style-type: none"> <li>• Class story to be read at the end of the day.</li> <li>• Children collect coats and bags quietly and come back to chairs / places.</li> <li>• Tables and floor to be clear of clutter so they can be cleaned.</li> <li>• Children exit school in a quiet manner.</li> <li>• Mobile phones (not smartphones) returned and not switched on until left the building.</li> <li>• Climbing and outdoor equipment not to be used after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Send children for coats and book bags a group at a time. Class teacher to monitor at the door.</li> <li>• Remind children about behaviour in corridors.</li> <li>• Use additional adults effectively to ensure standards of behaviour are met in the cloakrooms and by the lunch trolleys</li> <li>• Children should be trained regarding end of day expectations e.g. clearing floor and tables. This should become automated.</li> <li>• Staff ensure children are calm before leaving. Ensure enough time is left for packing away so class are dismissed on time and parents are not waiting.</li> <li>• Staff not to enter playground before home time.</li> <li>• Mobile phones (not smartphones) handed out in playground.</li> <li>• Monitors to shut windows in class and corridor outside class. Classes nearest to hall and gym, should shut those.</li> </ul>
<b>Cover staff dismissal</b>	<ul style="list-style-type: none"> <li>• Class teacher to return to dismiss class if on site.</li> </ul>	<ul style="list-style-type: none"> <li>• If class teacher is off site, walking home list is given to cover teacher for dismissal.</li> <li>• Staff to notify Cover organiser if issues with supply teacher.</li> </ul>
<b>Gate duty</b>	<ul style="list-style-type: none"> <li>• Playground is safe</li> <li>• Gates opened promptly.</li> </ul>	<ul style="list-style-type: none"> <li>• Playground scanned for litter and any trip hazards</li> <li>• Be vigilant for smoking, dogs and Jo Richardson pupils.</li> <li>• Ensure staff are not out too early or late.</li> <li>• Ensure identifiable by school jacket or hi vis.</li> <li>• Radio and keys ready.</li> </ul>
<b>End of day routine for staff</b>	<ul style="list-style-type: none"> <li>• Classroom left tidy.</li> <li>• CPOMS updated</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS staff may set up activities for the next day.</li> <li>• Ensure all windows in class and corridor are shut before leaving.</li> <li>• Surfaces are clear of clutter.</li> <li>• No piles of paper or books lying around.</li> <li>• Desk area clear for cleaning.</li> <li>• Sink clear of bottles and cups.</li> <li>• ICT shutdown and visualiser switched off. Contact IT helpdesk if any issues.</li> <li>• Switch off lights.</li> </ul>

		<ul style="list-style-type: none"> <li>• Leave work and cover note if planned absence.</li> <li>• Rearrange play duty if necessary.</li> <li>• Shut down the computer fully on Fridays.</li> </ul>
<b>Communication with parents</b>	<ul style="list-style-type: none"> <li>• Class Dojo messages to be checked daily.</li> <li>• Responses within 48 hours</li> <li>• Quiet hours are before 8.30 and after 6pm. No weekend or holiday usage.</li> <li>• Both staff and parents are respectful.</li> </ul>	<ul style="list-style-type: none"> <li>• Class story updated regularly each week.</li> <li>• Class calendar kept up to date.</li> <li>• Only SLT on School Story – or with permission.</li> <li>• Parents kept updated with timings on school trips.</li> <li>• Staff to be sensitive and offer private space if needed.</li> <li>• Staff to ask for support in parent meeting if needed.</li> </ul>