



Muswell Hill Primary School

Positive Behaviour Policy

Agreed: November 2021

Review: November 2022

Vision & values At Muswell Hill Primary

We have a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work in partnership with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging yet supportive setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum and our 5 Golden Values:

Respect (for themselves and each other)

Integrity (always acting with)

Sense of Resilience

Curiosity (discovering the world around them)

Creativity (exploring their learning journey)

Aim of the policy:

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de-escalation and preventative strategies rather than reactive

This policy concentrates on the promotion of positive behaviour and relationships ensuring each child's welfare is our priority. It takes into account guidance and procedures around peer on peer abuse and sexual violence and harassment, compliant with the statutory guidance as set out in Keeping Children Safe in Education (September 2021).

This policy should be read in conjunction with:

- Safeguarding and Child Policy and Procedures
- Online safety policy
- RHE/RSE policy
- Anti-bullying Policy is now included within this policy in line with KCSIE 21
- SEND Policy
- Acceptable Use agreements
- Staff Code of Conduct
- Blended Learning Policies and safety online – remote guidance
- Complaints Policy Guidelines to make a complaint if families are not happy with the school's response
- Prevent Duty Plan A plan to protect children from the risk

Our vision for staff and children is that we are empathetic and contributing members of society, who stand up for what is right, have a strong moral compass, and that we are role models with a strong sense of fairness. We have caring, respectful, kind relationships, children and staff who are passionate, active, proactive learners and who are emotionally intelligent, creative, hardworking and resilient members of the community. We provide a culture of equality, inclusivity, and mutual respect. We have a school community that actively promotes these values to ensure it is a place where everyone belongs, everyone has a voice, and everyone is heard. We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children. for whom we hold a responsibility

The UN Convention on the Rights of the child underpins our values with the following articles at its core.

Article 28: The Right to an Education

Article 12: Respect for children's views

Article 29: Goals of Education

Article 13 and 14: Freedom of Expression/Thought

Article 42: Knowledge of Rights

Article 27: Standard of living for Physical, Emotional and Mental Health needs

Our principles include:

- promoting an awareness of everybody's individual needs and that all are valued within the school community
- ensuring every child is aware of their rights and responsibilities
- good behaviour to be modelled by all adults in the school
- everyone takes pride in their school, class, learning, environment and their relationships with peers and colleagues
- all staff treat children fairly, consistently and sensitively
- all staff celebrate and praise children's achievement and success,
- working collaboratively with parents/carers to find solutions to behaviour management issues,
- teaching respect for ourselves and others, promoting the understanding that we are all different, but have the same rights, including the right to learn
- a consistent and positive approach to behaviour management throughout the whole school day,
- provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual
- ensuring that the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- the requirement to establish clear procedures for dealing with and managing unacceptable behaviour, and ensuring that this behaviour policy is clearly understood by staff, parents and children
- the clear demonstration that discipline in schools must respect children's human dignity
- ensuring that the exclusions policy explains that exclusions will only be used as a last resort.

Promoting Positive Behaviour

We have developed a clear and consistent approach to the use of positive praise balanced with a set of Golden Rules and Values which staff, and pupils know and which empowers them to make the correct behaviour choices. Pupils understand that the Golden Values act as a framework for them regarding discipline, attitudes and learning behaviour.

The school's Golden Rules are linked to our 5 Golden Values are:

We are gentle – respect and integrity

We are kind - respect, integrity and resilience

We are honest – integrity

We listen – respect, curiosity and creativity

We look after property – respect and integrity

We work hard – creativity, curiosity and resilience

Whole School Strategies

- Providing clear and consistent expectations, in class, around the school, in the dining hall at lunchtime, in after school clubs, focusing on our values and highlighting one golden value each week.
- Recognition in assemblies through special mentions of Golden Learners
- Rights Respecting Assemblies where all children's rights are valued and promoted.
- Golden tickets for showing golden rules and values in action
- Weekly golden ticket winners ks1 and ks2 are awarded special privileges eg use of Astro pitch Friday lunchtime, additional playtime or Golden time in class.
- 'Circle Time' activities and PHSE lessons where appropriate behaviour is explored and discussed
- Providing positive feedback for good behaviour or attendance eg in class, on trips, after school clubs, in dining hall.
- Children's leadership groups promoting our values and ensuring pupil voice
- Encouraging children to be motivated through study of growth mindset and learning about the difference individuals can make
- Noticing and praising positives all the time 'catch them being good'
- Ensuring that children are praised in public, reprimanded in private
- Being fair and ensure consequences are proportionate and tailored to the child when appropriate
- Playground Charter This was formed by a collaboration between Staff and the Rights Respecting School Council.
- Zones of Regulation/Regulation Station in classrooms and in playgrounds
- Understanding children's needs in terms of emotional wellbeing. Use of emotion coaching (Appendix Emotional Containment phrases)

Classroom strategies

- Display Golden Values in class
- Rights Respecting Class charter made in collaboration with children
- Display saying: 'We are making good choices by.....' weekly focus on one of our values
- Regulation station set up in class
- After lunch: Tell a good tale...
- Use of quick notes/certificates/call home to praise from all staff
- Restorative Conversations (guidance given)
- Own class system e.g. dojos, marble in jar
- Using a table / class seating plan and establish consistent routines
- Providing and sticking to a lining up order for movement in and around the school
- Give responsibilities / class 'jobs' / monitors
- Use random selection to show fairness, e.g. lolly sticks, no hands up

- Send pupils to another adult e.g. , partner class (could be for positive or negative reasons) , phase leaders, AHTs and HT
- Ensure classroom organisation and routines are in place
- Deal with incidents on an individual basis, enabling personalisation as appropriate
- Strategic ignoring and positive re-direction, highlighting the good example of others, through use of positive praise
- Use reflection time to consider the values, etc. reflection sheets
- Give warnings before sanctions
- Ensure follow up conversations take place and consequences are clear and communicated
- Allow children to have a fresh start once an incident has been addressed

Managing and resolving their own conflicts

Through our ongoing programme to becoming a Rights Respecting School, we aim to empower our children to resolve their own issues and disputes as far as possible. Children will be taught to talk through and resolve problems calmly and responsibly.

Unacceptable Behaviour and Consequences

While we aim to ensure that all children behave in an acceptable way, by following our positive ethos, on rare occasions children's behaviour can be unacceptable and they may require additional support

All children will agree to follow the golden values by being involved in creating and signing up to, the terms of their Rights Respecting Class Charter at the beginning of the year. Children are accountable for their behaviour in accordance with these rules. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. Teachers, and teaching staff including TLSPs and SMSAs all have the authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable request or instruction.

Misbehaviour is defined as:

- Disruption to learning and during lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Peer on peer abuse(See below)
- Sexual assault (See below)
- Bullying (See Anti-bullying policy)

Peer on Peer Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

Sexual Assault

This is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to e.g. a letter or phone call to parents/carers if the pupil refuses to apologise in the first instance
- Report the incidents to a Senior Member of the Leadership Team and record in line with behaviour documentation.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. See Appendix 1

Bullying, Racial, Homophobic, Sexual and Inequality Incidents

These incidents are extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalisation must refer to the school's Anti Bullying Guidelines and equalities policies. Incidents should be reported to SLT and recorded in our racist, bullying and homophobic incident records. (Reported monthly to the Governing Body.)

Serious incidents are reported to Safeguarding and Social Care.

Consequences

The consequences of breaking the school's Golden Values or the Class contract are:

(Guidance on sanctions for level 1,2 and 3) This is being reviewed in terms of specific consequences and sanctions over the Spring Term with children, staff and the community.

1. An initial warning:
2. Time out in class.
3. Time out in another class.
4. Loss of playtime or lunch break.
5. Report to SLT.
6. Contact parent.

Process to follow for incidents of misbehaviour:

(Guidance on Level 1, 2 and 3 incidents of misbehaviour)

- Staff members will provide corrective feedback/emotion coaching, making clear which rule has been broken and its impact.
- Staff members will fill out in detail an incident form
- Children will complete a reflection sheet
- Children will take part in restorative conversations
- All incidents of misbehaviour will be given to a member of SLT and recorded in the Behaviour File
- Parents will be contacted by the class teacher or by a member of SLT to keep them informed of any incidents
- Serious incidents of misbehaviour may result in Internal or external Exclusions
- If a child repeatedly receives corrective feedback and their behaviour is not changing then the issue will be referred to the Assistant Head, who will liaise with parents around goal setting, social skills development and possibly establishing a specific behaviour plan and or risk assessment plan if there are safety implications.

Appendix 1: Anti-bullying policy and procedures
Appendix 2: Incident/Reflection Forms
Appendix 3: Emotional Containment Phrases
Appendix 4: Guidance on Levels of behaviour
Appendix 5: Sanctions based on levels of behaviour
Appendix 6: Homophobic script
Appendix 7: Restorative Conversation script
Appendix 8: Playground Charter

Appendix 1- Anti-bullying Policy

Introduction

At Muswell Hill we believe that all pupils have a right to learn in a supportive, caring, and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour; it is wrong and will not be tolerated.

We recognise that bullying may occur in the school at some time. We do not tolerate bullying, abuse, or harassment of any kind.

We believe that all learners are of equal worth and should be enabled to achieve their full potential. We recognise that to achieve this, children have the right to be educated in an environment where they feel valued, respected, and safe; including freedom from bullying/harassment, cyber-bullying, prejudice bullying related to special educational needs, sexual orientation, gender, race, or religion.

Bullying deprives pupils of this right and denies access to the full curriculum. We believe that pupils who suffer regular, ongoing bullying cannot achieve their full academic or social potential.

The aim of this policy is to:

- Ensure Governors, school staff, parents, carers, and pupils have a clear understanding what bullying is.
- Ensure that Governors and school staff know the policy and be able to respond if allegations of bullying are reported.
- Ensure pupils feel safe enough to report incidents of bullying concerning themselves or others and know who to speak to.
- Ensure that we support and guide the perpetrators of bullying, so that they understand the implications of their actions.
- Ensure that parents feel safe and are encouraged to discuss their concerns with all staff knowing that they will be supported when bullying is reported.
- Ensure that staff feels supported in dealing with incidents of bullying.

Staff should refer to the Staff Code of Conduct policy and Equalities policy to ensure they know what procedures there in in relation to adults experiencing bullying behaviour from other adults within the school community and to know action will be taken to deal with this.

What Is Bullying?

Bullying can be described as a deliberate act done to cause distress solely to give a feeling of power, status, or other gratification to the bully. It is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace at school or outside the school environment. Bullying can occur through several types of anti-social behaviour:

Psychological: because of verbal, physical, social, and cyberbullying outlined below.

Physical bullying: hitting, kicking, tripping, pinching, and pushing or damaging or stealing property.

Verbal bullying: name calling, insults, teasing, intimidation, overt sexual language and verbal abuse related to special educational needs, sexual orientation, gender, race, or religion.

Social bullying: lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to social exclude someone, damaging someone's social reputation.

Cyber bullying: abusive or hurtful texts, emails or posts, images, or videos, deliberately excluding others online, nasty gossip or rumours, imitating others online or using their log-in.

Racist, homophobic, SEND and disabilities: Racial taunts, name-calling, graffiti, or gestures. Taunts because of or focussing on the issue of sexuality. Negative comments made relating to any area of SEN/D or disabilities.

The role of the school

At Muswell Hill we aim to prevent bullying behaviour from happening by teaching children to recognise different forms of bullying and the effects these have on the victim and perpetrator; teaching strategies for prevention; and by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff. We will:

- Ensure that the whole school understands what bullying means, what a victim is, what bullying behaviour is, and what a bystander is.
- Make clear that a zero-tolerance approach to bullying is in place in school.
- Encourage children to report incidents without feeling they are telling tales and ensure children know their trusted adults.
- Stress the role of the bystander – the person who can intervene and help the situation. We encourage the bystander to report what they have seen as opposed to watching and colluding with any bullying they witness.
- Take incidents seriously, investigating and if necessary, acting upon them quickly and fairly.

We aim to empower our children through our social and emotional wellbeing curriculum and in ensuring children are aware of their rights and are allowing others to enjoy their rights too.

We do this by:

- Involving children in creating a Rights Respecting Class charter
- Having worry boxes in each class to allow children to report concerns, using Regulation stations in class and in the playground and the use of emotion coaching.
- **Having a home/school agreement:** This will be updated and signed by parents.
- Having Inclusion ambassadors
- Delivering a PSHE programme including Mental Health and Wellbeing and Anti-bullying lessons and lessons on internet safety.
- Carrying out reflective practice and restorative conversations for bullying behaviours.
- Celebrating Children's rights in Rights Respecting assemblies.
- **Following our Positive Behaviour Policy for pupils and staff, setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom.**
- Rewarding positive behaviour and relationships as outlined in our positive behaviour policy and through the classroom reward systems, Golden ticket and Golden learner celebrations and achievement assemblies.
- Providing opportunities to raise awareness of bullying issues and provide a whole school focus for anti-bullying activities. This will be through a whole school approach including: a universal approach to PSHE curriculum, regular circle times, weekly Rights Respecting Assemblies, raising awareness events such as Anti-bullying week and through key stage assemblies
- Providing a structured, well-staffed playground environment with a variety of activities/equipment for pupils to play with during school breaks and for staff to monitor/observe playground friendships and interactions.
- Inclusive curriculum: This is embedded across the curriculum

PROCEDURES for reporting and responding to bullying incidents.

When an alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident these procedures should be followed:

Investigation

- Incident is investigated by the appropriate member of staff, usually but not always the class teacher who undertakes the role to establish the nature, roles, and seriousness of the

incidents and those involved. On the same day, a **member of SLT should be notified of all cases of bullying and parents should be notified that an investigation is happening.**

- The member of staff will talk to and listen to the suspected victim, and any witnesses, making sure that the children feel safe to talk.
- The member of staff will talk to the bully about what has happened, to discover why they became involved. The perpetrator will be encouraged to talk about what happened, to discover why they became involved.
- They will make it clear that bullying is not tolerated at Muswell Hill Primary School
- All details will be recorded on the incident form.

As a result of investigation, hurtful behaviour has occurred, but it was not identified as bullying.

- **Record behaviour on Behaviour incident form.**
- **Use Reflection form with child.**
- **Give details to a member of SLT**
- **Monitor.**

As a result of investigation, evidence of bullying is found:

- The victim is made to feel safe; they will be given advice and appropriate support and immediate actions will take place to stop the bullying behaviour or threats of bullying. Muswell Hill's staff team are available to ensure the victim is supported in rebuilding their confidence. Restorative steps taken.
- Attempts will be made to help the child change their bullying behaviour. The school recognises the need to work with the bully and support them to change this behaviour rather than exclude. The bully will be encouraged to understand how their actions have caused distress and anxiety.
- Support will be given to stop the bullying behaviour and necessary interventions will take place. Support for the bully may include anger management, circle of friends, liaising with parents or referrals to outside agencies. Adjustments will be made for children who have an individual behaviour or learning support plan.
- **Disciplinary steps** will be taken to prevent more bullying actions, where appropriate, in line with the school's positive behaviour policy. (**See below**)
- Where necessary other professionals will be asked to work with the class group or individual children if deemed necessary.
- Parent/carers will be informed, and specific interventions and meetings set up to foster positive behaviour.
- Key adults/mentors will be assigned to support and monitor future behaviour. Staff will follow up incidents to check that bullying has not started again. This will be monitored carefully, and all findings recorded.
- All actions will be fully communicated to the relevant parties and recorded in the Schools Behaviour Incidents folder using the bullying incident form.
- Parents/Carers will be informed on all matters identified as bullying.
- If the situation is not resolved, then the Headteacher, or a member of SLT working with the Special Educational Needs Coordinator (SENCo) where relevant, will intervene and a behaviour plan may be written.

The school will take the following disciplinary steps in line with our positive behaviour policy:

Disciplinary Steps

As a result of a confirmed bullying incident the following steps should be taken

- Parents / carers informed.
- Officially warned to stop the bullying behaviour. (This will be according to the maturity of the children)
- Apologise to the victim.
- Time out in another class or miss morning/lunch play.
- Officially monitored with a review in a set period of time e.g., 2week period.

For more serious incidents:

- Remove from class, internal exclusion half day/full day.
- If bullying continues a fixed-term exclusion will result.
- Depending on the seriousness of the bullying the above may be sanctioned immediately.
- Continued bullying behaviour will result in a longer or permanent exclusion.

The role of the children

We advise pupils to:

- a. Remember that your silence is the bully's greatest weapon.
- b. Tell yourself that you do not deserve to be bullied and that it is wrong.
- c. Be proud of who you are. It is good to be an individual.
- d. Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e. Stay with a group of friends/people. There is safety in numbers.
- f. Be assertive – shout **NO!** Walk confidently away. Go straight to a teacher or member of staff. Talk to one of your trusted adults.
- g. Fighting back may make things worse.
- h. Generally, it is best to **tell** an adult you trust straight away. You will get immediate support.
- i. Staff will take you seriously and will deal with bullies in a way which will end the bullying and not make things worse for you.
- j. **TELL** your parents or carers or somebody that you can trust.

The role of the parents

Sometimes the first you would hear of your child reporting bullying is when someone from school contacts you. Children can often want to protect their parents from worry and avoid telling you of what is going on. This is quite normal behaviour and the important thing is to listen and be supportive in stopping the bullying, rather than berating yourself for not noticing a problem

We advise parents/carers to:

- Calmly talk with your child about his/her experience.
- Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see an appropriate member of staff.
- Explain to the member of staff the problems your child is experiencing.
-

If Parents/Carers need more support, we advise them to:

- Check with the school's anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head teacher; keep a record of the meeting.
- You can then follow the school and LA complaints procedure if you feel the matter has not been dealt with correctly.

Sources of further help

Act Against Bullying

www.actagainstbullying.com

Anti-Bullying Alliance

www.anti-bullyingalliance.org.uk

Childline

www.childline.org.uk

Kidscape

www.kidscape.org.uk

NSPCC

www.nspcc.org.uk

Appendix 2 – Examples of incident/reflection forms

Maxwell Hill Primary School

Incident form 1

Name:

Date:



Maxwell Hill Primary School

What did I do wrong?	
Draw	Write
How can I make it better?	
Draw	Write
How can I stop it from happening again?	
Draw	Write

We are gentle – respect and integrity

We look after property – respect and integrity

We are kind – respect, integrity and resilience

We listen – respect, curiosity and creativity

We are honest – integrity

We work hard – creativity, curiosity and resilience

Sanction or consequence agreed:

Restorative conversation held: y/n/no



Date:	Child:	Class:
Supervising adult dealing with incident:		Location:
WHAT I DID: DRAW		
WRITE:		
WHICH RULE linked to our Golden Values I broke:		
GOLDEN VALUES		
We are gentle - respect and integrity	Did you hurt someone? Fight?	
We are kind - respect, integrity and resilience	Did you say unkind things? Leave someone out of a game? Bully someone?	
We are honest - integrity	Were you dishonest to adults or children? How did that affect them?	
We listen - respect, curiosity and creativity	Did you ignore an adult? Not listen in the lunch hall or classroom?	
We look after property - respect and integrity	Did you destroy school or personal property?	
We work hard - creativity, curiosity and resilience	Did you disrespect the rules of lunchtime when keeping the dining hall tidy?	
	Did you try your best in class? Could you have worked harder to achieve success?	
How I'm going to change my behaviour. Draw	Write	
Sanction or consequence agreed:		
Restorative conversation held: yea/no		

Name:	Class:	Adult:	Date:
WHAT I DID	THE GOLDEN RULE I BROKE We are gentle – respect and integrity We are kind - respect, integrity and resilience We are honest – integrity We listen – respect, curiosity and creativity We look after property – respect and integrity We work hard – creativity, curiosity and resilience		
	HOW I'M GOING TO MAKE IT BETTER		
WHY I DID IT	Adult comments:		
	Agreed consequence or sanction: Do other adults/children/parent need informing?	Restorative conversation held: yes/no Child to child: Adult to child:	

Appendix 3

Emotional Containment phrases...

It's fine...

e.g. it's fine, you don't need to get upset, we can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.

It's not a problem...

e.g. It's not a problem we can come back to that work and complete it during finishing off time.

It's ok...

e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr piper will know and he will understand.

You're letting me know that...

e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.

You're telling me that...

e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.

It seems that...

e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)

You want me to know that...

e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).

It feels like/as if...

e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

...Let's sort it out/ do it together...

e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together

...We can fix this...

e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

You can do this I believe you can/in you

e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.

I can understand that...has upset you/made you feel...because you thought/felt

e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?

...I need to keep you safe

e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

I understand you need some space. When you're ready...

e.g. I understand that you need some space. When you're ready I'll be over by the printer.

When you're ready we can talk about it, I'll be...

e.g. when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.

Let's think of a way you can let me know next time?

e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?

... we just need to keep you safe.

e.g. You can be angry, we just need to keep you safe.

...It's ok you're safe.

Appendix 4

Low level 1 Class Log	Level 2 Incident Form	Level 3 Incident form or Racist / Homophobic/Bullying file
Disregarding Values		
Attention seeking		
Spoiling others' games		
Pushing in or not taking turn		
Interrupting Talking when an adult is speaking		
Avoiding work / wasting time		
Calling out / making inappropriate noises in lessons		
Spreading rumours		
Arguing with pupils	Arguing with staff	
Stopping learning of other children	Frequent disruption to lessons	Persistent disruption to lessons
Disrespectful attitude	Rudeness	Verbal abuse of staff or pupils
Swearing or disrespectful gestures	Swearing at pupils	Swearing at staff
Play fighting	Aggressive play	Fighting
Lying	Persistent lying	Blatant dishonesty and refusal to accept responsibility
	Refusal to follow instructions / deliberate defiance or disobedience	Dangerous defiance and refusal to follow instructions
	Defacement, eg, scribbling on desk or others' work	Graffiti / vandalism / wilful destruction of the school environment or property
	Kicking, hitting, punching, biting, pushing, etc	Violent physical attack or causing bodily harm towards pupils or staff
	Retaliation	Serious physical retaliation
	Inappropriate touching	Inappropriate sexualised behaviour
Teasing, name calling		Intimidation or tormenting (including via the internet)
		Racial, social, cultural, homophobic or religious abuse
		Stealing
		Putting themselves or others at risk of harm
		Bullying or extortion
		Inappropriate use of social media

Appendix 5

Sanctions

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Reminder of the Values • Verbal apology • Finishing work at break time or at home • Positive re-direction, highlighting the good example of others • Being spoken to about the consequences of their behaviour by a member of staff • Parents informed verbally (could be by telephone or at hometime) • Re-positioning within the group / classroom • Distraction free work area in the classroom • Removed from a game at break / lunchtime for a set period • Talking through and resolving incidents, recording when appropriate 	<ul style="list-style-type: none"> • Incident recorded in class Pupil Records file • Written apology • Exclusion from after school activities, eg. Football Club • Being spoken to about the consequences of their behaviour by a senior member of staff • Parents contacted and a meeting held with the child in attendance • Regular Home – School communication • Re-location to another class for a specified period, with work • Parents informed in writing (copy kept on file) • Loss of break time • Regular monitoring of pupil's work or behaviour and parents kept informed • Senior staff investigating and recording behaviour • Restorative meeting held 	<ul style="list-style-type: none"> • Being spoken to by Headteacher and parents together • Behaviour contract between pupil, parent and teacher with specific targets and time scale • Headteacher's letter sent to parents (copy kept on file) • Regular monitoring of work or behaviour by Headteacher • Fixed term exclusion (this can include lunchtime exclusions) • In-school exclusion – child supervised by SLT • Support requested from outside agencies • Permanent Exclusion

Appendix 6: Homophobic script – attached separately

Appendix 7: Restorative Conversation script – attached separately

Appendix 8: Playground Charter – attached separately