

**BURE PARK PRIMARY SCHOOL**

**Relationships and Behaviour Policy**



**Teamwork, Honesty, Kindness**

<b>ROLE</b>	<b>NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>Leader</b>	<b>Rory Gratwohl</b>		01.09.24
<b>Headteacher</b>	<b>Sarah Moon</b>		
<b>Chair of Governors</b>	<b>Alastair Deacon</b>		

<b>Next Review</b>	August 2025
--------------------	-------------

## Contents

1. Introduction .....	2
2. Procedures and practice.....	3
3. Concluding notes.....	5

## 1. Introduction

### 1.1 Aims

The route to exceptional behaviour lies in the behaviour of every adult and their ability to create a culture of certainty – Paul Dix

The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent. – Paul Dix

The staff and governors of Bure Park Primary School unreservedly endorse the above statements, and we are proud of the school and appreciate that the children in it are an asset, working hard and behaving appropriately.

All staff at Bure Park Primary School understand the close connection between relationships and behaviour. The well-being of children along with the feelings of being connected, allows children to feel emotionally safe enough to fulfil their fullest potential. We acknowledge as a school that behaviour serves as a form of expression. We ensure that we listen to children's needs which is often communicated through their behaviour. Understanding how all members of the school family provide the security in relationships to address individual wellbeing is essential in guiding students towards independence, resilience and life long learning. However, we also expect all to uphold the highest levels of personal conduct, taking ownership of their own behaviours and encouraging others to do the same.

Children's behaviour is related to the growth of their interpersonal skills. The earliest influences on these are to be found in the home and its circumstances and are strengthened and widened by influences encountered in school. Children learn about acceptable and non-acceptable behaviour, both at home and at school, from modelling by others and from the way in which they themselves are treated.

In order to provide a positive atmosphere in which good modelling can develop, the staff aim to:

- Create a culture which relationships are the most important influence on behaviour.
- Ensure all learners take ownership over their actions, develop either own self discipline and make positive choices
- clearly communicate and teach acceptable and excellent standards of behaviour
- ensure that the school is a safe, orderly environment that encourages learning for all
- create an environment which encourages and reinforces 'good' behaviour - giving plenty of appropriate praise which is non-judgmental
- encourage consistency when managing both positive and negative behaviour
- give regular reminders of what is expected within the different parts of the school, on the playground and on educational visits
- 'teach' positive behaviour to an exceptional level – both formally and informally
- create a calm, productive atmosphere that is conducive to a range of effective, independent learning behaviours
- set examples in their own manner, courtesy and care
- help pupils understand that actions have consequences, both positive and negative, and that they are responsible for the choices they make.
- promote self esteem, self discipline and positives relationships with adults and children

- encourage the involvement of both home and school in the implementation of this policy.
- Not discriminate against a pupil, whilst implementing this policy, whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background or any other extenuating personal circumstances, including identifying early those children whose behaviour may affect their learning and that of others.
- Ensure that any occurrence of bullying is dealt with swiftly following the School's Anti-bullying policy. (see separate policy)

Interwoven in the growth of interpersonal skills is the development of self-esteem. Children exhibiting inappropriate behaviour often have low self-esteem and/or learning difficulties. The staff accept that there is a need to create a whole school climate in which all children can feel emotionally and socially secure, both inside and beyond the classroom. To achieve this, the staff:

- offer a broad, balanced and differentiated curriculum, within which independent learning skills and behaviours are encouraged
- use whole class, small groups and individual situations to meet both learning and emotional needs
- offer consistency of expectation
- make use of appropriate rewards and sanctions
- value the contribution and efforts of all individuals, including outside agency support.
- help establish a working, and relaxing, environment which, in itself, quietly expects conformity to normal standards of behavior and learning ethics.

## 1.2 Consultation

This policy was written by Sarah Moon, (Head Teacher) in initial consultation with the Senior Leadership Team. Updates to the policy were made in September 2024 by Rory Gratwohl (deputy Head).

- Teaching staff – during INSET day, October 2023
- Pupils – school council discussion
- Governors – Full Governing Board Meeting – November 2023

## 1.3 Legislation and guidance

Behaviour in Schools – advice for head teachers and school staff – September 2022

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023.

## 2. Procedures and practice

### 2.1 Classroom Management and Environment

Classroom management and teaching methods do have an important influence on children's behaviour. The classroom environment gives children clear messages about their efforts and how they are valued. Relationships between children and teachers, strategies for encouraging good behaviour, arrangements of furniture, access to resources, classroom displays and the use of coloured slides on powerpoints across all subjects (retrieval of knowledge from previous units or year groups (blue teaching slides), recapping related knowledge from last session at the start of the next lesson (purple teaching slides), and the use of green teaching slides to highlight new learning clearly to pupils) have a bearing both on how children behave and develop independent learning skills.

Classrooms are organised to develop independence and personal initiative in learning. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged, and labelled, to aid accessibility and reduce uncertainty and disruption. Displays should help develop self esteem through demonstrating the value of every individual's contribution, working walls help children to manage their own learning. "Visual timetables help the children with the format of the day, so that they are more informed

Teaching methods encourage enthusiasm and active participation. Lessons aim to develop skills, knowledge, connections and understanding which will help children to learn, work, play and care for and respect others. Praise will be used to encourage good behaviour as well as good working habits. Regular activity for brain breaks and active movement are built into the learning day - the aim being every 20 minutes in KS1 and every 30 minutes in KS2 – this may be movement to music for several minutes, the daily mile, skipping challenges or learning activities that are conducted whilst moving – these allow short sharp active times that refocus and allow better engagement to learning.

Children are encouraged to be monitors within the classroom and around school in order to be a part of the day to day organization and management of the learning environment.

At some points throughout the day, teachers may require assistance from another member of staff or a member of the senior leadership team to support individual pupils. If teachers are able to call the office then they should. In other circumstances, staff are provided with red cards with their class number to be sent to the office. The office staff will seek an available member of the senior leadership team to support.

## 2.2 Consistency in Practice

At Bure Park Primary School, we know that predictable and expected behaviour of adults and of routines allow for children to feel safe and harbours positive relationships allows children to build independence.

We are dedicated to adhering to the following consistencies in practice:

- **Consistent language; consistent response:** Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour. This is supported by scripting.
- **Consistent follow up:** Ensuring ‘certainty’ at the classroom, playground and senior management level. Never passing problems up the line but teachers taking responsibility for behaviour interventions or incidences. This may involve seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent respect from the adults:** Regardless of the incident or situation that they are faced with.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers are role models for learning and emotional maturity.
- **Consistently reinforced routines for behaviour around the site:** In classrooms, around the school, at the front office and in the playground.
- **Consistent environment:** All adults understand and understand it is everyone’s duty to reinforce and model the behaviour values that we expect at Bure Park.

## 2.3 Conscious Discipline

2.3.1 At Bure Park Primary School, we use an approach where all staff demonstrate and model our code of conduct and our value system through their daily interactions with others. This approach ensures that all parties are responsible for their own behaviour. Conscious discipline is a skill-based approach to help resolve conflicts, enhance brain development by creating optimal learning environments, support self-regulation in ways that strengthen relationships and help children build respectful relationships with themselves, peers, parents and each other.

Conscious discipline is built on three completely different premises; controlling and changing ourselves is possible and has a profound impact on others; connectedness governs behaviour; conflict is an opportunity to teach. It is based on the Brain State Model that empowers us to shift from systems grounded in controlling others to cultures of learning based on safety, connection and problem solving. For more information about conscious discipline – visit <https://consciousdiscipline.com>.

### 2.2.2 Our School Family

Our Conscious Discipline (CD) approach creates a compassionate school climate called the “School Family.” Our school family is made up of “Class Families.” This reinforces a sense of belonging that systematically bonds all members to each other. The School Family creates the building blocks of all relationships: safety

and trust. We use daily interactions, especially during difficult moments, to build safety and trust, our aim is to create a School Family where all members are willing to let their guard down and truly connect. The School Family and the powers and skills of CD have a reciprocal relationship, each building on and strengthening the other. The School Family allows us to create a healthy school culture for us to work in and for children to learn in.

The School Family:

1. Optimizes brain development.
2. Embeds resilience into the school culture.
3. Helps heal the cycle leading from loss to violence.
4. Fosters conflict resolution skills.
5. Promotes the effectiveness of consequences.
6. Models and teaches our highest values.
7. Models shared power and democracy.
8. Reignites the inherent joy of teaching and learning.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate. (More information about the Conscious Discipline approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey or alternatively at <https://consciousdiscipline.com/>)

### 2.3.3 Brain, start, smart

The school day starts at 8.35am where children are expected to be in class completing a silent activity, such as spellings or reading. As the children enter the classroom, they will place their name within a zone from the zones of regulation. Any children who are in the red zone are immediately sought out by the adults in the classroom.

After Placing their name on the zones of regulation and completing silent work, the whole class participate in the family meeting or brain, smart, start activities to ensure children feel safe, secure and learning ready. These are a series of activities to unite, de-stress, connect and commit. We will complete mini brain, start, smart activities at key transition points throughout the day, such as after play times, to ensure children are relaxed and ready to learn.

### 2.3.4 Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach children self-regulation. The Zones are used in every class and learning area across the school. This system is used to categorize complex feelings and improve children's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. It also allows children to tap into strategies or tools to help them move between Zones. All staff monitor Zones throughout the day and respond with appropriate intervention.

The Zones of Regulation categorizes states of alertness and emotions into four coloured Zones.

- The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when a child's brain is moving slowly or sluggishly.
- The Green Zone is used to describe a regulated state of alertness. A child may be described as clam, happy, focused or content when in the Green Zone. This is the Zone children need to be in for schoolwork and being social.
- The Yellow Zone is also used to describe a heightened state of alertness; however, a child has some control in the Yellow Zone. A child experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and may have slightly elevated emotions (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

- The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A child may be experiencing anger, panic, terror, devastation, or elation when in the Red Zone. Being in the Red Zone can be explained by being overwhelmed by feelings and having loss of control.

### 2.3.4 Classroom/ family charter

The Classroom Charter is a promise that teachers, teaching assistants and children create together for how they want to feel in the classroom, what actions will promote those feelings, and agreed upon actions for how to prevent and manage conflict. The Class Charter is agreed and reviewed every Monday morning in the Class Family Meeting. The Class Charter will always be in line with our school values.

### 2.3.5 Safe spaces

All classrooms have a Safe Space (for a small proportion of children with identified needs, a safe space may be outside of class). The Safe Space is a comfortable place where children can go to change their inner state from upset to composed to optimise learning.

The Safe Space has tools and activities that lead children through the five steps of self-regulation: I Am, I Calm, I Feel, I Choose, I Solve.

- The I Am step involves the initial upset when the child becomes the emotion. “I am angry!”
- The I Calm step requires active calming, featuring the four main breathing techniques, access to a Friends and Family book, and other calming activities.
- The I Feel step includes identifying the feeling with the Feeling chart.
- The I Choose step requires the child to consciously choose additional calming activities utilising the I Choose Self-Control Board and/or class-made choice boards.
- The I Solve step involves the child solving the original problem before returning to work or play.

### 2.3.6. Routine and Scripting

- Conscious discipline dictates that routines are a foundation of positive behaviours. The brain is a pattern-seeking device. A routine is a pattern for how to conduct a certain activity. The more consistent and clearly represented these routines are, the more safely, smoothly and cooperatively our school will run. Teachers teach routines and how routines will run and it is the responsibility of all members of the Bure Park family to reinforce and embed the routines. Often, this will look like verbal correcting or re-practicing the routines again. It is the responsibility of all staff to correct and teach the routines and consistent routines of the school.

- Scripting is a way of building consistency of language between all the members of the Bure Park family to ensure children have clarity about behaviours that they are demonstrating. The language used with every child is non-judgmental and reframing to create positivity where possible. They also maintain a level of dignity to staff members and children alike.

Scripts for negative behaviour are said in an assertive tone, not shouting, aggressive or passive. This adds clarity to the instruction and allows children to make a clear correct decision.

- I've noticed that (you face looks like this, you do not want to come to the table, that you aren't lining up.)
- Name, verb, Point – say the child's name, verb – what is the child doing incorrectly – Point what they should be doing and support. EG, Sarah, I notice you are not facing the front. Face the front so that I know you are listening carefully. You can do it.
- You have a choice, this or this, which do you choose.
- I am/ I will.. – Assertive decision making

## 2.4 Rewards

Positive praise will always be used in all situations to reward good behaviour and with children trying hard to adapt their behaviour. Within the daily framework of the school, the staff use a system of rewards and sanctions. The staff feel that all rewards should have value and credibility. Making the reward special has more to do with the way it is given than any material worth. The most frequent and immediate reward is a

smile, positive praise, a suitably worded verbal or written comment or the awarding of a credit. These can broadly be awarded to a genuinely good piece of work, for good behaviour or for a positive contribution towards the life of the school. Particular Reward systems in classrooms are consistent in year group teams, for example marble jars, and are revised and adapted yearly to meet the needs of the cohort of children

House Points: There are 4 houses – Lime, Beech, Oak and Willow. The house points are rewarded with a token which is put into tubes, which are in Reception, so that children can monitor how their house team is doing. There is a cup for the winning house at the end of each term and finally the end of the academic year, with ribbons put on at the end of each term to show which team is currently in front.

As decided by the School Council – House Points can be achieved by:

- 3 weeks in a row of homework in on time including TT Rockstars
- Demonstrating a growth mindset
- Demonstrating the school values – teamwork, kindness, honesty
- Smart presentation of work
- Good contributions in class – sharing ideas
- Asking a really good question in class
- Using our initiative
- Showing individual progress or success

Home and after-school achievements will be acknowledged in sharing assemblies.

In Key Stage 2

- For 10 house points a child will be presented with a certificate

In EYFS and KS1

- Verbal positive praise
- Stickers featuring the three school values, kindness, teamwork and honesty
- Star of the day (good choices board)
- Whole class reward system

## **2.5 Restorative Practice and Consequences**

Adults at Bure Park know that positive adult relationships and interactions underpin all behaviours and support the power behind our restorative practice. By following restorative practices along with conscious discipline, we can both guide and encourage children towards acceptable behaviour which can then be acknowledged and rewarded. It is important when working with children who need help with modifying their behaviour that staff analyse and don't personalise and that it is the behaviour that is not liked and not the child.

We respond to negative, unproductive or unsafe behaviour with gradual strategies and intervention in order to de-escalate and to ensure a safe environment for all. This involves resolving conflict and redirecting unproductive (or destructive) behaviour. Responding to antisocial behaviour in a productive and proportional way teaches children how to shape behaviour leading to the development of self-regulation skills. Fitting the consequence to the child, the situation, and the context rather than a blanket approach supports equality and equity within our community. Sanctions can range from a 'natural' consequence of fixing something which has been broken to more formal internal or external suspension/ exclusion. Consequences will always be proportionate with a view to correcting negative behaviour and repairing relationships with other members of the community.

Adults at Bure Park understand the diversity of our school community (e.g. children with SEND needs) and realise that the sanctions outlined here may not be appropriate for all learners. Other sanctions and consequences may be deemed more appropriate for individual children. In these cases, individual children would have an individual support plan (ISP) which is written in consultation with the class teacher, SENDCO, parents/guardians and in some cases external agencies. Children will be involved in this planning if age appropriate.

The majority of situations can be resolved by restoring the relationship between the victim or victims and the perpetrator or perpetrators. However, in some cases, it may be appropriate for the child to have a consequence in order to repair the relationships which could include completing missed work or mend anything that has been broken or missing a break or lunch time.

Consequences are used as appropriate for the age and stage of the child and considers the severity and the frequency of the behaviour.

Below is an illustration of the actions taken by staff to resolve the differing levels of behaviour or conflict that may occur at Bure Park Primary School. Even though these describe individual situations, it is to the discretion of staff which consequence fits the child, the situation and the behaviour.

	Level of Behaviours:	Actions:	Response:
Level 1	<p>Low Level -</p> <ul style="list-style-type: none"> <li>• Out of seat/ calling out/ interrupting adults during input/ loud noise making/ interrupting other children</li> <li>• Minor Inappropriate language</li> <li>• Not listening</li> <li>• Not keeping hands and feet to themselves</li> </ul>	<p>Proximity Removal of object Non-verbal communication Voice of no doubt – assertive tone – not shouting, being passive or being aggressive. Offer 2 Positive choices Link back to values Expectation reminders/ Quiet prompt Support to make the correct choices Reminder of the behaviours we expect and time allowed to process</p>	<p>Low key response, correction with minimal interruption.</p> <p>Script is used to clarify and reiterate the expectations of the learning behaviours and what it looks like.</p> <p>Proximity Removal of object Non-verbal communication Voice of no doubt – assertive tone – not shouting, being passive or being aggressive. Positive choices Link back to values Expectation reminders/ Quiet prompt Support to make the correct choices Reminder of the behaviours we expect and time allowed to process</p> <p>‘Sarah, I have noticed that you are calling out. In our class, we put our hand up to share ideas. Thank you’ When the child corrects - ‘Thank you Sarah for putting your hand up. I can see you have something to tell me.’</p> <p>Name, Verb, Paint – Sarah, I notice that you are out of your chair. This distracts other children. Sit in your</p>

			<p>chair and raise your hand and ask an adult if you need something.'</p> <p>I don't like it when - 'Sarah, I don't like it when you call out because it distracts other members of our class family. Raise your hand to gain my attention.' This should be followed by an acknowledgment that they have done it after they've shown what you have asked them.</p>
Level 2	<p>Low continued -</p> <ul style="list-style-type: none"> <li>Continued behaviours of...</li> <li>Out of seat/ calling out/ interrupting adults during input/ loud/repetitive noise making/ interrupting other children</li> <li>Minor Inappropriate language</li> <li>Not listening</li> <li>Not keeping hands and feet to themselves</li> <li>Ignoring requests/ instructions</li> <li>Unfinished or work not completed to the correct standard</li> </ul>	<p>Warning about behaviours before a conversation takes place with a member senior leadership team.</p> <p>Verbal reminder of expectations Reminder of the rules with time allowed to process Ask the child to move to another seat/space Ask the child to spend time with another adult to reflect and have a chance to refocus Loss of playtime (whole or part) to talk through what happened, to complete missed learning or to reset. Informal contact with parents/carers Verbal/written apology</p> <p>Child asked to sit in safe space to reflect and reset ready to continue with learning. Safe space employs strategies for the child to calm and refocus.</p> <p>Safe spaces are created in the class or the desk just outside the classroom where the staff member can see the child are used for the child to reflect on behaviours. At this point, self soothing strategies can be used ie, taught breathing, social stories, a couple of blocks of lego etc. Staff talk about this</p>	<p>'Sarah, you have chosen to still call out, I would like you to have a few moments in our safe space to reflect on your behaviours and I will have a conversation with you about them.'</p> <p>'Sarah, you have chosen to bang your bottle on your table, this is very distracting. Place your bottle on the side so that you know where it is and it is not a distraction.'</p> <p>'Sarah, you have a choice, you can sit with you table and complete your work silently or you can move to the table outside to focus on your work. What do you choose?'</p> <p>'I know you can be successful today, let's reset our day and have a fresh start because I really know you can work hard and be successful, Sarah'</p> <p>If child adjusts behaviour, no further action.</p> <p>Lots of positive framing if the behaviour is corrected.</p> <p>Use of the word - 'choices' and 'reset'</p> <p>Any work missed must be completed at the earliest opportunity - either break or Lunch - children would not be expected to miss full break or lunch as reasonable time to eat/ drink or go to the toilet should be provided. Child's adults are informed by class teacher if appropriate.</p>

		space with the whole class prior to use and its purpose in the behaviour process. Timers can be used to support.	
Level 3	<p>Medium -</p> <ul style="list-style-type: none"> <li>Continuation of low level behaviours despite reset/reflection time and restorative conversations.</li> <li>Obstructive behaviour ie refusal to complete or participate in work.</li> <li>Inappropriate physical interactions</li> <li>Very minor damage to school/personal property</li> <li>Swearing</li> </ul>	<p>Senior Leadership to be informed. Dealt with by a member of staff within the appropriate phase. Incident logged on CPOMS</p>	<p>The above is still followed with the child having time to reflect in a safe place. SLT to be informed. The leader has a follow up restorative conversation with the child and is logged on CPOMS if deemed severe enough.</p> <p>The restorative conversation supports the child to take personal responsibility and empowers them to take restorative action, with anyone else, if appropriate: Conversation framework</p> <ul style="list-style-type: none"> <li>Identify behaviours</li> <li>Who is involved and the impact?</li> <li>Discussion about expectation and what should be seen instead?</li> <li>What is going to happen next?</li> <li>What is the repair?</li> </ul> <p>Any work missed must be completed at the earliest opportunity - either break or lunch - children would not be expected to miss full break or lunch as reasonable time to eat/ drink or go to the toilet should be provided.</p> <p>An internal suspension may be deemed appropriate at this point (the child completes work away from peers but under the supervision of a member of staff). This is to ensure the safety of all children but also ensure that learning can be continued away from disruption.</p> <p>Child's adults are informed by class teacher.</p>
Level 4	<p>High - Stage one</p> <ul style="list-style-type: none"> <li>Serious or deliberate</li> <li>Rudeness to adults</li> <li>Leaving the room without permission</li> <li>Continual refusal to complete set learning even after</li> </ul>	<p>Sent to HT/ DHT</p> <p>Incident Logged on CPOMS</p> <p>Consequence given</p>	<p>Direct conversation between SLT member, staff member, who works with child and child.</p> <p>Use of PACE to support de-escalation.</p> <p>“At our school we....., by continuing to... you are choosing to be...”</p>

	<p>medium levels of consequence</p> <ul style="list-style-type: none"> <li>• Upsetting and name calling other people</li> <li>• Highly disruptive behaviours</li> <li>• Throwing objects in the room</li> <li>• Intentional spitting</li> </ul>		<p>Any work missed must be completed at the earliest opportunity - either break or Lunch - children would not be expected to miss full break or lunch as reasonable time to eat/ drink or go to the toilet should be provided.</p> <p>Child's adults are informed by SLT member.</p> <p>Consequences could include:</p> <ul style="list-style-type: none"> <li>• Internal suspension for next lesson to promote positive change</li> </ul> <p>An internal suspension may be deemed appropriate at this point (the child completes work away from peers but under the supervision of a member of staff). This is to ensure the safety of all children but also ensure that learning can be continued away from disruption</p>
Level 5	<p>High - Stage 2</p> <ul style="list-style-type: none"> <li>• Persistent offensive/ abusive language</li> <li>• Throwing object with the intent to harm</li> <li>• Breaking/ destroying class equipment</li> <li>• Physically hurting others</li> <li>• Damaging property</li> <li>• Racial/ religious/ homophobic/ xenophobic incidents</li> <li>• Sexual incidents</li> <li>• Behaviour that leads to room evacuation.</li> </ul>	<p>Sent to HT/ DHT</p> <p>Incident Logged on CPOMS</p>	<p>Direct restorative conversation between SLT member, staff member, who works with child and child.</p> <p>If this is consistently happening, behaviour plan issued for child.</p> <p>Consequences: Internal suspension</p> <p>Fixed Term Suspension followed by a reintegration meeting.</p> <p>Senior leader to make phone call home.</p>

Staff use a set of questions for these restorative conversations. Behaviours are logged on CPOMS (the school's internal safeguarding and behaviour monitoring system) from level 2 and above. If a pattern of incidents should arise, a senior member of staff will support the child's class teacher in the first instance and then may ask to meet with the child's parents or guardians to discuss next steps. Inclusion Support Plans (ISP) may be created to build support around the child or family to ensure success at school. All staff will be conversant with this I.S.P. in order to ensure consistency of approach and, ultimately, success. In occasions of level 2 or 3 behaviours, an ISP may be created to support child success.

In any cases of extreme behaviour, special procedures will be put in place to ensure that a child is not "unsafe" to themselves, others or property. Where appropriate, Individual Behaviour Plans or Pastoral Support plans will be in place. Special handling procedures, through training, will be attached to the child.

Other children may be removed from an area, leaving the pupil alone to be calmed down. Staff may block a child if others are at risk or “shepherd” the child in question to another area.

If the child is persistently unsafe in terms of harming others, themselves or property (please refer to examples in Level 3 above), the Headteacher and Governors have the right to impose a short fixed term suspension, or in extreme circumstances a permanent exclusion. Any sanction must take into account the context, i.e. the time, place, activity, extenuating personal circumstances of the child and it should, where possible, be immediate. A reintegration meeting will usually be put in place (with the Headteacher, SENDCo, class teacher, parents, child) as or after the pupil returns to school to discuss a way forward. Inclusion Support Plans are put in place to support children in adjusting their behaviour.

## 2.6 Roles and responsibilities

**Governors:** Monitoring the policy, through receiving reports from Head Teacher at full governing board meetings 6 x yearly, monitoring visits and exclusions panel

**Headteacher:** Monitor policy through regular checks on CPOMS and working with colleagues, parents and children to provide support, working to ensure consistency, continuity and a whole-school approach. Ensure outside agencies are involved if needed. If necessary, suspend or permanent exclude a pupil.

**Deputy Head Teacher:** Support the Head Teacher in monitoring the policy through regular checks on CPOMS and working with colleagues, parents and children to provide support, working to ensure consistency, continuity and a whole-school approach. Ensure outside agencies are involved if needed As necessary, become involved at Level 3.

**Head of department:** Work with colleagues, parents and children to provide support, working to ensure consistency, continuity and a whole-school approach. As necessary, become involved with at Level 2. Share concerns with HT, DHT and SENDCo.

**Teachers and Teaching Assistants:** To follow the policy consistently, recording all incidents from Level 2 upwards on the CPOMS system. Alert HT/DHT/SENDCo about any behavioural concerns, so support can be put in place. Work with children and families to provide support.

**Pupils:** To try and make good choices in behaviour and learning. Through the restorative practice, learn from mistakes and attempt to rectify them.

**Parents:** To support their child to make positive behavioural choices, attend meetings as necessary and inform school of any external changes which may affect their child’s behavioural choices.

## 2.7 Aspects

### Equal opportunities:

The Staff and Governing Body will work together within the requirements of the Special Education and Disability Act 2001 (S.E.N.D.) to ensure that pupils with special educational needs, or a disability, both current and prospective, are treated favourably and without discrimination; as well as those children who may be “children we care for” or Young Carers. We will make any appropriate adjustments, or changes, to ensure that they are not placed at a substantial disadvantage compared to their peers – in day-to-day provision or exclusions. Bure Park School is committed to inclusive education for all.

### Health and safety:

Some children will require an individual risk assessment due to their needs. This will be completed by the Class Teacher and SENDCo and reviewed on a regular basis.

### Teaching:

Making positive behavioural choices will be taught throughout the curriculum, but specifically in PSHE. It will also be taught throughout weekly assemblies.

### **3. Concluding notes**

#### **3.1 Monitoring and review**

This policy will be monitored by 6 weekly checks on CPOMS to look for trends and any areas of concern. Details of this monitoring will be shared with SLT, Staff and the Governing Body.

The policy will be revised yearly, or earlier if Government guidance changes.

#### **3.2 Links to other policies**

This policy should be read in conjunction with:

Anti-Bullying Policy

Positive Handling Policy

Exclusion Policy

Appendixes:

Level: Full examples in above flow chart	Actions:	Consequence:
Level 1 – Low level behaviour		Correction of behaviours. Choices/ did you like it?
Level 2 – Persistent or more disruptive behaviour - Unkind language -	Expectation clarification Investigate what has happened	Reminder of expectations. Relocation. Restorative conversation. Loss of part or whole of own time.
Level 3 – Persistent disruption or obstructive behaviours - Swearing - Refusal - Rough play	Senior Leadership to be informed. Dealt with by a member of staff within the appropriate phase. Incident logged on CPOMS Behavioural plan around the child is constructed.	See above Potential internal suspension Work missed is completed at earliest opportunity when child is regulated. Parents contacted.
Level 4 – Serious or deliberate behaviours - Damage to property - Physical incidents with intent	PACE used to de-escalate Behavioural plan around the child is constructed. Sent to HT/ DHT Incident Logged on CPOMS Removal from clubs	See above All children's Parents contacted by SLT member.
Level 5 – Persistent and concentrated serious behaviours.	PACE used to de-escalate Sent to HT/ DHT Incident Logged on CPOMS Behaviour plan adapted or created.	See above Potential External suspension

**Checklist:**

- Has senior leadership been notified of the behaviour if necessary?
- Has initial conversations been had with parents/ parents involved but the correct person?
- Has the SENCO/ Senior Leadership team been involved with planning and support around the child's behaviours?
- Has the child got an up-to-date child profile including their voice and parent voice?
- Is an ISP been created identifying barriers?
- Is there a clear timetable of support recorded?

