

Shinewater
Primary
School



Positive Behaviour

| Approval Date | Policy Reviewer | Title | Chair of Governors |
|---------------|-----------------|--------------------|--------------------|
| July 2023 | Mrs J Rigby | Deputy Headteacher | P Metham |

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| Frequency of Policy Review | Annually |
| Version | 12 |

Aims

At Shinewater Primary School we work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour. The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising recognising good behaviour, praise and positive reinforcement.
- We aim to prioritise and promote pro social behaviours through planned and sustained pro social experiences.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration at all times.

***Pro-social behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

Rights and Responsibilities

Everyone within our school community has rights and responsibilities to ensure that Shinewater Primary School is a safe environment in which bullying, physical threats or abuse and intimidation are not tolerated. Everyone is treated respectfully.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.
- If parents or carers have any concerns about their child's behaviour, then they should contact the class teacher in the first instance.
- School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy.

Code of Conduct

The school environment plays a central role in the children's social and emotional development. All adults working with the children at school have an important responsibility to model high standards of behaviour at all times.

At Shinewater Primary School, we have adopted a behaviour programme called 'Good to be Green.' We work towards standards of behaviour that are based on the basic principles of

honesty, respect, consideration and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are demonstrating 'good to be green' behaviour. Disruption of teaching, learning or school routines is not tolerated. Our expectation is that everyone in the school community aims to show this behaviour at all times. Where this does not happen, measures are in place and both general and targeted interventions are used to improve pupil behaviour. Support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

Positive Behaviour Management

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We look for every opportunity to praise children when they are showing appropriate, pro social behaviour. Children learn by example. Teachers and parents have a responsibility to set a good example as well as ensuring that the rules are followed. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Shared Behaviour Systems - Our behaviour curriculum

Behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Our behaviour curriculum is centred on what successful behaviour looks like so it is clear to all parties e.g. 'we walk sensibly and quietly' rather than 'do not run.'

Our behaviour expectations link to our school values of aspiration, resilience, positivity, teamwork, respect and kindness. We use positive reinforcement strategies when expectations are met, but sanctions are required where rules are broken. Both are important and necessary to support the whole school culture.

Staff are regularly trained in behaviour management. Any new members of staff who join the school undertake a robust induction program which includes training on the schools behaviour policy.

Based on work conducted by Government Expert Behaviour Advisor Charlie Taylor, a Behaviour Checklist has been developed. This checklist is to ensure consistency of approach to behaviour systems and acts as a daily reminder to staff. Shared behaviour systems at Shinewater Primary School include:

Remember to:

- ✓ demonstrate your value of each child (e.g. through teacher/pupil interactions and responses);
- ✓ stay calm;

- ✓ use lots of positive praise (behaviour you want to see more of);
- ✓ use parallel praise (praise children who are making sensible choices more than criticising those who are making the wrong choices);
- ✓ prominently display the school's 'Rainbow Rules' (School Code of Conduct) in the classroom;
- ✓ use 'attention grabbers' (e.g. clapping rhythm; counting down from 5, lowering of your voice);
- ✓ frequently award merits or dojos;
- ✓ greet pupils from the playground after playtimes (at class/year group entrances) and insist on good behaviour when entering the school;
- ✓ insist on good behaviour when walking through the school, especially at transition points (dining hall, lunchtime lining up, school exits at playtime and home time)
- ✓ tackle all undesirable behaviour, including low level disruptions, by reminding the child about the Rainbow Rules in order to 'make the right choice of behaviour.'
- ✓ be visible around the school and on the playground;
- ✓ consistently apply school policy sanctions;
- ✓ display a visual timetable and ensure it is updated daily / interactively used;
- ✓ ensure all resources are stimulating and prepared in advance;
- ✓ ensure clear differentiation in all lessons
- ✓ giving feedback to parents about their child's behaviour – let them know about the good days as well as less positive experiences

The Rainbow Rules and the school values

The school's Rainbow Rules and school values are on display around the school and in the classrooms. The rules and values are regularly referred to in assemblies and throughout the school day. They support the pupils' understanding of 'Good to be Green' behaviour expectations:



Positive Panda



Kind Kangaroo



Respectful Raccoon



Teamwork Tiger



Resilient Rhino



Aspirational Alligator

Social Norms and Routines

At Shinewater School, we recognise set routines are especially helpful when working with young learners and those that need extra support in regulating their behaviour,

We make it explicit what is expected of pupils in different situations, both within and outside the classroom.

Teachers have clear classroom-based routines that are initially taught. Every teacher's routines, procedures and expectations are going to be slightly different based on the age of the pupil or year group. Teachers will have clear routines and expectations in place for:

- How will pupils enter / exit the classroom;
- How will pupils put coats and lunch bags away;
- How will adults gain the class' attention;
- How pupils signal that they want help / attention;
- How will pupils obtain needed work materials and books;
- How will pupils transition from the carpet to desks;
- What are the procedures for pupils needing to use the toilets or getting a drink of water?
- What are pupils expected to do when they finish work early?
- What happens if work is unfinished?
- What are procedures for turning in homework / home school reading books?
- What happens if the weather is wet at playtimes?

At Shinewater School we have agreed the following routines and expectations for outside of the classroom. Again, these are regularly taught and it is the responsibility of all adults in school to ensure these routines are adhered:

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| School Arrival | <ul style="list-style-type: none"> ● Upon entry to the classroom, coats and bags are put away quickly and quietly (according to classroom routines). ● Purposeful Early Morning Work is prepared in advance and is visible. ● Children settle down to Early Morning Working quickly and quietly. ● If pupils bring in a phone they hand it in to the class teacher. |
| School Departure | <ul style="list-style-type: none"> ● In most classes children are sat down at their tables / carpet with their belongings and called to leave by the class teacher. ● For the classes in the upstairs rooms dismissal will be from the computer suite area. Children will line up and remain under the sheltered area until called by a member of staff. ● For the class in the room closest to the computer suite, they will be dismissed from the activity base door. The children will line up in the activity base area and be called by the class teacher. ● Children are called to depart once the known parent / carer is there to collect, if someone else is collecting we must have received a message directly from the parent/ carer to the office or class teacher. ● Children with permission to walk home alone will be the last to depart. ● For children attending clubs the class teacher/ TA will have a walking bus to drop them off. No child should take themselves to clubs alone. |
| Walking Through The School | <ul style="list-style-type: none"> ● Walking only. ● Keep hands and feet to oneself. |

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| | <ul style="list-style-type: none"> • Walk on the left hand side of the corridor. • Walk silently in single file as a class (if possible, adult at start and end of line). • Walk quietly around the school if a pair or solo child (as other classes are learning and / or teachers are working). |
| Assembly | <ul style="list-style-type: none"> • Benches are put out for year 6 • Assembly presentations must be set up in advance by lead. • Calm music played upon entrance to the assembly. • Teachers must be on time. • Silence when pupils / staff enter the hall. • Expected to sit quietly - unless asked to think-pair-share etc. • Review of school rules in every assembly. • Big thinking question shared in each assembly. • Staff leading assembly to reward dojos/ merits/ stickers for rewards • All assemblies have at least 2 members of staff in the room. |
| Dining Hall | <ul style="list-style-type: none"> • Walk quietly and sensibly to the dining hall. • Say please and thank you to dinner ladies. • Eating quietly. • Keep our tables and floor clean. • Put all rubbish in the bin. • Dinner ladies to award stickers for good behaviour • Dojo points/ merits can also be awarded by any member of staff |
| Playground | <ul style="list-style-type: none"> • Teacher release from class door or lead to the playground as appropriate. • MDSAs adults on playground duty award stickers • Dojo points/ merits can also be awarded by any member of staff • At the end of playtime/lunchtime a bell will ring. • When the bell rings the children will stop playing and stand still. • Once all the children are standing still and silent the bell will ring again and the children will walk quietly to their class lines. • The class teacher will collect the children from the playground and will walk the children back to class. • Footballs and other equipment should not be brought from home. |
| Toilets | <p>During Class Time:</p> <ul style="list-style-type: none"> • Teachers need to send children one at a time to use the toilets. <p>Breaktimes / Lunchtimes:</p> <ul style="list-style-type: none"> • All children use the library toilets. An adult will always be on duty here. No other toilets should be used. |

Managing Behaviour:

Initially, de-escalation techniques will be used to help prevent further behaviour issues. To support children, staff will:

- Approach all situations in a calm and helpful manner.
- Be aware of their own non-verbal messages through facial expression and body language.

- Establish the facts by listening to all those involved.
- Address the problem.
- Avoid confrontation.
- Make a judgement only when facts have been established.
- Use consequences appropriately and according to the agreed behaviour policy.
- Ensure that children make amends wherever possible using a restorative approach.
- Ensure apologies have been offered where appropriate.
- Ensure that sanctions are applied appropriately.

Restorative Approach

Shinewater School uses a **Restorative Approach** to manage behaviour and deal with conflict. This approach focuses on developing positive relationships within the school and creates a safe, secure environment which enables children to develop both academically and socially. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

What is Restorative Language?

Restorative Language is a calm, fair and respectful way of communicating which allows individuals to express their thoughts and feelings.

What are the Restorative Questions?

The Restorative Questions are used in response to specific incidents. A member of staff will talk to the children and ask them a set of questions giving each child the opportunity to tell their side of the story without being judged or blamed.

The questions are:

- **What happened?**
- **What were you thinking/feeling at the time? How are you feeling now?**
- **Who has been affected/harmed by what has happened and how?**
- **What needs to be done to repair the harm?**
- **If the same thing happens again, what could you do differently?**

These questions teach children responsibility by allowing them to see the impact of their actions on others. A Restorative Approach to conflict creates positive outcomes from negative behaviour.

'Good to be Green' behaviours

- Staff work to promote 'Good to be Green' behaviours at every opportunity.

- School assemblies provide a focal point for talking about and reinforcing aspects of the school ethos.
- The senior leadership team hold regular assemblies to revise with children what is meant by 'Good to be Green' behaviour and the Rainbow Rules and what this will look like.
- Class teachers regularly discuss 'Good to be Green & Rainbow Rules' behaviours with their pupils so that everyone is clear about our expectations. They should also ensure that the school rules and 'Good to be Green' behaviour charts are displayed and used consistently.

Whole school positive behaviour system: 'Good to be Green'

The principles behind this system are:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate the 'Good to be Green' system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are recognised and rewarded

The system allows for:

- A consistent approach that can be used by all staff
- Whole class and individual rewards
- Behaviour to be managed with limited disruption
- Teaching of specific pro social behaviours and routines

'Good to be Green' rewards

- A privilege card can be given for a range of positive behaviours and examples of work that demonstrate a clear understanding of the school's Rainbow Rules. These can be awarded by all members of staff.
- Each child that receives a privilege card will be awarded a badge and a certificate. The child will also choose a prize from the class treasure boxes which should be put in their bag until home time.
- Headteacher awards can also be awarded to children who demonstrate good behaviour or examples of work inline with the school values/Rainbow Rules. These are awarded by members of the senior leadership team.

Further rewards

- Certificates will be awarded during each key stage's Celebration Assembly.
- Children earn individual merits/dojos and they receive certificates for achieving 100, 200, 300, 400 and 500 merits/dojos. These certificates are presented during Celebration Assemblies.
- In EYFS, Dojos are given to reinforce the school's Rainbow Rules and a privilege card is awarded to the child with the most points at the end of the week.
- Attendance rewards are issued for identified children on an attendance reward plan. Aspirational alligator toys are awarded by the attendance officer for children demonstrating improved attendance. Class teachers are given one aspirational alligator toy per term to award to a child in their class. This is to celebrate children who attend school regularly and not just for children demonstrating improved attendance.
- Good manners are encouraged and rewarded by MDSAs and other members of staff on duty with stickers and merits/dojos.
- Celebration Assemblies provide opportunities to celebrate curriculum achievements and special events. Parents are invited to attend these assemblies.

- *Marbles in a jar* are used where each class works towards an agreed reward each term. Class teachers can decide on the number of marbles to be collected. The whole class should discuss and vote for the reward to be received as part of our British Values relating to *Democracy*.
- Postcards home to celebrate achievements.

Good to be Green staged approach

- At all stages, staff should encourage a child to always make the right choices in order to improve their behaviour and move back to a green at the earliest opportunity.
- However, a child will still have to complete their consequence if they have reached **Stage 3**.

| Stage | Outcome |
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| Green Card | <ul style="list-style-type: none"> ● All children begin each school day with a green card in their individual card holders in the Good to be Green class chart. ● KS1 children will reset their cards to green after play times and lunch times. ● KS2 children will reset their cards to green after lunch each day. |
| Stage 1 | <ul style="list-style-type: none"> ● The first step is to give a child a verbal warning that they need to stop the inappropriate behaviour. The child is reminded about the Rainbow Rule they have broken and they are given the opportunity to make the correct choice to return their card to green. |
| Stage 2 (Yellow Warning Card) | <ul style="list-style-type: none"> ● If this inappropriate behaviour continues then a yellow warning card is placed in their individual card holder on the class 'Good to be Green' chart. The child is reminded about the Rainbow Rule they have broken and they are given the opportunity to make the correct choice to return their card to green. |
| Stage 3 (Red Consequence Card) | <ul style="list-style-type: none"> ● If a child continues to demonstrate unacceptable behaviour in class once they have received a warning card then a red consequence card will be placed in their individual card holder on the class 'Good to be Green' chart. ● A yellow slip is issued with the Rainbow Rules that have been broken and the child is sent, with a responsible child if necessary, to Mrs Rigby, Deputy Headteacher or a member of SLT in her absence. ● When a child receives a <i>Yellow Slip</i>, it will be fully investigated by Mrs Rigby or a member of SLT in her absence, including whether the positive behaviour policy was consistently and fairly applied. In the event that the Yellow Slip is warranted, then a verbal warning will be issued to the child. If the child has already received a verbal warning, a <i>Green, Amber or Red Stage Letter</i> will be issued to parents/carers. |

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| | <ul style="list-style-type: none"> • Mrs Rigby or the senior leader will record this incident in the electronic class behaviour log and a summary will be transferred to the Bromcom behaviour module by a member of the SEND team. |
| Fast Track Automatic Red letter | <ul style="list-style-type: none"> • Children should be automatically sent to Mrs Rigby, Deputy Headteacher, or a member of SLT in her absence, for incidents of swearing, physical assault/violent behaviour towards children or adults, fighting, stealing, discriminatory behaviour and verbal abuse towards peers or a member of staff. • Mrs Rigby, or a member of SLT in her absence, will decide on the type of internal seclusion. • For a playtime/lunchtime seclusion the child will stay in isolation supervised by a member of SLT and asked to reflect on their behaviour choices and the impact this has on others. • For a one day internal seclusion, the child will work in isolation supervised by a member of staff. The child will also be asked to reflect on their behaviour choices and the impact this has on others. • The parent or carer will be advised of their child's behaviour at the end of the school day. They will receive a letter (see Appendix 1) outlining the antecedent and the child's undesirable behaviour with the type of seclusion • Mrs Rigby, or a member of SLT in her absence, will record all incidents using an Electronic Behaviour Record. A summary will be transferred to the Bromcom behaviour module by a member of the SEND team. • The senior leaders, all year groups and the school office have telephone systems and these can be used if immediate support is required to contact designated members of staff. Year group base areas, Outdoor learning teachers, P.E. Teachers and the office have access to radio walkie talkies at all times in case they are unable to reach a telephone. |
| Suspension | <ul style="list-style-type: none"> • In extreme circumstances where the behaviour requires a fixed term suspension, Mrs Evason, Head teacher or in her absence Mrs Rigby or Miss Crane, Deputy Head teachers, will fully investigate the incident and a fixed term suspension will be issued. • Parents will be informed of their child's behaviour and be informed of the suspension process including reintegration. |

Further Consequence Card Outcomes

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| 1 Consequence Card during one short term | <ul style="list-style-type: none"> • The child will be given a verbal warning and reminded of the Rainbow Rules by Mrs Rigby or a member of SLT in her absence. |
| 2 Consequence Cards during one short term | <ul style="list-style-type: none"> • A Green Letter (see Appendix 2) will be issued to parents/carers explaining the circumstances (antecedent and behaviour). • The letter will explain that the child has already received consequences for previous unacceptable behaviour and |

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| | <p>they have been reminded about the school's Rainbow Rules.</p> <ul style="list-style-type: none"> ● The class teacher will personally deliver this letter to the parent/carer of the child at the end of the school day and verbally explain the contents of the letter. ● If a parent/carer is not available, the letter will be followed up with a telephone call from the teacher that afternoon. |
| <p>3 Consequence Cards during one short term</p> | <ul style="list-style-type: none"> ● An Amber Letter (see Appendix 3) will be issued to parents/carers explaining the circumstances (antecedent and behaviour) and to request a meeting between the class teacher, SLT and parent/carer. ● The purpose of the meeting is to share concerns relating to the child not following the school's Rainbow Rules and to agree a class-based intervention to support the needs of the child. ● This will take the form of a daily reward chart with a stated target. (See Appendix 3) This will be sent home to parents/carers at the end of each week in order to reinforce the outcomes of the intervention at home. ● The time frame and effectiveness of the class-based intervention will be carefully monitored by the class teacher/SENDCo and adapted as required. |
| <p>4 Consequence Cards during one short term</p> | <ul style="list-style-type: none"> ● A Red Letter (see Appendix 4) will be issued to parents/carers explaining the circumstances (antecedent and behaviour). ● This will be followed up with a telephone call from a member of SLT. ● A review of the class-based intervention will take place to establish if this should continue or an alternative consequence is required, based on the needs of the individual child. ● The SENDCo/Thrive Practitioner will observe the child in class or on the playground, depending on where the main issues have occurred. ● The alternative consequence will usually take the form of a one day 'internal seclusion.' ● The child will work in isolation supervised by a member of staff. The child will also be asked to reflect on their behaviour choices and the impact this has on others. |

Special Educational Needs and Disability (SEND) and Vulnerable Individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual Behaviour Plans.
- Thrive Practitioner intervention.

- Support from the Special Educational Needs Coordinator (SENDCo) or identified teaching assistants.
- Trailblazers or Worry Buster intervention to offer either 1:1 or group work support to develop self-esteem and social skills
- Lunchtime Nurture Group sessions.
- Additional English or mathematics support or pre teaching in these subject areas where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral Support Meeting with parents and carers
- Facilitated multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care.

Zones of regulation

The Zones of regulation is a curriculum intended to help children identify their feelings and emotional reactions and is designed to give children the strategies that will encourage self regulation. This is incorporated into a classroom by using simple colour coded, four zones format to encourage this learning. These 4 coloured zones are blue, green yellow and red.

| Blue | Green | Yellow | Red |
|---|---|---|---|
|  |  |  |  |
| Low | Happy | Wobbly | Angry |
| Running Slow | Good to Go | Caution | STOP |
| unhappy tired withdrawn tearful | positive proud calm focused | excited nervous frustrated annoyed | mad furious yelling aggressive |

Each classroom has a zones of regulation poster displayed. Every child in the class has a picture that they have designed and this is placed around the poster. Children are encouraged to move their picture throughout the day as necessary. Discussions are held with the children surrounding emotions and emotional regulation. Staff model and scaffold this behaviour to support children in learning how to self regulate and identify their emotions.

Intervention Strategies To Reduce the Likelihood of Suspension

As outlined in the Behaviour Policy, when children have been through the entire process of sanctions without noticeable improvement then they are considered for a more bespoke intervention. In these circumstances, the Good to Be Green staged approach will not apply. An individual child will follow the 'Cuckmere System' where they have a weekly timetable and they are able to achieve a score of 5 to 0 for each session on a daily basis. Children can also be awarded bonus points and reward time at the end of a morning or afternoon for

positive behaviour choices if they achieve their agreed point score. If a child scores a 0, they will be required to pay back missed learning opportunities during their break or lunch time. The day is broken up into sessions. Every session starts fresh with a score of 5. This gives the child multiple opportunities in a day to 'turn their behaviour around' if they haven't had a positive session. This weekly chart will be shared with parents/carers to celebrate achievement or to discuss concerns and possible reasons for behaviour that has escalated.

The child and behaviour management strategies deployed by the class teacher and other adults will be monitored by Mrs Rigby, Deputy headteacher and Mr Cotton, SENCO, depending on the concern. Risk assessments and risk reduction plans will also be reviewed to refine provision and to maximise opportunities for primary strategies to be used, e.g. soft landings, the use of a trusted adult or learning breaks . The next stage, including involvement from external agencies, will be informed by these observations and in some cases a Pastoral Support Plan will be developed. It is expected that the parent / carer of the child is fully engaged with the content of the Pastoral Support Plan and they attend required meetings.

| ***** | 5 | 4 | 3 | 2 | 1 | 0 | 0~ |
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| Bonus awarded for excellent behaviour, focus and effort | On task, following all instructions, good listening, focus, effort and Behaviour | Good listening, focus, effort and behaviour. Did not need reminding about these more than twice | Took time to settle or wasted time in the lesson. Needed reminding more than twice about listening, focus, effort and behaviour. | Pupil not ready to be in class. Working out of class. | Refusal to work. Repeatedly ignoring staff's instructions Swearing, inappropriate language, offensive or rude comments | Aggressive or threatening behaviour; damaging property; disrupting the learning of others; leaving the classroom without permission. | Behaviour so poor that the pupil had to be removed from the room. Pupil's behaviour was unsafe. |

Use of Reasonable Force

- In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm, as permitted by law. This is only to be used when all possible options for giving the child time and space to regain self-control have been exhausted.
- The school refers to the non-statutory advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies, July 2013 and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Key members of staff have also received training for positive handling. Please read the East Sussex County Council Restrictive Physical Intervention /Use of Reasonable Force Guidance, May 2021 for further information.

Formal Suspensions/Permanent exclusions

- A child may be given a fixed term suspension or permanent exclusion from school at the discretion of the Headteacher or Deputy Head Teacher in the head teacher's absence. A suspension from school should be used as a last resort in response to serious or persistent breaches of a school's behaviour policy, and when allowing the pupil to remain

in school would seriously harm the education or welfare of the pupil and others in the school.

- The school follows the DfE statutory guidance when making all decisions regarding suspension, “Exclusion from Maintained Schools, Academies and Pupil Referral Units in England,” September 2017. Reference will also be made to the supplementary guidance from East Sussex County Council: Exclusion Guidance for Schools and Academies, September 2021.
- Following a suspension a reintegration meeting is held to realign a child to the behaviour policy and expected behaviour. Strategies will also be put in place to support the child to successfully reintegrate.

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term suspension. A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Banned items

The school refers to the DfE advice for searching, screening and confiscation, January 2018. The school may judge it necessary to construct a Risk reduction Plan for identified children.

The following list of items are banned by the school and for which a search can be made:

- Sharp objects
- Weapons e.g. any type of knife including pocket knives
- Alcohol
- Drugs (any prescribed medication must be given by an adult to the office staff where a permission form will be completed).
- Stolen goods
- Tobacco products e.g. cigarettes, vapes
- Pornographic images (of any kind e.g. tabloid topless pictures and ‘lads mags’ as well as extreme adult material
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence.
- Prime bottles, trading cards and any current trend items identified by the school

Mobile Phones

- All phones must be handed in to a staff member upon arrival at school and collected upon exit. The use of mobile phones by pupils during the school day or on the school site is strictly prohibited.

School Trips

Should children show unwanted behaviour on a school trip they will have a consequence as deemed appropriate by the class teacher at the time. This will be discussed with a member of the Leadership Team and parents on returning to school. Children will only be 'excluded' from school trips if they have displayed unsafe behaviour in school and the class teacher feels it likely that they would display this behaviour whilst out of school. The school will agree a way forward with a parent to try and avoid the child missing a trip entirely.

Playtimes and Lunchtimes

- The same standard of behaviour is expected at all transition points during the school day so the above staged approach also applies to playtimes and lunchtimes.
- 'Our Playground Rules' complement the school's existing Rainbow Rules: see Appendix 5.
- A member of the Senior Leadership Team will be available for any fast track immediate red consequence card incidents at play/lunch time.
- An MDSA will inform class teachers if a child has received a consequence card at lunch time.
- Supervising staff are also required to follow the school's Supervision Policy, and the Playground Protocols. Supervision rotas are in place for infant and junior play/lunch times.



Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Child on Child abuse:

Shinewater Primary school has a zero tolerance policy to child-on-child abuse.

Child on Child abuse includes but may not be limited to:

- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- Physical and sexual abuse
- Sexual harassment and violence

Staff will challenge inappropriate behaviours between peers. These behaviours will not be seen as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”

All child on child abuse is unacceptable and will be taken seriously. Where a behaviour is believed to be criminal then the police will always be involved. (Please see safeguarding policy)

Fundamental British values are promoted in the following way:

Democracy

- We listen to all views
- We debate arguments for and against
- We express our views peacefully
- The School regularly conducts Gather Assemblies. This is to enable all children to have a voice and be part of decision making.

Rule of Law

- We make sure rules and expectations are clear
- We know the difference between right and wrong
- We know rules protect us
- We respect the rules
- We understand there are consequences when rules are not followed

Individual liberty

- We are responsible for our own behaviour
- We challenge stereotypes and bias
- We are an anti-bullying school
- We promote self-knowledge, self-esteem and self-confidence

Respect and Tolerance

- We have respect for our own and others’ cultures
- We discuss differences of faith, ethnicity, disability, gender and families

Behaviour outside school

The same behaviour expectations for pupils on the school premises apply to off - site behaviour. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from the school
- Poses a threat to another pupil, member of staff or member of the public
- Online
- Could adversely affect the reputation of the school

When issuing consequences for inappropriate behaviour, the following will be taken into account:

- The severity of the behaviour
- The extent to which the behaviour may pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

- How the behaviour in question could have repercussions for the orderly running of the school
- The extent to which the reputation of the school has been affected

Senior leadership team monitoring

Weekly SEND and DSL meetings include a standing agenda item for behaviour/safeguarding in order to:

- share emerging information or updates and disseminate to year group teams or all members of staff
- agree appropriate behaviour support packages for individuals or groups
- provide support for relevant teacher or support staff
- liaise with parents and carers when necessary

This policy should be read in conjunction with other school policies or protocols:

- Supervision
- Friendship & Anti-bullying
- SEND Information Report
- Child Protection & Safeguarding

Appendix 1

BEHAVIOUR LETTER: **AUTOMATIC RED**

Date:

Dear Parent/Carer,

I am writing to let you know that your child was sent to me today because of serious unacceptable behaviour.

As stated in our policy if any of the following **unacceptable** and **intentional** behaviours occur this will result in automatically being sent to the Headteacher who will determine whether an internal seclusion or temporary fixed term exclusion applies:

- Violence towards other children or adults
- Fighting
- Bullying (joining in with)
- Swearing
- Stealing
- Being verbally abusive or rude to a member of staff.
- Abusive comments to another child

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which the school does not accept.

Antecedent:

Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. This event has been fully investigated.

As stated in the school's Behaviour Policy, we expect parents will take responsibility for the behaviour of their child both inside and outside the school, working in partnership with the school to maintain high standards of behaviour and safety/welfare of all pupils.

Your child's internal seclusion will take place on the following days:

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Shinewater Primary School commits to making the school a safe and happy environment for all its pupils.

Yours sincerely

Mrs Rigby
Deputy Headteacher

Appendix 2

BEHAVIOUR LETTER: **GREEN CODE**

Date:

Dear Parent/Carer,

I am writing to let you know that your child was sent to see me because he made the wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

Antecedent: In the playground at lunchtime.

Your Child's Behaviour: Aggressive behaviour towards other children on the playground

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team. I have investigated the event and have spoken to all pupils involved in the matter.

This is the FIRST time this term we have had to speak to Oliver about their behaviour although a verbal warning has been given for a prior unacceptable behaviour. We will therefore be monitoring his actions carefully and will contact you again if any other matters arise.

To help you, please find our Rainbow Rules below. We would appreciate it if you could discuss the importance of these with your child:

We are honest.

We listen.

We have good manners and walk sensibly around the school.

We look after property.

We are gentle and calm at all times.

We are kind and helpful.

We work hard.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Shinewater Primary School commits to making the school a safe and happy environment for all its pupils.

Yours sincerely

Mrs Rigby
Deputy Headteacher

Appendix 3

BEHAVIOUR LETTER: **AMBER CODE**

Date:

Dear Parent/Carer,

I am writing to let you know that your child was sent to see me because he made another wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

Antecedent:

Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team. I have investigated the event and have spoken to all pupils involved in the matter.

Following a 'green coded' letter sent to earlier this term your child's behaviour is now becoming a greater concern. It would be helpful if we could meet and talk about _____'s behaviour jointly with the class teacher. Please could you therefore meet with myself and your child's class teacher on the following date:

Day and Time:

To help you, please find our Rainbow Rules below. We would appreciate it if you could discuss the importance of these with your child:

We are honest.

We listen.

We have good manners and walk sensibly around the school.

We look after property.

We are gentle and calm at all times.

We are kind and helpful.

We work hard.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Shinewater Primary School commits to making the school a safe and happy environment for all its pupils.

Yours sincerely

Mrs Rigby
Deputy Headteacher

Appendix 4

BEHAVIOUR LETTER: **RED CODE**

Date:

Dear Parent/Carer,

I am writing to let you know that your child was sent to me today because of further unacceptable behaviour.

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

Antecedent:

Your Child's Behaviour:

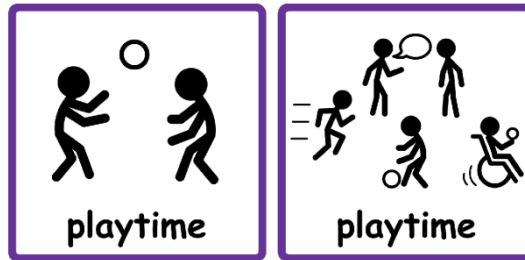
I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. This event has been investigated. Sadly, _____ has made the wrong choice of behaviour and for this he/she will receive an internal seclusion at lunch and break time(s) on the following day(s):

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Shinewater Primary School commits to making the school a safe and happy environment for all its pupils.

Yours sincerely,

Mrs Rigby
Deputy Headteacher

Our Playground Rules



- We play sensibly and look after each other. (Blue)
- We share our playground toys/equipment, use it safely and look after it. (Green)
- We listen to adults and follow their instructions. (Orange)
- We play in the correct space and tidy up. (Purple)
- We tell an adult if we feel worried or sad. (Red)
- When the first bell rings we stand still and on the second bell we walk quietly to our line. (Yellow)