

Park Hill Primary School

Behaviour Policy



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Policy Version Control

| Date of Change | Details of Change |
|----------------|--|
| 10.10.22 | Re-written to take account of the increasing needs of children. Key changes include the pupil code of conduct now reflecting school values, inclusion of silent signals in whole-school routines, details of de-escalation strategies, the “warning system” changing to “time to make the right choice” and information about preventing recurrence of misbehaviour. |
| 16.04.24 | Changes to language used and reward system for earning star points. Staff and governor names updated. Class contract introduced. Time to Make the Right Choice resets at lunchtime. |
| 29.04.25 | Physical safety intervention clarified. Updated roles and responsibilities. |
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Statement of Intent

At Park Hill Primary School, we believe that good behaviour must be demonstrated in all aspects of school life, in order to help children remain safe, focus and learn. We endeavour to create a calm, supportive and successful learning environment in which strong adult-child relationships are key and all children can learn and thrive.

We believe that children should be able to enjoy their education and endeavour to create a safe, purposeful learning environment where all adults are role models for good behaviour choices. Our relationships between home and school are central to our work: we seek and appreciate the support of parents and carers in ensuring that children behave appropriately so that all can succeed.

At the centre of the “Park Hill Family” are the children – everything we do is for them! We are committed to:

- Safeguarding all children in an environment where they are protected from lost learning time, child-on-child abuse, anxiety, bullying, violence and distress.
- Developing strong, positive relationships with pupils and behaving as role-models for them, in line with this policy.
- Explicitly teaching and showing children what good behaviour looks like, praising and rewarding them for upholding our school values and behaving well.
- Providing additional support to help children reach the expected standard of behaviour where necessary, preventing behaviour issues from arising wherever possible.
- Acting swiftly if behaviour concerns arise, working with parents and carers to prevent the behaviour recurring.
- Taking further action in the case of serious instances, particularly when a child is persistently disruptive and support or sanctions are not deterring misbehaviour.
- Involving our whole school community in the development of and adherence to this policy.

Our School Values

We “Reach for the Stars” at Park Hill Primary School. At the centre of our culture lie our “REACH” values, which are demonstrated by children, staff, governors and parents / carers alike. The high standard of behaviour, which is detailed in this policy, that we expect reflects these:

Respect

Empathy

Ambition

Cooperation

Health



Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Positive Handling Policy
- Exclusions Policy
- Complaints Policy
- Antibullying Policy
- Staff Wellbeing Policy

Key Personnel in Relation to this Policy

| Name | Role(s) |
|------------------|--|
| Mrs L. Lohan | Chair of Governors |
| Rev. E. Gladwish | Behaviour and Welfare Governor |
| Mrs C. Logan | Head Teacher Designated Safeguarding Lead |
| Mrs A. Boardman | Deputy Head Teacher Deputy Designated Safeguarding Lead |
| Mrs C. Watson | Special Educational Needs and Disabilities Coordinator (SENDCo) |
| Mrs N. Glover | Senior Mental Health Lead Deputy Designated Safeguarding Lead |

Roles and Responsibilities

Governing Board: the Governing Board is responsible for:

- Making a statement of behaviour principles.
- Monitoring the standard of behaviour in school and providing guidance for the Head Teacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

Head Teacher and Deputy Head Teacher: The Head Teacher and Deputy Head Teacher are responsible for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any social, emotional and mental health (SEMH) related causes of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the Governing Board and having any regard to guidance provided by the Governing Board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour that reflect our school values and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Overseeing the day-to-day implementation of this policy, ensuring that staff are supported in upholding it.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Reporting to the Governing Board on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Identifying patterns of inappropriate / unacceptable behaviour and developing strategies to overcome these.
- Reviewing the effectiveness of this policy, in collaboration with pupils, staff, governors, parents and carers.
- Taking prompt action where persistent misbehaviour occurs, particularly when support and sanctions do not deter misbehaviour from recurring.

Senior Mental Health Lead: The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with Social, Emotional and Mental Health (SEMH)-related behavioural difficulties and how the school engages pupils and parents / carers with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

- Ensuring that all staff are aware of the ways in which we aim to make pupils feel valued.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour and working closely with staff, parents/carers and other agencies, including SEMH charities.
- In collaboration with the Deputy Head Teacher and/or SENDCo, leading and/or organising training for all staff on mental health and behaviour.
- Liaising with parents/carers of pupils with SEMH-related behavioural difficulties, where appropriate.
- In collaboration with the SENDCo, developing Personalised Behaviour Plans for pupils, where appropriate.
- Coordinating with the SENDCo to refer pupils with SEMH-related behavioural difficulties to external services to receive additional support where required.
- Coordinating with the SENDCo and outside agencies to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents/carers are informed about options and a smooth transition is planned.

Special Educational Needs and Disabilities Coordinator (SENDCo): the SENDCo is responsible for:

- Liaising with the Governing Board, Head Teacher, Deputy Head Teacher and Senior Mental Health Lead to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Overseeing the day-to-day operation of the Behaviour Policy to support pupils with SEND.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour and working closely with staff, parents/carers and other agencies, including SEMH charities.
- Referring pupils with SEND-related behavioural difficulties to external services, such as Inclusion Support or specialist children and young people's mental health services to receive additional support where required.
- Supporting staff in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support, including the implementation of Personalised Behaviour Plans where necessary.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents/carers of pupils with SEND-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents/carers are informed about options and a smooth transition is planned.

Teaching Staff: teachers are responsible for:

- Developing a supportive, nurturing classroom environment in which children feel safe, valued and secure.

- Not tolerating disruption and taking proportionate action, in line with this policy, to restore acceptable standards of behaviour.
- Upholding this policy on a day-to-day basis.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents/carers, the SENDCo and, where appropriate, the pupils themselves.
- Planning lessons and class routines to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Rewarding and praising good behaviour, in order to help children feel valued.
- In line with this policy, implementing sanctions for pupils who display unacceptable levels of behaviour.
- Implementing behaviour strategies that have been developed in collaboration with the SENDCo and/or external agencies.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Being aware of the needs of and support provided to any pupils with SEMH-related behavioural difficulties.
- Reporting incidents of unacceptable/inappropriate behaviour to senior leaders, recording incidents on Safeguard software.

All members of staff, including volunteers: all members of staff, including volunteers, are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Setting high expectations for every child.
- Rewarding and praising good behaviour, in order to help children feel valued.
- In line with this policy, implementing sanctions for pupils who display unacceptable levels of behaviour.
- Where appropriate, implementing behaviour strategies as advised by the Learning Mentor and/or external agencies.
- Keeping the class teacher and senior leaders informed of any changes in behaviour, recording incidents on Safeguard software.

Pupils: pupils are responsible for:

- Their own behaviour, both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers: parents/carers are responsible for:

- Supporting their child(ren) in adhering to the school rules and reinforcing this at home.
- Acknowledging that their child's behaviour may be inappropriate and working with school in order to support their child.
- Informing school of any changes in circumstances which may affect their child's behaviour.
- Liaising with school staff and working together to maintain good behaviour, inside school, in the wider community and online.

Pupil Code of Conduct

We practice our Code of Conduct in classrooms and on the playground within school; however, we also expect that our children treat one another respectfully if they communicate outside school too.

Subject to reasonable adjustments (e.g. those made for children who have SEND that may affect their behaviour), children will be expected to adhere to our whole-school agreed expectations, which are linked to our school values.

| R | E | A | C | H |
|---|---|--|---|---|
| <p>We show respect by:</p> <ul style="list-style-type: none"> • Using our voices reasonably and language appropriately. • Making sure our bodies do not harm others. • Using our manners with adults and other children. • Paying attention when someone is talking to us. • Taking care of our property and the property of others. | <p>We show empathy by:</p> <ul style="list-style-type: none"> • Treating one another kindly, even if we disagree. • Thinking about how our actions might affect others. • Stopping our actions if someone tells us, "I don't like it." • Taking responsibility if we make a mistake. • Making sure that nobody feels left out. | <p>We show ambition by:</p> <ul style="list-style-type: none"> • Listening carefully to adults and other children. • Being calm in lessons so that everyone can concentrate. • Trying our best, even if something seems tricky at first. • Coming to school on time, every day. • Wearing our school uniform so we are smart. | <p>We show cooperation by:</p> <ul style="list-style-type: none"> • Encouraging and supporting one another with our voices and gestures. • Being respectful to one another, even if we disagree. • Taking turns with one another and sharing equipment. • Listening to other people's ideas. • Contributing to activities in a way that we are comfortable with. | <p>We value health by:</p> <ul style="list-style-type: none"> • Playing games and moving around school in a way that does not harm anyone. • Participating in all of the lessons that are offered to us. • Taking care of our own personal hygiene. • Following instructions that will keep us safe. • Asking an adult for help if we are worried about ourselves or others. |

Class Contract

At the beginning of every academic year, within every class, children are involved in developing and agreeing a class contract, with five expectations that stem from our Code of Conduct. This is to encourage positive behaviour that is personalised for each class. Children take ownership of the expectations by being involved in the process of their development.

Attention is given to how the expectations are worded – teachers ensure they use positive language rather than negative e.g. “I will act respectfully towards my peers and teachers,” rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the contract, teachers ensure that all pupils fully understand what they involve and what is expected of them. This may include using alternative methods of communication.

The contracts are placed on display in classrooms to ensure they are visible to pupils at all times and they are regularly reinforced within lessons and at break/lunch times.

Routines

We understand that children work best when there is an established routine and that many behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Routines include activities such as the following:







- Putting belongings away where they belong and settling down to a morning activity and the register (on entry to school).
- Handing out/collecting equipment at the beginning/end of the lesson.
- Writing learning objectives down.
- Returning from the playground and settling down to an afternoon activity and the register (after lunch).
- Collecting belongings and settling down to say goodbye (at the end of the day).

Once a routine has been established, staff model it for pupils to ensure they understand it. Routines are displayed in the classroom so that they are clearly visible to pupils e.g. a visual timetable.

Staff explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine. Staff ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Silent Signals

We also use silent signals from Read Write Inc across the whole-school to avoid wasting time:

| Team Stop | Talk to Your Partner (TTYP) | My Turn, Your Turn (MTYT) |
|---|---|--|
|  <p>Raise your hand – children respond by stopping, looking at you and raising their hand too.</p> |  <p>Hold hands apart as you ask a question – children discuss the question when you close your hands.</p> |  <p>Hold hands towards yourself when modelling – children do the same when you hold your hands out.</p> |
| Magnet Eyes | Perfect Partner | 1, 2, 3 |
|  <p>Point towards your eyes – children respond by looking at you and being ready for you to talk.</p> |  <p>Run your hand down your opposite arm – children sit side-by-side, ready to talk to their partner.</p> |  <p>Hold 1 finger up – children stand up quietly. Hold 2 fingers up – children prepare to move e.g. tucking chairs under. Hold 3 fingers up – children move or sit quietly, ready to work.</p> |

The Environment

In order to prevent inappropriate or challenging behaviour, we understand that a well-structured environment is paramount. Staff use a range of every-day strategies to promote appropriate behaviour and enable inappropriate or challenging behaviour to be dealt with early. These include:

- Making reasonable adjustments to lessons to ensure that children are sufficiently supported and challenged.
- Motivating children to complete tasks and maintaining a strong pace in lessons.
- Ensuring that resources are easily accessible.

- Considering groupings and seating plans, as well as the layout of furniture and positioning of adults at key times.
- Ensuring that staff can move around the space so that behaviour can be monitored effectively.
- Designating a space where children can move to, in order to help them de-escalate a potential problem.

Wherever possible, staff avoid standing with their backs to pupils and ensure they have full view of the room / playground space at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then model and explain the task clearly so all pupils understand what they are supposed to be doing.

Positive Relationships

Positive adult-child relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow staff to understand their pupils and create a strong foundation, from which behavioural change can take place.

We understand that a child's trusted adult in school may be any member of staff that they choose. Therefore, all members of staff will use a number of strategies to establish positive relationships with all pupils. These include:

- Speaking respectfully and calmly: we expect all adults to raise their voice only when necessary (e.g. when outside where it is more difficult to be heard). While in school, we want our children to hear calm and supportive voices rather than loud and, potentially, upsetting voices.
- Welcoming pupils warmly as they enter the classroom: a member of staff should meet children at the classroom door after key transition moments to greet them.
- Being aware of potential "triggers" and listening to children in order to support them in avoiding misbehaviour.
- Ensuring children understand what is expected of them.
- Creating a positive environment where every child feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes and their family.
- Engaging with pupils during lunchtime and break time.
- Using positive language when interacting with pupils, to guide them towards positive outcomes rather than highlighting their mistakes.
- Praising children sincerely, pointing out what they did well.

Responding to Good Behaviour

Praise

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from adults, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort or action, rather than only work produced.
- Perseverance and independence are encouraged.

Praise that is given is always sincere and is never followed with immediate criticism.

Staff encourage pupils to praise one another and praise another pupil to staff, if they see them modelling good behaviour.

Rewards

We reward all successes – social, as well as academic ones. We understand that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again.

For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition e.g. a positive phone call or text home or time spent with senior leaders.
- **Physical** – material rewards e.g. stickers or certificates.
- **Activity** – activity-based rewards e.g. extra play.

Whole-School Rewards

The following rewards are part of our whole-school approach to promoting good behaviour:

- **Star Points** – children who demonstrate our school values, including good work ethic, are given a plastic star point token and they will add their name to the star, which is displayed in every classroom.

Please note that, where required, a system is used to break the expectations of behaviour down into smaller steps. This helps children understand what to do so that they receive a star point.

- Reaching the Star – if children’s names “reach the star,” they may be chosen as the “Star of the Day” by their classroom staff and receive an additional award.
- The class that receives the most star points over a half-term will be able to choose their own reward event, for example, a games afternoon, a class film or a local visit. This may also be awarded if a class achieves a set number of star points agreed with their teacher.
- REACH certificates – these are given out in regular assemblies, where parents / carers are invited in to celebrate their child’s achievements.
- Informing parents/carers (verbally, via a note home or by sending a message via our school app).
- Prizes for team competitions.
- Trophies, shields and cups for various achievements.

Class-Based Rewards

Staff may also implement different types of rewards as they see fit (with approval from the Head Teacher). These must complement (not replace) the whole-school rewards detailed in this policy.

As a general rule, the following rewards are also used:

- Stickers
- Goody tub
- Certificates
- Positions of responsibility e.g. monitor

Responding to Misbehaviour

De-Escalation Strategies

Staff are aware of escalating levels of behaviour and initially use de-escalation strategies. These have a trauma-informed approach and include:

- Appearing calm and using a modulated, low tone of voice.
- Providing adequate personal space and not blocking a pupil's escape route.
- Using simple, direct language.
- Showing open, accepting body language e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Avoiding being defensive e.g. if comments or insults are directed at the staff member.

Staff are also aware that, at times, face-swapping (i.e. stopping an interaction with a child and enabling a colleague to intervene) is needed. Similarly, staff recognise that some incidents are best managed by trained staff.

| Type of Behaviour | Adult Response |
|--------------------------|--|
| 1. Anxiety | <p><u>Supportive</u></p> <p>An empathetic, non-judgemental approach.</p> |
| 2. Defensive | <p><u>Directive</u></p> <p>Providing clear direction or instruction e.g.</p> <ul style="list-style-type: none"> • Interrupt and redirect: [Interrupt] "Child name, you're shouting. [Redirect] Please speak quietly. Thank you. • If / then: "Child name, if you lower your voice, then I'll be able to help you." • Fixed choice: "Child name, would you like to talk about this now or later in private?" |
| 3. Risk Behaviour | <p><u>Safety Interventions</u></p> <p>Non-restrictive and restrictive strategies to maximise safety and minimise harm.</p> <p>For restrictive intervention, trained Crisis Prevention Institute – Safety Intervention (CPI-SI) staff are:</p> <ul style="list-style-type: none"> • C. Logan • A. Boardman • N. Glover • C. Watson |
| 4. Tension Reduction | <p><u>Therapeutic Rapport</u></p> <p>Re-establish the relationship, using Emotion Coaching.</p> |

Emotion Coaching

When tension has reduced or before it escalates, we use [Emotion Coaching](#) to support pupils who display inappropriate or unacceptable behaviour.



If incidents arise, staff should ask:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

Social, Emotional and Mental Health Needs

We acknowledge that inappropriate behaviour can sometimes be the result of social, emotional and mental health (SEMH) needs and we will address these needs via a SEMH plan.

Some pupils are particularly vulnerable to SEMH difficulties. These 'vulnerable groups' are more likely to experience a range of adverse circumstances that can have a far-reaching impact on a child's behaviour and emotional state.

Vulnerable groups include the following:

- Pupils with SEND

- Pupils who have experienced abuse, neglect, exploitation or other adverse contextual circumstances
- Children in Need or on Child Protection Plans
- Looked after children (LAC)
- Previously looked after children (P-LAC)
- Socio-economically disadvantaged pupils

The impact of these pupils' experiences is reflected in the design and application of this policy. We will respond to children's needs therapeutically and holistically, taking SEND, adverse childhood experiences (ACEs) and trauma into account.

We use Zones of Regulation at school to support children to be able to identify their emotions and support their reflection and next steps.



Supporting Children to Make the Right Choice






We have adopted a staged system of five steps throughout the school, which is visual and allows the child concerned time to reflect and make a positive behaviour choice. We call these steps “time to make the right choice.”

The visual symbols are only shown to the child concerned: their name is not displayed for all to see, as we feel that this humiliates and shames the child in question. Instead, children are given a “time to make the right choice slip” and shown what category their behaviour choice is in.

Children at Park Hill also, understandably, feel frustrated if they receive a consequence when they have shown good behaviour, for example, whole-class missed playtimes. A consequence is therefore only given to children whose behaviour has caused concern.

The steps to support children are taken immediately and are applicable indoors and outdoors, at all times during the school day. The time periods may cross breaktimes and lunchtimes, depending on when the incident occurred.

Time to Make the Right Choice

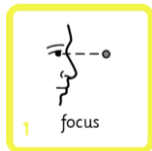
| | |
|---|---|
| <p>1) Time to Focus</p>  <p><i>Inappropriate choice</i></p> | <p>The child is given a verbal instruction, using de-escalation techniques if necessary e.g. if / then or a fixed choice.</p> <p>Children should be supported to identify what choice they can make instead. A reflection book should be used if necessary.</p> |
| <p>2) Time to Think</p>  <p><i>Continued inappropriate choice</i></p> | <p>For 15 minutes*, the child is expected to move away to a designated space to think about how to make the right choice. If the child is indoors, a separate desk can be used. If the child is outdoors, a bench can be used.</p> <p>The member of classroom staff must Emotion Coach them afterwards. If they refuse to respond to Emotion Coaching initially, they may need longer. It is, however, necessary that the conversation takes place. Children should be supported to identify what choice they can make instead. A reflection book should be used if necessary.</p> <p>Classroom staff will inform parents / carers.</p> |
| <p>3) Time to Change</p>  <p><i>Serious choice</i></p> | <p>For 30 minutes*, the child is expected to move away to another teacher to stop the unacceptable behaviour.</p> <p>The child should be escorted to the partner year group.</p> <p>The Phase Leader must Emotion Coach them afterwards. If they refuse to respond to Emotion Coaching initially, they may need longer. It is, however, necessary that the conversation takes place. Children should be supported to identify what choice they can make instead. A reflection book should be used if necessary.</p> <p>Classroom staff / lunchtime staff will inform parents / carers.</p> |
| <p>4) Time to Stop</p>  <p><i>Very serious choice or two serious choices in the same week</i></p> | <p>For 1 hour*, the child will spend time out with a member of the Safeguarding / Inclusion Team, where they will be Emotion Coached.</p> <p>They will also complete a reflection sheet and identify a resolution.</p> <p>Whether the child is indoors or outdoors, they should be escorted to a member of the Safeguarding / Inclusion Team.</p> <p>Member of Safeguarding or Inclusion Team will inform parents / carers.</p> |
| <p>5) Time to Recover</p>  <p><i>Continued very serious choice</i></p> | <p>For the remainder of the day, the child will spend time out with a member of the Senior Leadership Team (DHT, HT or SENDCo), where they will complete work set by their teacher. Adult attention is only given to the child to reinforce wanted behaviour and break times are staggered – the child will not spend breaks with their peers.</p> <p>Whether the child is indoors or outdoors, they should be escorted to a member of the Leadership Team.</p> <p>Member of Safeguarding or Inclusion Team will inform parents / carers.</p> |

**For children in Early Years and the autumn term of Year 1, time to think = 5 minutes, time to change = 10 minutes, time to stop = 20 minutes and time to recover is dependent on the scenario.*

*** Repetition of serious behaviour or incidents of very serious behaviour may result in an internal or external fixed-term exclusion.*

**** "Time to Make the Right Choice" resets at lunchtime.*

Categories of Unacceptable Behaviour Choices



Inappropriate Choice

- Not following classroom / corridor / playground instructions
- Interrupting others, including “shouting out”
- Talking to other children when an adult is talking
- Talking unnecessarily loudly inside the school building
- Running or shouting inside classrooms or the corridor
- Shouting at or speaking rudely to another person
- Refusing to follow an adult’s instructions
- Insolence e.g. eye-rolling or shrugging shoulders
- Inappropriate offensive language (rude or “silly” language)
- Refusing to stop when someone says, “I don’t like it”
- Inappropriate contact (“rough play”)
- Misusing resources, including the toilets
- Misusing furniture e.g. “swinging on chairs” or sitting on desks
- Poor work ethic e.g. completing little work in an appropriate time
- Not sharing with others
- Lying
- Swapping / trading own items

Serious Choice

- Repetition of an inappropriate choice – time to think already given (see above)
- Refusing to move to a safe place
- Refusing to complete any work
- Extreme insolence e.g. stamping feet or walking off when spoken to
- Physical contact with the intention to harm others (including spitting or biting)
- Threatening to harm others
- Dangerous / aggressive pranks
- Throwing objects, equipment or furniture
- Intentionally damaging property
- Intentionally defacing or ruining work
- Offensive language (swearing)
- Sexualised language or actions (without awareness)
- Racist language or actions (without awareness)
- Homophobic, biphobic or transphobic language or actions (without awareness)
- Stealing (without awareness)

Very Serious Choice

- Repetition of a serious choice (see above)
- Bullying
- Assault
- Sexualised language or actions with awareness (sexual harassment)
- Racist language or actions with awareness
- Homophobic, biphobic or transphobic language or actions with awareness
- Possessing weapons, alcohol or illegal substances
- Intentionally misusing fire alarms
- Stealing (with awareness)

Intervention to Prevent Recurrence of Misbehaviour

We will have frequent and open engagement with parents / carers, as they offer invaluable support and, in many cases, this collaborative approach works. In cases where misbehaviour continues to recur, despite parents / carers and school working together, we have to consider:

- An assessment of whether appropriate provision is in place to support any SEND that a child may have.

The “graduated response” should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care Plan (EHCP), early contact with the Local Authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Some examples of support for pupils with SEND are learning mentoring, social interventions and the development of a SEMH Plan.

- A referral to local partners and agencies to address specific challenges such as dysregulation and difficulties with peer relationships and social skills.

Examples of local partners we work with are:

[Inclusion Support](#), [Sandwell School Health Nurses](#), [Murray Hall](#), [Kaleidoscope](#) and [CAMHS](#).

- In line with our Safeguarding and Child Protection Policy, where we have serious concerns about a pupil’s behaviour, we will consider whether a multi-agency assessment, such as an Early Help Assessment or statutory assessment that goes beyond the pupil’s educational needs, is required.

Exclusions

The decision to exclude a child (fixed-term or permanent) is a last resort but will be taken when the child:

- Is in serious breach of the school Behaviour Policy and a range of other interventions have not worked.
- Displays persistent defiance of the school’s agreed policy or procedure.
- Is likely to seriously harm the education or welfare of themselves or others in the school.

Please refer to our Exclusions Policy for more information. A copy is available from the school office upon request.

Recording Behaviour

It is necessary to keep records of challenging or inappropriate behaviour, particularly when incidents are serious or there are repeated, persistent minor incidents. We do not expect every incident to be recorded; however, staff must be aware that behaviour issues can sometimes arise as a result of a safeguarding issue or an unmet need and should report incidents, according to our Safeguarding and Child Protection Policy.

Because of this, any incident that results in Time to Change or above must be recorded on CPOMS (our school recording system).

Every **serious** or **very serious** incident must be recorded on here, as well as concerns from children, families and staff.

Safety Intervention

In line with the school's Safety Intervention Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging school property.

Legal framework and national guidance often refer to the 'use of force' – our school uses the term 'safety intervention' whenever possible. It is a physical intervention with the intention of protecting pupils and limiting damage to property.

Physical safety intervention may be used in unsafe situations to:

- Move children when they have refused to do so and there are concerns for the safety and wellbeing of themselves or others.
- Prevent physical harm to the child themselves or others.
- Prevent weapons or other illegal items from being on a child's person, if we reasonably suspect they have been or are likely to be used to cause harm.

Positive handling will be limited to emergency situations and used only as a last resort. Incidents where positive handling has been necessary will always be recorded on Safeguard software and reported to parents / carers.

Trained [Crisis Prevention Institute – Safety Intervention](#) (CPI-SI) staff are:

- C. Logan
- A. Boardman
- N. Glover
- C. Watson

Please refer to our Safety Intervention Policy for more information. A copy is available from the school office upon request.

Behaviour Outside of the School Premises

Our children represent our whole-school and our high expectations apply at all times. The guidance laid out in this policy may apply out in the wider community, particularly if a child is dressed in school uniform.

We may use our "time to make the right choice" steps for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Taking part in any school-related activity.

We may also use our “time to make the right choice” steps for misbehaviour outside of the school premises, including conduct online, that:

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could negatively affect the reputation of the school.
- Could have repercussions for the orderly running of the school.

Behaviour Evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of positive handling and restrictive physical intervention
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Deputy Head Teacher and Head Teacher and findings shared with the Governing Board.

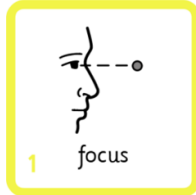
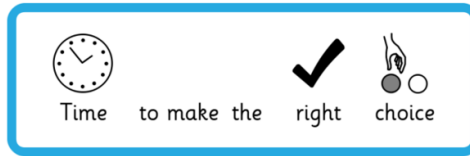
Attempts will be made to identify possible factors contributing to the behaviour and any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and Review

This policy will be reviewed by Senior Leaders and the Governing Board on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector.







Appendix 1 – Time to Make the Right Choice Slips



Appendix 2 – Reflection Sheet

Reflection Sheet

Name: Date:

| | | |
|--|---|--|
|  What happened? |  How did you feel? |  What did you do? |
| | | |
|  What did other people do? |  What could you do differently? |  What will you do now? |
| | | |