



**St John with St Michael's CE
Primary School
Behaviour Policy Jan 2024**

Living in the light of Christ



'I am the light!' John 8:12



Behaviour Policy Principles

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our vision for education for all pupils at St John with St Michael is that pupils:

- develop the wisdom, knowledge and skills to enable them to flourish in the next stages of their education
- develop their understanding of hope and aspiration and how this can be fulfilled
- value the worth of each person within our school community, treating them with dignity and respect
- develop the qualities of life which will help them contribute responsibly to their communities

Our vision for education is underpinned by our school's Christian Ethos and Values of LIGHT, Love, Integrity, Generosity, Hope, and Togetherness.

'Living in the LIGHT of Christ'

'I am the light' John 8:12

With these in mind, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy: To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Smile and be welcoming to all children
- Be at the front of the classroom, at the start of the day
- Be in the classroom, ready for each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to our school values

The Headteacher and the Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home/certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well but also develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our policy is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Our school has three simple rules: **'Be Ready, Be Respectful and Be Safe'**. Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

For example, they might be expanded as follows:

Be ready

- I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

Be respectful

- I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

Be safe

- I will be kind and look after myself and others, following appropriate instructions from adults.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMS.

Sanctions

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- avoid being applied to a whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff always feel supported and secure

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Our Behaviour Pathway (See Appendix 1)

- Reminder (3 rules- Be Ready. Be Respectful, Be Safe)
- Warning (amber notification - privately if possible. Use 30 second scripted intervention see **Appendix 2**)
- Consequence (recorded as red notification on CPOMS and message sent via Arbor to parents. Restorative conversation with teacher after the lesson – **see Appendix 3**)

If required:

- Space to cool off/calming time in class/in another class/in another designated space
- Follow up/restorative conversation. Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the follow up/restorative conversation then the following guidelines should be used:
- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

St John with St Michael Behaviour Recording System			
Arbor Category	SJSM Traffic Light System	Description of Behaviours	Actions and Consequences
-5	This a SJSM's Permanent Exclusion Arbor -5	<p>A permanent exclusion may be issued following a series of fixed term suspensions or an isolated incident that seriously compromises the health and safety of a child or member of staff/ school community.</p> <p>A permanent exclusion may be issued following a series of fixed term suspensions or an isolated incident that is in serious breach of any of the school's or Trust's policies.</p> <p><i>These are examples, but not an exhaustive list, of what would constitute grounds for a Permanent Exclusion:</i></p> <p>Yielding a weapon/ object that could cause harm</p> <p>Use of an object or body to deliberately cause harm to others.</p> <p>Serious assault against a pupil, adult or member of the school community.</p>	<p>Parent Meeting with the Principal and if necessary, other Senior Leaders and/or Governors. Parents will be notified without delay.</p> <p><u>Sanction - Permanent Exclusion</u> <u>Record on Arbor as -5</u></p> <p>If a pupil has a social worker, or if a pupil is looked-after, the Headteacher and/or DSL, without delay, notify the social worker and/or virtual head.</p> <p>A permanent exclusion will always be reported to the Trust LAB and Lancashire Local Authority, this will be done, regardless of the length of suspension.</p> <p>The LAB will review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary, as a last resort.</p>


		<p>Where -4 does not cease</p> <p>Bullying - Child-on child bullying, including online bullying, cyberbullying, prejudice-based and discriminatory bullying</p> <p>Child-on child physical aggression</p> <p>Racist abuse</p> <p>Disability abuse</p> <p>Homophobic or transphobic abuse</p> <p>Child-on child Sexual violence.</p> <p>Child-on child Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment or any other behaviour or action constituting a -4.</p> <p>The Headteacher / Designated Safeguarding Lead may deem it necessary and appropriate to exercise screening, searching and confiscating approach, in line with Government guidance.</p> <p><i>The sanction applies for both in-school and out-of-school behaviour. This is at the discretion of the Headteacher. For example, when behaviour is conducted outside the school grounds, but the child/ren is/ are wearing their school uniform.</i></p>	
-4	<p>This is SJSM's Fixed Term Suspension</p> <p><u>Arbor -4</u></p>	<p><i>These are examples but not an exhaustive list of what would constitute grounds for a Fixed Term Suspension:</i></p> <p>Unprovoked attack/assault</p> <p>Physical attack/ assault</p> <p>Carrying weapons</p> <p>Behaviour in relation to drugs/ substances</p> <p>Where RED -3 does not cease following outlined intervention of:</p> <p>Bullying - child-on child bullying, including online bullying, cyberbullying, prejudice-based and discriminatory bullying,</p> <p>Child-on child physical aggression</p> <p>Racist abuse</p> <p>Disability abuse</p> <p>Homophobic or transphobic abuse</p> <p>Child-on child Sexual violence.</p> <p>Child-on child Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment</p>	<p>Parent Meeting with the Headteacher and if necessary, other Senior Leaders.</p> <p><u>Sanction- Fixed Term Suspension Record on Arbor as -4</u></p> <p>A fixed term suspension will always be reported to the Trust LAB and Lancashire Local Authority.</p> <p>If a pupil has a social worker, or if a pupil is looked-after, the Headteacher, without delay, notify the social worker and/or virtual head.</p> <p>A fixed term suspension will always be reported to the Trust LAB and Lancashire Local Authority, this will be done, regardless of the length of suspension.</p> <p>The LAB will review data to consider the level of pupil moves and the characteristics of pupils who have been fixed term suspended to ensure the sanction is only used when necessary, as a last resort.</p>

		<p>The Headteacher/ Designated Safeguarding lead may deem it necessary and appropriate to exercise screening, searching and confiscating approach, in line with Government guidance.</p> <p><i>The sanction applies for both in-school and out-of-school behaviour. This is at the discretion of the Principal.</i></p> <p><i>For example, when behaviour is conducted outside the school grounds, but the child/ren is/are wearing their school uniform.</i></p>	
-3	<p>This is SJSM's 'red' traffic light.</p> <p><u>RED -3</u></p>	<p>A red traffic light circle is displayed in the classroom. It is visible to all children and adults.</p> <p>Children's names are not displayed on the red circle. The circle is a visual reminder of the traffic light system</p> <p><i>These are examples but not an exhaustive list of what would constitute -3</i></p> <p>Treating another person worse, excluding them, disadvantaging, humiliating or degrading them in any way, inclusive of any of the protected characteristics.</p> <p>Bullying - child-on child bullying, including online bullying, cyberbullying, prejudice-based and discriminatory bullying, Child-on child physical aggression, Physical hurt or threatening behaviour, Racist abuse, Disability abuse, Homophobic or transphobic abuse, Child-on child Sexual violence, Child-on child Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, Emotional abuse/ bullying/ manipulation</p> <p>The Headteacher/ Designated Safeguarding Lead may deem it necessary and appropriate to exercise screening, searching and confiscating approach, in line with Government guidance.</p>	<p>Parent Meeting: First incident- meet with teacher and Senior Leader</p> <p>Further incidents- meet with Headteacher and other involved adults.</p> <p>Record on Arbor as -3</p> <p>First Incident Sanction- Miss all playtimes and lunchtimes on that day, or the following day depending on the time of the incident. Child will receive supervised fresh air breaks.</p> <p>Supervised, written restorative reflections and attend a formal meeting with parent, teacher and Senior Leader.</p> <p>Further Incidents Sanction- in consultation with parents, an internal suspension may be issued.</p> <p>Monitoring by Behaviour and Culture Lead on weekly review- Behaviour Report Card</p>

		<p>If a child shows red behaviour, their name will be recorded on a traffic light record by their teacher. The record is not visible to any child but is a record between the individual child and teacher that there is a record of red behaviour and there will be some time following for reflection and restorative practise.</p> <p>If a child is moved to red, they should only move back to 'green' at the start of the next lesson. Child does not earn back a green within the same lesson.</p> <p>*Traffic Light Recording Form Appendix A*</p> <p><i>The red warning applies for both in-school and out-of-school behaviour deemed to be 'red behaviour. This is at the discretion of the Principal. For example, when behaviour is conducted outside the school grounds, but the child/ren is/are wearing their school uniform.</i></p>	
-2	<p>This is SJSM's 'red' traffic light.</p> <p><u>RED -2</u></p>	<p>A red traffic light circle is displayed in the classroom. It is visible to all children and adults.</p> <p>Children's names are not displayed on the red circle. The circle is a visual reminder of the traffic light system <i>These are examples but not an exhaustive list</i> of what would constitute <u>RED -2</u></p> <p>Continual low-level disruption to teaching and learning</p> <p>Repeated swearing</p> <p>Repeated damage to school property</p> <p>Continual refusal to follow instructions</p> <p>Continued/ repeated persistent low-level disruption.</p> <p>Physical Aggression/ rough play resulting in injury</p> <p>Verbal Aggression</p> <p>The Headteacher/ Designated Safeguarding lead may deem it necessary and appropriate to exercise screening, searching and confiscating approach, in line with Government guidance.</p>	<p>Teacher/ and or SLT phone call with parent</p> <p>Record on Arbor as -2 (on Arbor, this is displayed as an amber -2)</p> <p>Sanction- Miss 1 lunchtime for supervised, written restorative reflections and monitor by Behaviour and Culture Lead on weekly review-</p> <p>Consider Behaviour Report Card</p> <p>If a child has received 'red' during the morning lessons/ breaks, they should complete their reflections during their lunchtime.</p> <p>If a child has received 'red' during the afternoon lessons, they should complete their reflections following day, although reflective conversation (where possible) should take place as soon as physically possible.</p>

		<p>If a child shows red behaviour, their name will be recorded on a traffic light record by their teacher. The record is not visible to any child but is a record between the individual child and teacher that there is a record of red behaviour and there will be some time following for reflection and restorative practise.</p> <p>If a child is moved to red, they should only move back to 'green' at the start of the next lesson. Child does not earn back a green within the same lesson.</p> <p>*Traffic Light Recording Form Appendix A*</p> <p><i>The red warning applies for both in-school and out-of-school behaviour deemed to be 'red behaviour. This is at the discretion of the Headteacher. For example, when behaviour is conducted outside the school grounds, but the child/ren is/ are wearing their school uniform.</i></p>	
-1	<p>This is SJSM's 'red' traffic light. <u>RED -1</u></p>	<p>A red traffic light circle is displayed in the classroom. It is visible to all children and adults.</p> <p>Children's names are not displayed on the red circle. The circle is a visual reminder of the traffic light system <i>These are examples but not an exhaustive list</i> of what would constitute <u>RED -1</u></p> <p>Low level disruption to teaching and learning (eg: verbal/ concentration) Refusal to follow instructions Swearing Damage to school property Denial/ disruption to resolving a conflict</p> <p>The Headteacher/ Designated Safeguarding lead may deem it necessary and appropriate to exercise screening, searching and confiscating approach, in line with Government guidance.</p> <p>If a child shows red behaviour, their name will be recorded on a traffic light record by their teacher. The record is not visible to any child but is a record between the individual child and</p>	<p>Teacher phone call with parent Record on Arbor as -1 (on Arbor, this is displayed as an amber -1) Sanction- miss 1 lunchtime for supervised, written restorative reflections If a child has receives 'red' during the morning lessons/ breaks, they should complete their reflections during their lunchtime. If a child has received 'red' during the afternoon lessons, they should complete their reflections following day, although reflective conversation (where possible) should take place as soon as physically possible. Children in Early Years will receive 10 minutes of thinking/ restorative time as soon as possible following the red being issued.</p>

		<p>teacher that there is a record of red behaviour and there will be some time following for reflection and restorative practise.</p> <p>If a child is moved to red, they should only move back to 'green' at the start of the next lesson. Child does not earn back a green within the same lesson.</p> <p>*Traffic Light Recording Form Appendix A*</p> <p><i>The red warning applies for both in-school and out-of-school behaviour deemed to be 'red behaviour. This is at the discretion of the Headteacher. For example, when behaviour is conducted outside the school grounds, but the child/ren is/are wearing their school uniform.</i></p>	
0	<p>This is SJSM's 'Amber' traffic light.</p>	<p>An amber traffic light circle is displayed in the classroom. It is visible to all children and adults. Children's names are not displayed on the amber circle. The circle is a visual reminder of the traffic light system</p> <p>Second Warning:</p> <p>Following a non-verbal warning and a verbal warning, a child may demonstrate amber behaviour. These are examples, but not an exhaustive list of what would constitute an 'amber':</p> <p>Verbal disruption to teaching Low level disruption Refusal</p> <p>If a child shows amber behaviour, their name will be recorded on a traffic light record by their teacher. The record is not visible to any child but is a record between the individual child and teacher that there is a record of amber behaviour and there will be some time following for reflection and restorative practise.</p> <p>If a child is moved to amber, they should only move back to 'green' at the start of the next lesson. Child does not earn back a green within the same lesson.</p>	<p>Sanction- miss 10 minutes of playtime for supervised, restorative reflections. Children will then have 5 minutes fresh air following this reflective period. If a child has received 'amber' during the morning lessons/ breaks, they should complete their reflections during their morning break or lunchtime sessions. If a child has received 'amber' during the afternoon lessons, they should complete their reflections as soon as physically possible in order for the sanction not to carry over to the following day (if possible). If this is not the case, the reflection should be carried out during the first playtime of the following day. Children in Early Years will receive 5 minutes of thinking/ restorative time as soon as possible following the amber being issued.</p> <p>Not recorded on Arbor</p>

		<p>*Traffic Light Recording Form Appendix A*</p> <p><i>The amber warning applies for both in-school and out-of-school behaviour deemed to be 'amber behaviour. This is at the discretion of the Headteacher. For example, when behaviour is conducted outside the school grounds, but the child/ren is/ are wearing their school uniform.</i></p>	
0	<p>This is SJSM's 'Green' traffic light.</p>	<p>A green traffic light circle is displayed in the classroom. It is visible to all children and adults. Children's names are not displayed on the green circle. The circle is a visual reminder of the traffic light system. First Warning: If behaviour falls below the expected level, the child will receive:</p> <ul style="list-style-type: none"> •A non- verbal warning; •A clear verbal warning: 'If this behaviour continues, you will move to amber.' With a possible explanation of behaviour choices. <p>Some children may have their own behaviour plan OR positive handling plan.</p>	<p>No sanction Not recorded on Arbor</p>
0	<p>This is SJSM's 'Green' traffic light.</p>	<p>A green traffic light circle is displayed in the classroom. It is visible to all children and adults. Children's names are not displayed on the green circle. The circle is a visual reminder of the traffic light system. Green: Children start <u>each lesson</u> on green and remain on green if they show expected behaviour.</p> <p>Some children may have their own behaviour plan OR positive handling plan.</p>	<p>No sanction Not recorded on Arbor</p>
	<p>This is SJSM's Super Star Stage.</p>	<p>A star is displayed in the classroom. It is visible to all children and adults. This is the only stage children's names are publicly displayed. A child who remains on green, demonstrates the SJSM personal learning goals in action, embrace the 3 strands or is a nominated child for excellent approach to learning, behaviour/ conduct, they can place their name on the Super Star Stage to gain Super Star Status. The child's name will remain there until the end of the school day.</p>	<p>Children who receive 'Super Star Status' will be awarded with communication home to their parent/ carer. This could be in the form of a phone call/ postcard/ sticker/ face to face conversation etc.</p>

All school staff and children are expected to demonstrate consistently high standards of conduct.

T.H.I.N.K

Underpinning all interactions at St John with St Michael: child and adult, is the acronym 'THINK'. All adults and children ask themselves, is my contribution:

True?

Is this fact or is it really opinion or feeling? Know and be clear before you speak.

Helpful?

Does it help you, them, or the situation?

Inspiring?

Does it uplift and develop others?

Necessary?

Would this be better left unsaid?

Kind?

What is your motivation for communicating?

The rationale for this is that it encourages us to 'think before we speak', to ensure communications are kind and effective.

Adult Strategies to Develop Excellent Behaviour

At St John with St Michael's, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour Language around Behaviour

Visible Consistencies

- Daily meet and greet - on time at 8.45am
- Persistently catching children doing the right thing
- Picking up on children who are failing to meet expectations
- Accompanying children to the playground at the end of every day - and timely
- Praising in public
- Reminding in private
- Consistent language

Over and Above Recognition

- Recognition boards - short term (daily) & frequent
- Verbal praise - short term (daily) & frequent
- Stickers - short / long term
- Show work to another adults - short / long term
- SLT praise - short / long term
- Certificates - long term
- Notes home - long term
- Class Rewards - long term
- Phone call/text home - long term
- Recommendation to HT / HT award - long term

The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance. If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and on their way to and from school.

Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

Positive Handling and Reasonable Force:

St John with St Michael's CE Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013). Any force used should always be the minimum needed to achieve the desired result. Key staff at St John with St Michael's Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

Procedure in the event of a child running away from an adult:

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

Equality:

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; age; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil passport outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, behaviour consultant, Social Care or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Borough. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

Supporting pupils with SEND:

Expectations for managing behaviour of pupils with SEND

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond. All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's provision plan. Teachers need to use provision plan/ pupil passports to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their provision plan which will be monitored by the SENDCo. A child's triggers for negative behaviour need to be on their provision plan so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure provision plans are communicated with covering teachers so the approach to managing the pupils behaviour is always consistent.

Behaviours that children with SEND might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions. This might be for more reassurance that they are doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured.

Parent concerns:

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher
- Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

Accountability:

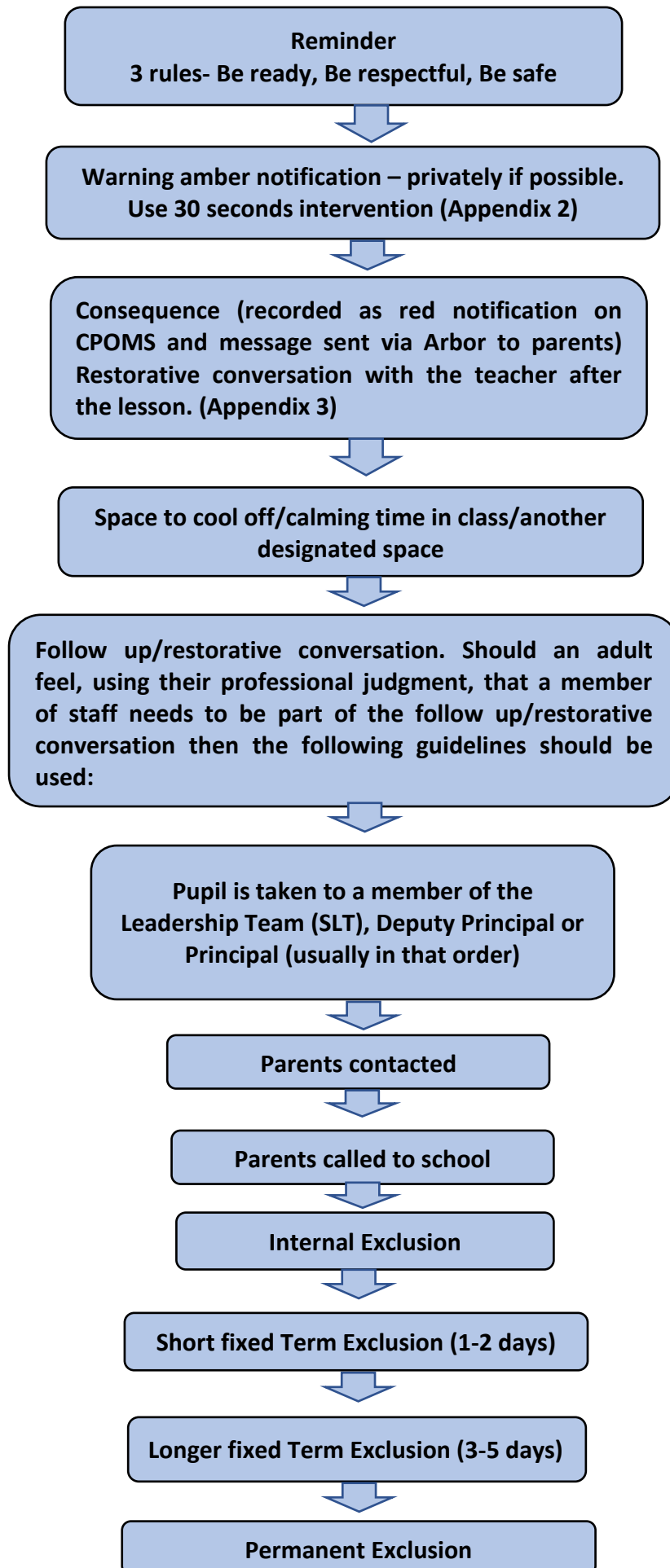
It is the responsibility of the Headteacher and Senior Leadership Team to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

Governors:

The Local Advisory Board has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Headteacher in implementing this policy.

St John with St Michael's Behaviour Pathway



Appendix 2

30 Second Scripted Intervention

- I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now.
- You are not showing our....(3 rules)
- You have chosen to....
- Because of that you need to.... (refer to action to support behaviour e.g move to another table, complete learning at another time)
- Do you remember when you (refer to previous positive behaviour)
- That is who I need to see today.
- Thank you for listening.

Appendix 3

Restorative Questions

As part of our approaches to managing behaviour, adults should hold a restorative conversation with any child who reaches stage 3. This conversation will normally take place during lunch time duty. Sometimes it may include other adults or children.

Staff will have a script for the restorative conversation that they feel comfortable with. The questions may include:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?