Behaviour Policy

Document Management
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Document Control
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Reference	Description	Date
SLT	**Document created and reviewed by SLT**	**August 2019**
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For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Aims:
This policy aims to explain:
1. **Our behaviour intent for Franche Community Primary School**
2. **Implementation: How we ensure there are consistent approaches to the provision of behaviour**
3. **Impact: How behaviour is and how this has an impact upon learning**

Statement of Intent:
Franche Community Primary School believes, that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs on an individualised graduated response.

The school is committed to:

- **Teaching values and attitudes which will promote responsible behaviour; encourage self-discipline and encourage in children, a respect for themselves, for other people and for property.**
- **Developing a whole school expectation of good behaviour supported and followed by the whole school; All staff, parents, children and governors, based on a sense of community and shared values.**
- **Applying positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a happy, safe and secure environment.**
- **Encouraging good behaviour by providing a range of rewards for children of all ages and abilities.**

COVID-19: BEHAVIOUR AND DISCIPLINE POLICY

The school has adapted its behaviour policy in order to adhere to government guidance relating to the current outbreak of Coronavirus in 2020. These new points will be communicated to children in an age-appropriate and realistic manner.

In this guidance, the use of the word 'bubble' refers to a pre-determined and fixed group of children, which could be their class, extended provision group or whole year band.

The following rules will be shared with the children:

- Listen to the adults in school at all times;
- Follow the routes around school;
- Only use the equipment that belongs to me;
- Play with the children that are in my bubble **only**;
- Make sure I wash my hands regularly;
- Make sure I use a tissue if I need to sneeze and throw it away;
- Tell an adult if I feel unwell;
- Use the toilets that are for my bubble;
- Not show any anti-social behaviour towards staff or peers (coughing, spitting etc.)

This guidance for children is taken from the more expansive guidance below, which adults and children will be expected to adhere to at all times:

Arrivals, Departures and Moving round the school

- Children will enter school through their designated entrance at the agreed time. Children will go straight to their designated Bubble via a one-way system as outlined on letters sent to parents/carers. There will be markers on the floors to support children with social distancing.

- At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance where possible, using the markers on the floors as a guide.

- Movement around the school will be limited. When the children leave their Bubble classroom to go outside for break, lunch or outdoor learning, they will follow the one-way system. Children will follow an adult from their Bubble on their designated route.

- Children will be expected to tell a member of staff if they are feeling unwell and are exhibiting signs of Coronavirus.

- Children must have a responsibility for their own equipment and ensure that these are not shared with other pupils.

Hygiene

- Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

- We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

- Should a child deliberately refuse to follow these routines, the member of staff will follow the school's behaviour sanctions/stages and disciplinary procedures will be used.

- Each Bubble will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets in small groups. (this may not always be possible with reception children). When a child has finished in the toilet they must thoroughly wash their hands.

Social Distancing
- Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field where possible.

- Pupils in Key Stage 1 and 2 will sit at desks facing the front of the classroom and spaced apart as much as practically possible. When children enter their Bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support.

- We understand socially distancing may be more difficult for younger children, and can be detrimental to their emotional wellbeing. Therefore, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Break time/Lunch Play

Bubbles will have a designated outdoor zone to play in during break/lunch times and times will be staggered. Children will be expected to remain socially distant from adults during play and break times. Children must stay in their designated area at all times. Should a child deliberately refuse to stay within their designated zone, staff will follow the school's behaviour stages.

Behaviour in school

Behaviour expectations and Franche Values will be reinforced the curriculum/teaching and through virtual assemblies on our Franche Primary YouTube channel. These will be accessible both onsite and remotely.

If a child's behaviour is deemed high risk regarding refusing to adhere to safety measures, or deliberate behaviours that put themselves or others at risk (such as spitting or deliberately coughing at people) then the behaviour stages should be used. Anti-social behaviour relating to COVID-19 will be taken very seriously.

If the health and safety of other pupils and staff members are put at serious risk by the pupils not adhering to COVID-19 safety measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

NB: Due to COVID-19 regulations, for Stages 3 & 4, Senior Leaders will go to the pupil's Bubble, rather than being taken to or sent to the SLT offices.

Stage 1: Moved to another space in the classroom.

Stage 2: Moved to a _different_ classroom (not YBL).
Join Lunchtime Detention for 15 minutes (optional).

Parent/Carer will be informed and the parent will be asked to meet with the class teacher.
Safeguard system behaviour log to be created state: 'Stage 2 behaviour...'

Stage 3: Moved to the Year Band Leader
Join Lunchtime Detention for 15 minutes (mandatory).

Parent/Carer will be informed and the parent will be asked to meet with the class teacher/YBL.
Safeguard system behaviour log to be created state: 'Stage 3 behaviour...'

Stage 4: See Phase Assistant Headteacher, DSL, SENDCo, Headteacher (dependant on the need of the child)

Parent/Carer will be informed by Phase Assistant Headteacher.
Safeguard system behaviour log to be created state: 'Stage 4 behaviour...'

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety/ lack of confidence

- Challenging behaviour/ fight or flight response

- Anger/ shouting/ crying

- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use _reasonable endeavours_ to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupils working from home (for example, if a year group needs to self-isolate)

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms.

Any inappropriate online behaviour or language will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

1. **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**
- **Equality Act 2010**
- **Educations and Inspections Act 2006**
- **Health Act 2006**
- **The School Information (England) Regulations 2008**
- **DfE (2016) 'Behaviour and discipline in schools'**
- **DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'**
- **DfE (2018) 'Mental health and behaviour in schools'**
- **DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'**
- **DfE (2013) 'Use of reasonable force'**
- **DfE (2020) Checklist for school leaders to support full opening: behaviour and attendance**

This policy operates in conjunction with the following school policies:
- **Pupil Code of Conduct**
- **Anti-Bullying Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Exclusion Policy**
- **Drug and Alcohol Policy**
- **Physical Restraint and Reasonable Force Policy**
- **Complaints Procedures Policy**
- **Safeguarding Children Policy (including Child Protection)**
- **SMSC policy**

2. Roles and responsibilities

The Governing Body has overall responsibility for:
- **The monitoring and implementation of this Behavioural 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 drivers of poor behaviour.**
- **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 Procedures Policy.**

The Head Teacher is responsible for:
- **Establishing the standard of behaviour expected by pupils at the school.**
- **Determining the school rules and any disciplinary sanctions for breaking the rules.**
- **The day-to-day implementation of this policy.**
- **Publishing this policy and making it available to staff, parents and pupils at least once a year.**
- **Reporting to the Governing Body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.**

The SENDCO and DSL is responsible for:
- **Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.**
- **Collaborating with the Head Teacher and Governing Body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.**
- **Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.**
- **Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.**
- **Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.**
- **Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.**
- **Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.**
- **Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate (including those providing alternative provision).**
- **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 are informed about options and a smooth transition is planned.**
- **Leading CPD on mental health and behaviour.**

- Collaborating with the Governing Body, Head Teacher and the SENCO, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

All members of staff, volunteers and support staff are responsible for:
- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the Head Teacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils in liaison with parents/carers to support behaviour in the home environment.

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 are responsible for the behaviour of their child(ren) inside and outside of school, by:
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Agreeing to and upholding the schools Home- School agreement.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline.
- Understanding that staff deal with behaviour problems patiently, positively, fairly and in the best interests of all children.

3. Effective classroom management

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils and show regard for the school Golden Rule and Franche values at all times.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in home learning at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- Work hard, try their best
- Show kindness towards others

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:
- Classroom rules
- Routines
- Praise
- Rewards

4. Classroom Rules

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative.

Behaviour Stages and Franche values are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Routines

The school understands that pupils work best when there is an established routine, and that most 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.

Teachers 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.

Teachers ensure that the routine remains consistent and is practised throughout the year.

Praise

The school recognises 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 teachers, the school also understands that peer praise is effective for creating a positive, safe and fun environment, and value amongst pupils. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

When giving praise, teachers ensure:
- They define the behaviour that is being rewarded and reference the relevant Franche value.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Perseverance, independence and resilience are encouraged.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. The major aim of the school policy is to encourage children to behave well by operating a values-based system of praise and reward. The main principle and "Golden Rule" that underpins this is *'Treat other people as you would like them to treat you.'* It is a simple rule that is clear to understand for all and sets a high expectation of behaviour.

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 different categories of rewards – these are:
- **Social** – verbal praise and recognition, e.g. year band, phase and whole-school assemblies, newsletters
- **Class Dojo** - recognition
- **Material** – stickers, postcards, certificates

Class Dojo	Each teacher in the school has access to an online program, Class Dojo, where children are given points for showing positive behaviour, related to the Franche Values. These values are: Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment. Each child in the school from years R to 6 has an avatar on the Dojo site that can be given points by any member of staff teaching their class. Specialist (PPA) staff and SLT have been added to classes by class teachers. Other support staff can inform teachers that children have earned points that can then be allocated. These points can then be used by the children individually to redeem rewards decided upon collaboratively by themselves, their peers, their teachers and the SLT. As well as rewarding children for doing the right thing, it also provides a consistent approach to behaviour management across the whole school day.
Certificates	Individual certificates celebrating achievement are awarded within year groups for effort and exceptional performance: • **Star of the Week** – linked to the value of that week • **Reader of the Week** • **Writer of the Week** • **Mathematician of the Week** • **Head Teacher's Award** will also be awarded half termly for children who demonstrate admirable

	behaviour in line with the Franche Values; Family, Respect, Aspiration, Nurture, Creativity, Health, Enjoyment.
	At the end of each half term, a Celebration Assembly takes place to recognise significant achievements or outstanding efforts and contributions outside the normal remit. This is also used to celebrate achievements in attendance and punctuality.
Brilliant Book	The purpose of the Brilliant Book is to collate examples from the school staff team of positive moments, great choices, things that the child is good at etc. Any staff member may write in the Brilliant Book a positive comment about the child and the child shares the book regularly with a member of staff that they identify as being their 'champion'. This approach aims to build self-esteem and celebrate the child's achievements.

Positive mental wellbeing will be promoted through:

- **Teaching in health and well-being and the wider curriculum**
- **Positive classroom management**
- **Working with parents/carers**
- **Peer support**
- **Thrive**

5. De-escalation strategies

Where negative behaviour is present, staff will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm
- Using simple, direct language
- Avoiding being defensive
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language
- Reassuring the child and creating an outcome goal
- Allowing 'take-up time' and not requiring immediate compliance
- Noticing as soon as the child begins to behave appropriately and giving positive feedback.
- Speak in a calm, controlled voice, not raising the volume
- Referring to the behaviour required rather than the undesired behaviour
- Using the THRIVE **Vital Relational Functions (VRFs)** to help children notice how they are feeling or reacting in a situation:
  - ✓ **Attunement** - Being alert to how the child is feeling and demonstrating attunement to their emotional state through facial expression, body language, gestures and noises
  - ✓ **Validation** - Providing validation to the child's perspective/experience/feelings (e.g. "It's really hard when you get something wrong. I would feel cross too")
  - ✓ **Containment** - Demonstrating you understand how the child is feeling by offering what you see back, in small manageable pieces (e.g. "I'm noticing that you are very red in the face, I go red in the face when I am hot or angry about something.", "I'm noticing that it's hard for you when....")
  - ✓ **Soothing/regulating** - Helping the child to soothe their distress, then regulate their emotions by modelling a calm emotional state.

6. Positive Handling

All members of staff (if trained) have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom and school environment. Staff have been trained in "Team-Teach" Positive Handling Strategies and a register of those staff can be made available at any time.

Positive Handling strategies as a method of restraint will only be used as a last resort and. Staff will use their professional judgments of the incident to decide whether physical intervention is necessary.

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The pupil will be safely removed from the situation, as soon as possible, to calm down where a member of the Senior Management Team will take action and contact parents/carers. The DSL and/ or SENDCO will be contacted, if necessary.

Where the child cannot be safely and easily removed from an area, other pupils will be evacuated from the area in order to ensure their own safety and physical and emotional well-being.

Where positive handling holds have had to be used, an incident form in the Bound and Numbered book (Team Teach) **must** be filled in and the situation discussed with the Head teacher, Deputy Headteacher or Assistant Head teacher.

A Health and Safety Accident/Incident Form (RIDDOR) will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils.

The Head teacher and/or members of the Senior Leadership Team will work with the relevant member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services; psychological service; speech and language; behaviour support.

7. Managing Behaviour

Staff are expected to reward positive points to children on Class Dojo, in line with our Franche Values:

What can you gain points for?

Family • Working as a team and being proud of our school community
Respect • Respecting others' ideas, differences, culture and personal space
Aspiration • Having a growth mindset, going for goals, trying your best
Nurture • Showing kindness to others, coaching, peer feedback
Creativity • Creative problem solving, having the courage to express ideas
Health • Challenging your body, talking about feelings and staying safe
Enjoyment • Joining in, being enthusiastic and motivated to explore learning

Class Dojo points are then redeemed by children in exchange for rewards.

Possible Dojo rewards at Franche:
- **Class rewards**: to be agreed by the children at a year band level, through collaboration with their peers, their teachers and SLT.
- Children can also gain points for reading every day at home. This is part of our aim to encourage a love of reading.
- **Whole school rewards** – half-termly around the values e.g. *Family:* film afternoon with popcorn; *Respect: Cultural:* food, drumming, dance; *Aspiration*: low ropes course; *Creativity*: Arts; *Health*: football, cooking. Children will have a CHOICE on how to spend their points and a range of staff/faculties to deliver across the school
- **House points** (every house point for a group gives an individual point to the child). This leads to more opportunities for working in house groups within class time: Maths and SPaG games, Sports, Dance, Music, MfL, Arts

The stages below refer to procedures to be followed for negative behaviour choices.		
Stage	**Behaviour**	**Procedure**
Stage 1:	Not following the golden rule E.gs include: Shouting out, refusing to follow an instruction	**Stage 1:** Moved to another space in the classroom. (This may be a chair with a clipboard).
Stage 2:	Not following the golden rule Repeating the above	**Stage 2:** Moved to a <u>different</u> classroom (not YBL). Join Lunchtime Detention for 15 minutes (optional).
Stage 3:	Not following the golden rule Unsafe behaviour	**Stage 3:** Moved to the Year Band Leader Join Lunchtime Detention for 15 minutes (mandatory).
Stage 4:	Not following the golden rule Physical assault (For this, a child should move straight to Stage 4)	**Stage 4:** See Phase Assistant Headteacher, DSL, SENDCo, Headteacher (dependent on the need of the child) *Detentions (lunchtime) may be used depending on the severity/frequency of the behaviour. This will be supervised by a member of SLT.*
Further Action(s)	Damaging school or other people's property Unsafe behaviour Persistent disruptive or disrespectful behaviour, which impacts on the education of other children Physical assault Spitting, swearing, fighting, racism, bullying, stealing Inappropriate language to include sexualised behaviour	Stage 5: Internal exclusion (decision made by SLT) Stage 6: External exclusion (decision made by SLT) *** Pursuant to Section 29A of the Education Act 2002 the governing body may direct a pupil off site for education**

NOTE:
- Stages 2, 3 and 4 will be logged on the school's Secure Online Recording System by the appropriate member of staff(s)
- Stages 2, 3, and 4 may involve parents/carers being contacted about the incident

Challenging behaviour when children have additional needs

- **Where a pupil is identified as having SEMH difficulties, SEND support will be put in place**

- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupils' need, will consist of three stages:
  - ✓ Wave 1: Universal support – the adjustments, interventions and support accessible to all pupils that is deliver at a whole-school level.
  - ✓ Wave 2: Selected support – the support and interventions delivered using the school's resources, led by the SENDCO
  - ✓ Wave 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND policy. This could lead to the creation of an EHCP.
- Where SEND is not identified, but the Head Teacher determines that support is still required, a Pastoral Support Plan may be created to outline the necessary provisions in place.
- The Head Teacher has the legal right to enforce a fixed-term exclusion.
- The local pupil referral service may be contacted to offer support to the pupil and their family.
- When the pupil returns to school, the Head Teacher or member of SLT and parents will carry out a reintegration meeting.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHCP fails to address the pupil's behaviour, further sanctions, such as an exclusion, could be considered.

For discipline to be lawful, the school will ensure that:
- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all punishments are reasonable and proportionate in all circumstances, and will consider the pupil's age religious requirements, SEMH needs and any SEND.

8. Procedures for Dealing with Major Breaches of Discipline:

- The incident will be documented on the school's Secure Online Recording System.
- Incidents involving peer-on-peer abuse (including bullying) will be dealt with in accordance to the Peer-on-Peer Abuse policy alongside the behaviour policy, and will be recorded in the same way under 'peer-on-peer abuse'.
- A meeting with parents, year band leader and assistant head teacher will be arranged to discuss the child's behaviour. This may lead to:
- Implementation of a PSP (Pastoral Support Plan), when and where appropriate.
- Implementation of IBP (Individual Behaviour Plan in consultation with SENDCO) when and where appropriate. Behaviour Trackers are also used to support and encourage the desired behaviour and are set up by the head of year through discussion with the parents, behaviour support teaching assistant and the child.
- If necessary referral will be made to the Worcestershire County Council Behaviour Support Team.
- A case conference will be held involving parents and support agencies.
- If the problem is severe or recurring then exclusion procedures are implemented following Worcestershire and government guidance and procedures.
- Permanent exclusion is the Headteacher's decision, after thorough investigation of any incident.
- Parents have the right of appeal to the Governing Body against any decision to exclude.
- If a child leaves school premises without permission school staff have a duty to inform police and parents and, in some cases, social services.

NB. A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away in accordance with LA and national guidance.

Each breach of discipline will be thoroughly dealt with.

Lunchtime Supervision:
- At lunchtime, supervision is carried out by a team of Lunchtime Supervisors.
- Incidents of more serious behaviour will be logged on a form which is then uploaded to the school's online system.
- The Lunchtime Supervisors refer to the class teacher and/or YBL/SLT dependent on incident and severity.
- The staff members are expected to maintain order and model expectations. This consists of reminding children of the standard of behaviour expected.
- Repeated minor problems results in the class teacher being informed.
- Lunchtime Supervisors are encouraged to reward good behaviour and manners by referring to the Franche Values and informing the class teacher using the Franche Values laminated lunchtime chart. The children's names written next to individual values will receive a point on Class Dojo (given by the class teacher).
- Lunchtime Supervisors can use the time out strategy to help diffuse difficult situations, encouraging children to reflect on their choices.
- Lunchtime Supervisors also have stickers for use where appropriate.
- More serious incidents will be dealt with by staff members as previously explained.

9. Staff Training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate.

Teachers and support staff will receive training on this policy as part of their new starter induction.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. All staff will also receive training on the common symptoms of SEMH difficulties, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

All staff are required to have "Team-Teach" Positive Handling Strategies training if working with challenging children. There is a training log of qualified staff that can be made available at any time.

10. Monitoring and review

This policy will be reviewed by the Head Teacher on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available to Ofsted inspections upon request.

Signature: ………………………………………………………………   Date: ……………………………………………..

What can you gain points for?

Family: Working as a team and being proud of our school community

Respect: Respecting others' ideas, differences, culture and personal space

Aspiration: Having a growth mindset, going for goals, trying your best

Nurture: Showing kindness to others, coaching, peer feedback, 'bucket filling'

Creativity: Creative problem solving, having the courage to express ideas

Health: Challenging your body, talking about feelings and staying safe

Enjoyment: Joining in, being enthusiastic and motivated to explore learning

CLASS DOJO

FRANCHE COMMUNITY PRIMARY

Behaviour stages

Stage 1: Moved to another space in the classroom.

Stage 2: Moved to a _different_ classroom (not YBL).
Join Lunchtime Detention for 15 minutes (optional).

Parent/Carer will be informed and the parent will be asked to meet with the class teacher.
Safeguard system behaviour log to be created state: 'Stage 2 behaviour....'

Stage 3: Moved to the Year Band Leader
Join Lunchtime Detention for 15 minutes (mandatory).

Parent/Carer will be informed and the parent will be asked to meet with the class teacher/YBL.
Safeguard system behaviour log to be created state: 'Stage 3 behaviour....'

Stage 4: See Phase Assistant Headteacher, DSL, SENDCo, Headteacher (dependent on the need of the child)

Parent/Carer will be informed by Phase Assistant Headteacher.
Safeguard system behaviour log to be created state: 'Stage 4 behaviour....'

Positive Behaviour Report

Name:	Week Commencing:

Target(s) for class	Monday					Tuesday					Wednesday					Thursday					Friday				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Target(s) for class	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM

Lunchtime Supervisor Reporting Form

Behaviour Log			
Date:	Time:	Location:	Incident recorded by:
Name of pupil(s) and class/year band that they are in:			

Type of incident:	Physical	Verbal	Emotional	Racism	Homophobic

Details of the incident:
(Consider…who, what, where, when, why, any explanation given from child, is it part of a pattern?)

Actions/Consequences:

Reported to:	Class Teacher	Year Band Leader	SLT	Acting Head/Head

Signed (class teacher):

Signed (lunchtime supervisor):

SLT comment (if required):

PLEASE SEND THIS DOCUMENT TO PAULA WOODWARD OR AMY BOTFIELD ONCE ACTION(S) ARE COMPLETE