Hatch Warren Junior School

Positive Relationships and Behaviour for Learning Policy

REVISED POLICY

Policy Author: Headteacher and Deputy Headteacher
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Positive Relationships and Behaviour for Learning Policy

At Hatch Warren Junior School, we recognise the importance of supporting children to develop positive behaviours and healthy relationships. People communicate how they are feeling through their behaviours, whether these be positive or negative. We work towards standards of behaviour based on our behaviour principles statement. It follows that acceptable standards of behaviour are those which reflect these principles.

Purpose of the policy

- To ensure a whole school behaviour policy that promotes positive behaviour for learning and is followed consistently by all members of the school community
- To establish a whole school approach to maintaining high standards of behaviour that allow all pupils the opportunity to learn in a calm, safe and supportive environment
- To develop children who are polite, respectful and develop a sense of responsibility to assist them on their journey to becoming good citizens
- To support children to understand what is acceptable behaviour within a community, detailing how they will be rewarded when they meet expectations and the support that will be provided to them when they are finding this a challenge
- To develop a child's ability to self-regulate their behaviour so that they intrinsically behave in an acceptable way within the community
- To ensure pupils are supported in thinking about how their behaviour affects others and learn from this.

The policy will apply equally to all members of the school community, children, staff, governors, parents and other visitors.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education on:

- Behaviour in schools: Advice for Headteachers and School Staff 2024
- Searching, screening and confiscation: advice for schools 2022
- Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement – updated July 2026
- Use of reasonable force in schools – updated April 2026
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disabilities (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002 which outlines the school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006 which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

This policy should be read in conjunction with the following school policies:

- Safeguarding policy
- Child Protection policy
- Anti-Bullying policy
- PSHE policy
- Mental Health and Wellbeing policy
- Code of Conduct policy
- Home-School Agreement

Roles and responsibilities

Governors

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing the behaviour policy in conjunction with the head teacher
- Monitoring the policy's effectiveness
- Holding the head teacher to account for its implementation.

Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Ensuring the school environment encourages positive behaviour
- Ensuring the staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behaviour expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behaviour culture to ensure they understand its rules and routines and how to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly to make sure that no group of pupils is being disproportionately impacted by this policy. Where discrepancies exist, the reasons for these will be explored and clear support programmes put in place where appropriate.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of identified pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations
- Managing behaviour in a pro-active manner and in a way that keeps the behaviour off-stage (anonymous, non-invasive behaviour strategies).

The senior leadership team will support staff in responding to behavioural incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school in any changes in circumstances that may affect their child's behaviour
- Discuss any behaviour concerns with the class teacher promptly
- Take part in any pastoral work following this behaviour (for example, attending reviews of specific behaviour interventions)

- Raise any concerns of the management of behaviour with the school directly while continuing to work in partnership with the school
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and work in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards and the consequences they will face if they don't meet the standards
- The support that is available to them to help them to meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with regular reminders if necessary. Pupils will also be asked to give feedback on their experiences of the behaviour culture to support the evaluation, implementation and improvement of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

Promoting positive behaviour

Behaviour curriculum

At Hatch Warren Junior School, we teach all pupils the behaviour that is expected and encouraged, alongside making clear what is not acceptable. These behaviours are positively reinforced when expectations are met and support is provided when children are struggling to meet these expectations.

We teach the children this through our three school rules which we refer to on a regular basis and are taught explicitly to children throughout the school year. These are displayed in each classroom and throughout the school. Our rules are:

Ready, Respectful, Safe

These rules underpin all interactions within the school and help create a calm, safe and purposeful environment in which all children can learn and thrive.

Ready

- Having everything needed for learning.
- Being in the classroom on time and ready to learn.
- Sitting and showing readiness to listen.
- Stopping when an adult signals to do so.
- Following instructions and routines.
- Trying your best and persevering when learning is challenging.

Respectful

- Value and respect each other, both children and adults.
- Value and respect each person's individuality and contribution.
- Use kind words, kind hands and kind feet.
- Treat others kindly and avoid hurting, threatening or frightening others.
- Respect the school environment and school property.
- Speak to adults and peers in a calm and respectful manner.
- Follow the instructions of adults within the school community.
- Use good manners, including saying please and thank you.

Safe

- Walk calmly around the school at all times.
- Follow routines for playtimes and lunchtimes, including rules for different areas of the school grounds.
- Use school furniture and equipment safely and appropriately.
- Tell an adult if you are hurt, worried or need help.
- Ensure an adult knows where you are at all times.
- Use technology and online systems safely and responsibly.

Positive behaviour reflects the values of the school and demonstrates that pupils are ready to learn, respectful towards others and committed to maintaining a safe environment. At the beginning of each academic year, the school rules and expectations are explicitly taught to all pupils. The rules and behaviour expectations are then revisited regularly throughout the year (through assemblies, class discussions and PSHE lessons), so that children understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement is used when expectations are met, while sanctions are required where rules are broken.

Promoting positive behaviour through curriculum provision

We believe that children behave more positively when a broad and balanced curriculum matches their learning needs. It follows that lessons should have clear objectives and contain a balance of skills, knowledge and understanding. Units of learning which are accessible, engaging, inspiring and varied, help to encourage children to develop a love of learning. Providing pupils with individualised feedback also helps to ensure that their efforts are valued and encourages the development of positive learning behaviours. More details can be found in the Teaching and Learning policy.

Team flags – creating a team ethos

Over the course of the first weeks in the autumn term, a team flag is created in each class through mutual discussions which will outline the class expectations for that academic year. In order to create a team ethos within the class, the children will discuss values, qualities and attributes of a team and will choose one of these values to present for their team flag. The team flag shows that all pupils in the class belong to the class team, that they have values they aspire to live up to and that they are part of something bigger than themselves. By contributing to the team flag, each class member agrees to respect these values.

How adults in school promote positive behaviour

All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

To develop positive relationships across the school community, all adults will:

- Follow all required policies in order to create a **safe,** caring, positive and effective learning environment
- Develop positive relationships with children based on **kindness**, **respect** and understanding of the needs of others, modelling and supporting children to do the same
- Clearly communicate expectations of behaviour through the use of positive talk and manage behaviour with verbal and non-verbal strategies
- Model to children positive learning behaviours and teach the children what good learning behaviours look like
- Emphasise the importance of being valued as an individual and as a member of the school community
- Promote, through example, **honesty** and courtesy
- Encourage children to **try** their best and develop necessary skills to do this
- Listen to children and encourage them to listen to one another
- Ensure consistent and fair treatment for all, regardless of age, gender, race, attainment, beliefs and disability

- Show appreciation of the efforts and contribution of all, celebrating positive learning behaviours in the children using agreed whole school methods.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. As well as the above, staff should use the following strategies to support the development of positive behaviour:

- Greeting pupils in the morning / at the start of lessons (if switching classes, e.g. on rotation afternoons)
- Establishing clear routines from the start of the year
- Sharing the daily timetable
- Communicating expectations of behaviour
- Highlighting and promoting good behaviour as an example to others
- Concluding the day positively and starting the next day afresh
- Understanding pupils' 'back story' or 'icebergs'
- Using positive reinforcement to promote positive behaviour
- Taking time to sit and talk to children
- Sharing relevant information with other adults who may work in the class, including cover teachers and supply teachers so that strategies are always consistent
- Preparing children for when there may be changes in adults or timetabling
- Use known topics that will engage children
- Show an interest in each child's interests
- Validating emotional responses (VRFs – see Appendix 5
- Being proactive with meeting family members so that communication is effective and school and families are working together
- Giving children time to talk, e.g. through the use of the WOW box or bubble time pegs.

Acknowledging positive behaviour - rewards

We use rewards to promote positive behaviours both in class and around the school. We believe that rewards have a motivational role and help children to see that positive behaviour is valued. Some rewards are individual whereas others are linked to contributions to their school team or class.

In addition to praise and encouragement, which are used regularly throughout the school day, the following rewards are also used:

- Verbal praise
- 1 green point (which equates to 1 house point) – allocated on the TrackIt system
- A WOW stamp - a visit to the head teacher/deputy to celebrate work with a certificate / sticker
- Star of the week awards / names added to newsletters
- Growth mindset certificates / names added to newsletters
- Name in the Golden Book and a sticker awarded in celebration assembly
- Class rewards (e.g. marbles in a jar) linked to class targets
- Letters home at the end of each term (6 per class)
- Governor award at the end of the year for ten children in each class
- In class stickers
- Being chosen for responsibilities, e.g. school council, prefects, house captains etc
- Feedback to parents
- Other informal rewards used by teachers to meet the needs of identified individuals.

WOW stamps

Each teacher has a WOW stamper and can reward pupils for their work in any subject. This is based on the individual child and their effort and/or work outcomes in class. If a child receives a WOW stamp, they visit the headteacher or deputy headteacher to show their work and will receive a sticker and a certificate to acknowledge this WOW work.

Star of the Week and Growth Mindset certificates
Each week, class teachers select two pupils in their class to receive a Star of the Week or Growth Mindset award which are linked to our four vision words: Inspire, Believe, Persevere and Achieve.

- Star of the Week certificates are awarded to children for a variety of reasons, for example, for particularly good work in a subject, for working hard on a target or for doing something to contribute to the class (sharing good ideas, contributions in lessons, being a good friend).
- Growth Mindset certificates are awarded for children who show attributes linked to a growth mindset: creativity, resilience, determination and self-belief.

The names of children for these certificates are recorded weekly on a spreadsheet and they are also published in our school newsletters every two weeks.
Teachers keep their own records of who has received certificates to ensure fairness and opportunity for all pupils in their class to receive certificates during each school year.
Certificates are awarded in our celebration assemblies on Fridays.

Golden Book
Adults across the school can add children's names to the Golden Book. This is when a child has been spotted by an adult for doing something 'golden', for example, being kind, thoughtful, helpful or polite. Children can nominate their peers for the Golden Book if they speak to an adult who will add the name and reason in the book for them. If a child is in the Golden Book, they will be rewarded in celebration assembly on Fridays.

Class rewards
Each class has a whole class reward system in place linked to class targets. Class rewards are earned based on whole class agreements - class teachers decide with the class what target they are working towards and roughly how long they think this will take. Classes may collect marbles/tokens in a jar or may use a tick-based system. Each whole class reward is worth 15 minutes and could involve an extra playtime, a sports/creative session or a class film for example. Classes may decide to bank their reward time for a longer reward session later in a term. Class targets are individual for each class and will depend on the nature of each class. At the start of the year, for example, class targets may be based around lining up quickly and silently or settling quickly after break. The targets are set by the teacher and the class together to encourage a collaborative team approach to making classes calm and purposeful places to be. Once a target has been achieved, a new target will be set with the class.

Letters home
At the end of each term, each teacher chooses six pupils in their class who will receive a 'special letter' home to reward them for their achievements during that term. This could be for their behaviour, work or attitude but is a special recognition of their efforts in a particular area. Teachers send these names to the office before the end of term so that the letters can be prepared for the children to take home on the last day of the term. A different set of six children are chosen each term.

Governor awards
At the end of the year, the top ten pupils in the class with the most green points are rewarded with a Governor Award badge in the final assembly which a member of the Governing Board will present. This is a special recognition of their continued effort and achievements throughout the whole year.

House point system in school

At Hatch Warren Junior School, we use a system called TrackIt to record positive behaviour points. This is displayed at the edge of the class interactive boards so that children can clearly see how many green points they have been awarded and what they have been rewarded for. Teachers give out green points (which equate to house points) and these points contribute towards the school wide house system.

At the start of Year 3, all children are sorted in to a house: *Farah, Gershwin, Newton and Rowling*. Any pupils who start school mid-year are also allocated a house when they join.

Green points are used by the children as they build towards individual certificates and their points, in turn, contribute to their house weekly totals, which are announced in celebration assemblies each

Friday. Pupils can receive green points for many reasons, including demonstrating positive learning behaviours in class or around the school, for the production of high-quality work and for good listening, participation or team work, for example. Certificates are awarded in Golden Book and celebration assemblies.

Green point certificates	
50	Bronze certificate
150	Silver certificate
300	Gold certificate
450	Diamond certificate
600	Platinum certificate
800	Rainbow certificate
1000	Green Emerald certificate
1150	Pink Sapphire certificate
1300	Blue Diamond certificate
1500	Hatch Warren Learning Hero
2000	Hatch Warren Champion Learner

The TrackIt system keeps a record of individual totals for each pupil as well as whole school and house totals. It also produces 'colour wheels' for individual pupil records which are shared with parents at parents evenings and at the end of the year. These colour wheels are also used to discuss behaviour patterns with individual children.

Responding to children who are experiencing difficulties

We recognise that, for a range of reasons, some children will, at times, be unable to demonstrate positive behaviours and may become dysregulated.

We respond to children who are experiencing difficulties by using the following strategies:

- Listening to them
- Offering a movement break or a change of scene
- Treating children equally and fairly
- Not making assumptions during a crisis
- Continuing to work on building a positive relationship with the pupil so that they are able to respond to adult support appropriately
- Using a change of face with other key adults
- Ensuring that children have more than one trusted adult so that a change of face is possible if needed
- Giving choices either verbally or in writing (maximum of two clear choices)
- Showing positivity more than negativity
- Making use of explicit de-escalation techniques
- Using VRFs
- Using turn-it-around ladders, task planners, scaffolds and adult support to regulate behaviour in class
- Using the Thrive approach as an intervention for individual pupils
- Looking for patterns and triggers in behaviour, using CPOMS and behaviour logs to monitor
- Removing the other children from the classroom if a child has escalated and is unsafe
- The use of workstations and individual desks away from the main classroom
- Using regulation spaces/calm spaces

More information about some of these strategies can be found in Appendix 5.

Responding to the behaviour of pupils, including those with Special Educational Needs

While we use a range of sanctions to discourage misbehaviour, for some children, an individual behaviour plan is required. This will detail the strategies that will be used to support improvements in their behaviour.

- Using a range of resources and strategies in the classroom to support the encouragement of positive behaviours, such as time outs, movement breaks, ladders/turn-it-around ladders, sticker charts, calm spaces etc
- Making a referral for ELSA support for pupils which can then interlink into the classroom
- PBS referrals
- School nurse referrals
- IARF for further external support from Children's Services and the Early Help Hub
- Thrive assessments and planned sessions
- SEN advice line – teachers can meet virtually with SEN advisors for further support and advice

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff across the school respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising/recurring. The aims of any response to misbehaviour should be to maintain the culture of our school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils
- **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement**: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. At Hatch Warren Junior School, this may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. Examples include (but are not limited to) if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. All staff will, therefore, follow whole school agreed procedures for sanctions. Staff can sanction pupils whose conduct falls below the standard that could reasonably be expected of them.

Although rewards are central to the encouragement of good behaviour, as a school, we recognised there is a need for sanctions to register the disapproval of unacceptable behaviour.

Often a quiet discussion with a child, reminding them of expectations of behaviour, will be sufficient. When discussing poor behaviour choices with children, staff will make it clear what the consequences

are likely to be should poor behaviour continue to be exhibited and that the level of consequences will increase. These discussions should take place with the individual child and not in front of the whole class, although examples of good behaviour may be used when talking to the whole class to encourage others to follow the class expectations.

Using the TrackIt system for sanctions

As well as awarding green points to children, the TrackIt system is used at our school for recording when a child has exhibited unacceptable behaviour. By using a traffic light system, children can clearly see what behaviours are not acceptable and can make choices to improve their behaviour knowing that sanctions and support are in place.

Please see Appendix 1 for details about how sanctions are applied using the TrackIt system.

If poor behaviour is observed at break or lunchtimes, the TrackIt system is also used. Procedures can be found in Appendix 2.

Extreme and persistently negative behaviour

Suspensions and Permanent Exclusions

Suspensions

The school views suspension as a serious sanction and will normally use it only when other strategies and interventions have not been successful or when there has been a serious breach of the school's behaviour policy. Suspension may be for a fixed period and will be for the shortest appropriate length of time.

A decision to suspend a pupil will be lawful, reasonable, proportionate and fair. Before making a decision, the Headteacher will consider all relevant evidence and will take account of the individual circumstances of the pupil, including any SEND, disability, safeguarding concerns and the school's duties under the Equality Act 2010.

Reasons for suspension may include:

- A serious breach of the school's behaviour policy.
- Behaviour that places the education, welfare or safety of the pupil or others at risk.
- Persistent breaches of the behaviour policy despite appropriate support and intervention.

The school will not normally use suspension for minor incidents such as poor academic performance, lateness, failure to complete homework or breaches of uniform expectations alone.

Before any decision is made, the pupil will be given an opportunity to explain their account of events, where appropriate. The Headteacher will ensure that any decision is informed by a fair investigation and consideration of all relevant evidence.

The school will normally seek to identify and address the underlying causes of behaviour through appropriate support, intervention and partnership with parents/carers before considering suspension, unless there has been a serious breach of the behaviour policy.

Permanent Exclusion

Permanent exclusion is a serious decision and will only be used:

- In response to a serious breach or persistent breaches of the behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion will normally be considered only after a range of support strategies and interventions have been explored, unless there has been a single exceptionally serious incident.

Examples of behaviour that may result in permanent exclusion include:

- Serious actual or threatened violence against another pupil or member of staff.
- Carrying an offensive weapon.
- Serious bullying, including discriminatory bullying.
- Serious racist, sexual or other discriminatory harassment.

These examples are not exhaustive and each case will be considered on its individual circumstances.

Following a Suspension

Where a pupil is suspended, the school will:

- Inform parents/carers of the decision and the reasons for it.
- Provide information about the length of the suspension and their rights.
- Ensure suitable work is provided during the suspension.
- Plan appropriate support for the pupil's return to school.
- Conduct a reintegration meeting where appropriate.

The school will follow the current Department of Education statutory guidance on suspensions and permanent exclusions.

The use of reasonable force

The school follows Department for Education guidance on the use of reasonable force.

Reasonable force will only be used when necessary, proportionate and appropriate to the circumstances. Staff will always seek to use de-escalation strategies and preventative approaches wherever possible before the use of reasonable force.

Further information can be found in the school's Use of Restrictive Intervention Policy 2026.

Child-on-child abuse, sexual violence and sexual harassment

At Hatch Warren Junior School, child-on-child abuse, sexual violence and sexual harassment are never acceptable and will not be tolerated. Sexually abusive language or behaviour will never be treated as 'banter', an inevitable fact of life or an expected part of growing up. Pupils whose behaviour falls below our expectations will be sanctioned.

Staff will challenge all inappropriate language and behaviour between pupils. Staff will advocate strenuously for high standards of conduct between pupils and staff; they will demonstrate and model manners, courtesy and dignified/respectful relationships.

Following any report of child-on-child abuse, sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. As a school, we will seek advice and support from external agencies wherever there is a need.

It is essential that all victims are reassured they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual who made the allegation as per the behaviour policy. As with all safeguarding matters, it is important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Banned items and confiscation of inappropriate items

The headteacher and staff can search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see list below).

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary sanction in the same circumstances as other disciplinary sanctions. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

The school will follow the detailed DfE guidance: Searching, screening and confiscation at school.

In accordance with the above document, banned items include the follow items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/vaping items
- fireworks
- pornographic images
- any article that is likely to be used to commit an offence, or to cause personal injury or damage the property of any person.

For the purpose of this policy, the definition of 'knife' includes any bladed article including a craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item including improvised or self-made items.

The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence including improvised or self-made items.

Self-made items are those that have been crafted or adapted for the purpose of self-harm, or to threaten others, and include but is not restricted to shards of glass, mirrors, sharpened sticks, pencil sharpener blades, broken rulers. Items used offensively refers to routine items (e.g mathematical compass, technology equipment, aerosol, sports bat, pencil) used inappropriately to cause harm, distress or intimidation.

The above is not an exhaustive list and could include other bladed items, equipment or weapons not specified above. An offensive weapon refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services (see Keeping Children Safe in Education and Working Together to Safeguard Children).

Behaviour outside of school premises and online

School sanctions can be used to sanction pupils for misbehaviour outside of the school premises. Poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, may be subject to behaviour sanctions.

The school may use a sanction when conduct outside the school premises, including online conduct, falls below that expected by the school. This may take place following misbehaviour in the following circumstances:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- behaviour that could have repercussions for the orderly running of the school
- behaviour that poses a threat to another pupil
- behaviour that could adversely affect the reputation of the school.

Mobile phones

At Hatch Warren Junior School, pupils are prohibited from using mobile phones (and other smart technology with similar functionality e.g. smart watches) throughout the school day, including before and after school when on school premises, during lessons, and during break and lunchtimes. If children bring a mobile phone in to school, they must be handed in to their class teacher when they enter the classroom. Phones are collected in trays and then stored securely in the school office until they are returned at the end of the day. Any mobile phone or smart technology that is discovered by staff during the day will be taken to the office and returned to the pupil at the end of the day. If this is repeated, a parent will be asked to collect the device from the school office. Permission to bring a phone to school may also be withdrawn.

We recognise that there may be times when a child needs their mobile phone with them, for example for monitoring a medical condition such as diabetes. In these circumstances, this will be discussed with parents and the child so clear expectations can be set about mobile phone use in school.

The school accepts no liability for any damage to or loss of phones that are brought in to school.

Managing pupil transitions

Staff will work closely with our feeder schools to help manage the behaviour of children as they transition from infant to junior school and from junior school to secondary school. This will include establishing clear lines of communication between the schools about the behaviour of identified children and how these can be best supported in school. We also promote positive behaviour expectations through internal transition processes in school, ensuring that receiving staff are kept informed about the behavioural needs of identified children.

Communicating with parents and carers

The role of parents is crucial in helping the school to develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.

The school will communicate policy and expectations to parents through information on the school website. Where behaviour is causing concern, parents will be informed at an early stage, will be given an opportunity to discuss the situation and asked to work with the school to resolve any problems.

Parents are kept informed of their child's behaviour through annual reports, parents' evenings, letters, emails, and, when necessary and appropriate, through regular discussion with the class teacher, deputy head or head teacher.

When a child finds it difficult to follow the school rules, the class teacher will talk to parents about initiating individual charts or communication books, which will allow the teacher and parents to communicate about in-school behaviours. In addition to support from parents and staff, some children will need Individual Behaviour Management Plans (IBMP), which may include the use of additional support services including PBS (Primary Behaviour Services) and CAMHS (Child and Adolescent Mental Health Service). Challenging behaviour risk assessments will also be shared. Parents may also need support from extended services, such as family support and Children's Services, and the school will refer parents to these services if required.

Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Staff training

As part of their induction process, our staff are provided with regular training on managing behaviour. This includes training on:

- The proper use of constraint
- The needs of pupils in the school, including training from PBS (Primary Behaviour Services)
- How SEND and mental health needs can impact on behaviour.

Behaviour management will also form part of continuing professional development.

Monitoring and evaluating behaviour

Behaviour in the school is monitored by senior leaders using information from TrackIt, behaviour plans, observations, pupil conferencing and discussions with staff.
The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed and reported to governors. The analysis will look at:

- School wide behaviour
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By demographics (sex, pupil premium, EAL, SEN, FSM).

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per above). The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

Appendix 1 – Using the TrackIt system for sanctions

Behaviours	What do I need to do?	What could I do?	We don't ….
<u>Stop and Refocus</u> **Responsibility – class teachers and LSAs** Low-level disruptive behaviours (including but not limited to): • interrupting adults • disturbing other pupils • avoiding/refusal to complete work tasks • attention-seeking • moving unnecessarily around the classroom without permission • making noises/talking in class • unwilling to cooperate with peers or adults • running in school • not following the school rules	**A look and a verbal warning.** Give the child an opportunity to make more positive choices and reward them as soon as possible when they do (green points), using their name and positive language, e.g. "Well done…, I can see that you are having a really good go at those questions now. I will come and check on you in just a minute." Check that the task and expectations are accessible to the child and that support is in place if necessary. **Escalate to orange if the behaviours are repeated.**	Use usual classroom management techniques, for example: • positive reframing language • a quiet discussion about whether help is required • reminders about expected behaviour linked to the school rules, e.g. "Remember that listening in class is important so that you are showing respect to your teacher and your class".	Don't use negative language Don't raise voices
<u>Orange</u> **Responsibility – class teachers and LSAs** Continued low-level disruptive behaviours including, but not limited to, the above list.	**Move the child on to orange on Trackit.** Continue to use positive language to encourage reflection and a change in behaviour. Take the child off orange as soon as behaviours have improved. Look to award a green point as soon as possible to acknowledge improvements. Staff will proactively look for reasons to recognise that the child has tried to turn their behaviour round. **Escalate to yellow if behaviours are ongoing.**	Continue to use usual classroom management strategies as above. Consider whether moving the child's place in the classroom will help to re-focus them. Some children may require a movement break or further adult support to help them refocus on their work.	Don't keep a child on orange for extended periods of time. Don't send a child out of the class or to a senior leader at this stage as usual classroom management strategies should be used with reflection with the pupil. (A time out or movement break with another adult may, however, be appropriate at this stage for some children).
<u>Yellow</u> **Responsibility – class teachers, LSAs and year leaders.** **Monitoring and support from senior leaders** Continued low-level disruptive behaviours including, but not limited to, the above list.	**Move the child on to yellow on Trackit.** Child goes to continue their work in another class for 10 minutes time out. Send to year leader or year leaders send to another year leader. Child loses 10 minutes at break or start of lunchtime for reflection time with their	Continue to use positive language to encourage reflection and a change in behaviour. Continue to use usual classroom management strategies, including the following: • VRFs • Choices (use 'thank you' not 'please')	Don't leave senior leaders to investigate incidents at this stage – it is the class teacher and year leader's responsibility to investigate and record outcomes of investigations. Don't keep a child on yellow for extended periods of time. A child should be removed from yellow if they return

Other yellow behaviour examples (but not limited to): • Lies • Not accepting responsibility for behaviour • Throwing objects • Unkindness towards others • Refusal to follow an adult request • Making inappropriate gestures • Inciting peer conflict • Damaging or taking property • Refusing to enter/leave class • Leaving class without permission • Verbal abuse towards a member of staff • Absconding (remaining within the school grounds) • Swearing • Fighting • Persistent disruption • Continued being disrespectful • Threatening behaviour	class teacher (see reflection sheets). If the child moves to yellow in the afternoon, this reflection time will be the following break. Reflection sheets should be kept by the class teacher for reference. They can be scanned and added to incidents on CPOMs if appropriate. When the child returns to the class room after 10 minutes time out, take the child off yellow as soon as behaviours have improved back in class. Look to award a green point as soon as possible to acknowledge improvements. Staff will proactively look for reasons to recognise that the child has tried to turn their behaviour round. If a child receives more than one yellow in a day or three times in a week, the class teacher must make contact with parents. More than one yellow in a day, send to a senior leader after the first. Ongoing yellow behaviours should be recorded on CPOMs for building a picture. **Escalate to red if behaviours are ongoing once the child returns to the classroom.** It is the class teacher and year leader's responsibility to investigate incidents that have happened both in class and on the playground at this stage and record the outcomes of this on CPOMs if necessary.	• Change of face • Child to complete lost learning as soon as possible • Discussions with parents • Regulation time in class • Use of movement breaks • Support for tasks, e.g. word banks, task plans, support to get started etc • Catch being good If a child is regularly receiving yellow on TrackIt, the use of ABCC forms and other behaviour monitoring and support plans may be considered at this stage. Consider whether the following may be required: • a turn-it-around ladder • Thrive or ELSA intervention • EHH referral • Communication book with parents • Praise book • Seating changes • Social stories	from the classroom and their behaviour is improved. Opportunities should always be sought to give green points as soon as possible. The colours reset at the end of each day so each new day is a fresh start. Don't send a child to sit outside a classroom. They must be under the supervision of another class teacher or year leader during their time out period. Do not use raised voices. Reflection time should be calm and allow for discussions with the child about the behaviour expectations and how they can improve their choices in the future.
<u>Red</u> **Responsibility – year leaders and senior leaders** **Monitoring and support from senior leaders** Continued disruptive behaviours and yellow	**Move the child on to red on Trackit.** Child is sent to a senior leader to continue their work for a minimum of 15 minutes time out.	At this stage, unacceptable behaviour is persisting despite the response of appropriate classroom management practice.	Do not use raised voices. Reflection time should be calm and allow for discussions with the child about the behaviour expectations and how they

behaviours including, but not limited to, the above list. • Repeated behaviours from yellow • Intentional harm towards another pupil • Using abusive, racist or other prejudicial language/behaviour • Using inappropriate sexual behaviour • Bullying (persistent) (see anti-bullying policy for further details and definitions) • Serious and deliberate damage to school/others' property • Physical assault on a member of staff • If upon investigation, it is found that a child has made an unsubstantiated, unfounded, false or malicious report against a member of the school community • Criminal damage • Bringing offensive weapons (including a lighter or matches) /illegal substances into school • Absconding (leaving the school site)	If the incident has taken place outside, the child will be sent to a senior leader for the remainder of the break or lunch before further consequences are considered (see below). Child loses a break time or a proportion of / the whole of lunchtime to enable a reflective conversation to take place with a member of the senior leadership team (see reflection sheets). If the child moves to red in the afternoon, this reflection time will be the following break or lunch, at the discretion of the senior leadership team. The class teacher is responsible for completing the incident report on TrackIt and for scanning the reflection sheet to be added to CPOMs. Red behaviours must be on CPOMs and an ABCC must be completed and scanned to be added to the incident (or included in the incident report) The class teacher must make contact with parents on the same day to explain what has happened, what the consequences have been and how the child will be supported to improve their behaviour choices in future. When the child returns to the class room after their time out, the child should be taken off red as soon as behaviours have improved back in class. Look to award a green point as soon as possible to acknowledge improvements. Staff will proactively look for reasons to recognise that the child has tried to turn their behaviour round.	Further actions may need to be taken at this stage: • Report card – the child will report to a senior leader at several points in the day so behaviour can be closely monitored • PBS referral • Behaviour plan • Challenging behaviour risk assessment • Calm space • CAMHS or EP referral • Discussions with the SEN team via the SEN advice line • A fixed-term suspension for any duration up to five days may be considered at this stage (the decision of the Head Teacher) Staff may be required to fill in a violent incident form or HCC incident form (for racial and prejudicial language) at this stage, if this is appropriate for the incident.	can improve their choices in the future. Do not send the child to another classroom as the behaviour has escalated too far. Only send to a year leader if no senior leader is available.

	In the event of a racist or LGBTQ+ incident, an HCC form must be completed by the member of staff investigating the incident and recorded on CPOMs / printed and given to the head teacher for collation. **Children can be moved straight on to red if the behaviour is deemed serious enough and/or there is no build up to the event.**		
Final Stage	Where the pupil does not respond to combined efforts from school/family/other agencies, and 'red' behaviour persists, it may be decided that a managed move be arranged, if appropriate. A permanent exclusion may be considered and, in this situation, the school will contact the county's inclusion team to seek advice. A permanent exclusion may also be considered for a very serious breach of the behaviour policy.		

Using the TrackIt system during PPA and rotation sessions

The TrackIt system will continue to be used during PPA and rotation sessions. Teachers and HLTAs during these sessions will be able to add green points and sanctions to TrackIt as per the table above. If a child is placed on Yellow, classes are paired up in the afternoons (across Years 3 & 4 and Years 5 & 6) so that it is clear which class a child will be taken to to complete their ten minutes 'time out'. This avoids the disruption of PPA time for teachers and year leaders. If a child receives a yellow at the end of a session, they will continue with their ten minutes 'time out' and return to their next session. The yellow will be logged on Trackit so that the next teacher knows this has happened and can quickly look for an improvement in behaviours when the child returns to their lesson, thus returning to green.

We recognise that some children may find PPA and rotation afternoons more difficult. Teachers and LSAs will carefully consider the provision made for these children to avoid the escalation of behaviours.

Appendix 2 – Behaviour at break and lunchtimes

Behaviours	What do I need to do?	Who is responsible?	We don't ….
Positive Behaviour	Reward with a green point	Class teachers, LSAs, LTSAs on duty at break or lunch	
Stop and refocus Low-level behaviours including: • not listening • interrupting adults • disturbing other pupils games • attention-seeking • being too loud in the classroom for wet break or in the hall when eating • making choices that are leading to not following the school rules	Speak to the child about their behaviour choice and explain what they need to do to change their behaviour. Use positive language.	Class teachers, LSAs, LTSAs on duty at break or lunch	Don't use raised voices when talking to an individual child
Orange or Yellow (at the discretion of the class teacher when returning to class) Behaviours including, but not limited to: • not following adult instructions • running in areas where no running is allowed • being in the school building without permission • disruptive behaviour in the hall or classroom when eating • rough play – e.g. play fighting, pulling • being unkind • incitement of peer conflict • swearing • Leaving the play areas e.g. going in to the woods when not allowed	Child to stand with a member of staff for ten minutes (they stand next to the staff member and follow them around). Communicate to the class teacher at the end of break/lunch, explaining what has happened. Class teacher to record on TrackIt as an orange or yellow (depending on the behaviour, at the discretion of the class teacher – see list of yellow behaviours). A yellow will result in a loss of ten minutes of the following break or lunch for a reflective conversation to take place between the class teacher and the child.	Whoever deals with the incident at breaktime or lunchtime. This person should have a reflective conversation with the child, explaining to them which of the school rules they have broken and how they could make better choices. Class teachers are responsible for: • recording on TrackIt • discussing the behaviour with the child • having a reflective conversation with the child if on yellow • contacting parents if these behaviours are repeated • discussion of further consequences if behaviours are repeated (e.g. a report card)	Don't use raised voices Don't have a discussion with a child in front of a group of children. Don't get in to an argument with a child or group of children – be clear on the rules and stick to the consequences. It is important to deal with things yourself but call for a year leader or a senior leader outside if support is needed.
Red Behaviours including, but not limited to: • continual refusal to follow adult instructions • violent/aggressive towards a child	Speak to the child about their behaviour choice and the consequence being going on red. Call for a member of the senior leadership team, or, if outside already, a year leader.	Whoever deals with the incident at breaktime or lunchtime must provide a report for adding on to TrackIt and must notify the class teacher of the incident.	Don't use raised voices Don't enter into an argument with the child about what happened. Don't jump to conclusions – the incident must be investigated and then the child spoken to.

• violent/aggressive towards a member of staff • continued disruptive behaviour inside or outside • continued incitement of peer conflict • using abusive, racist or other prejudicial language/behaviour • using inappropriate sexual behaviour • bullying (persistent) (see anti-bullying policy for further details and definitions) • refusal to come back in to school / roaming the school site • serious and deliberate damage to school/others' property • making an unsubstantiated, unfounded, false or malicious report against a member of the school community (following investigation) • bringing offensive weapons / illegal substances into school	An account of the incident (and lead up) must be given to the year leader or senior leader for this to be added to the red incident report on TrackIt. The rest of break or lunch will be spent with a senior leader (or year leader if a senior leader is not available). A senior leader will decide if there will be a further loss of break or lunch following investigation of the incident. This will allow for reflection time after the incident. A reflection sheet will be completed and added to the CPOMs red account. The class teacher must be informed of the incident by the person who dealt with it. An ABCC form may need to be completed at this stage if this is part of an ongoing pattern of behaviour. The class teacher must make contact with parents on the same day to explain what has happened, what the consequences have been and how the child will be supported to improve their behaviour choices in future. **Children can be moved straight on to red if the behaviour is deemed serious enough and/or there is no build up to the event.**	Senior leaders (or year leaders if not available) must carry out the reflective conversation. Class teachers must ensure the information is on CPOMs and ABCC forms are filled out if necessary. The class teacher is responsible for making contact with parents as soon as possible.	Don't try to talk to the child if they are dysregulated / not ready to talk. They may need time to process what has happened and talk when they are calm.
<u>Final Stage</u>	A report card for break and lunch may be appropriate at this stage where a child is starting to repeat red behaviours at break or lunch. If there is a serious breach of the school rules during break or lunch, for example a violent incident where a child or adult is attacked, a suspension may be considered at this stage. This will be at the discretion of the head teacher upon investigation of the incident.		

	Where the pupil does not respond to combined efforts from school/family/other agencies, and 'red' behaviour persists (which have already resulted in reflection times with a senior leader), this can result in the loss of break and lunch. The number of days will be decided on an individual basis and provision will be made in school for supervision. This will usually be for a period up to 5 days but can be extended at the discretion of the head teacher if necessary. Parents will be informed of this decision. A permanent exclusion may also be considered as a result of persistent red behaviours or a serious breach of the school's policy. In this situation, the school will contact the county's inclusion team to seek advice.

Appendix 3 – Quick Look TrackIt Colours

Behaviours	What do I need to do?	What could I do?	We don't ….
<u>Stop and Refocus</u> **Responsibility – class teachers and LSAs** Low-level disruptive behaviours.	**A look and a verbal warning.** Opportunity to make more positive choices - reward as soon as possible when they do. Task accessible? Support in place? **Escalate to orange if the behaviours are repeated.**	Usual classroom management techniques, for example: • positive reframing language • a quiet discussion • reminders about expected behaviour linked to the school rules	Don't use negative language Don't raise voices
<u>Orange</u> **Responsibility – class teachers and LSAs** Continued low-level disruptive behaviours.	**Move the child on to orange on Trackit.** Take off orange if behaviours improved. Award green point as soon as possible. **Escalate to yellow if behaviours are ongoing.**	Usual classroom management strategies. Move place for refocus? Movement break? Adult support?	Don't stay on orange for long. Don't send out or to SLT (unless with an adult for movement break).
<u>Yellow</u> **Responsibility – class teachers, LSAs and year leaders.** **Monitoring and support from senior leaders** Continued low-level disruption. Other yellow behaviours (e.g.): • Lies • Not accepting responsibility for behaviour • Throwing objects • Unkindness towards others • Refusal to follow an adult request • Making inappropriate gestures • Inciting peer conflict • Damaging or taking property • Refusing to enter/leave class • Leaving class without permission • Verbal abuse towards a member of staff • Absconding (remaining within the school grounds) • Swearing • Fighting • Persistent disruption • Continued being disrespectful • Threatening behaviour	**Move the child on to yellow on TrackIt.** Work in another class for 10 minutes time out (year leader, or year leaders to another year leader). Loses 10 minutes at break or start of lunchtime for reflection time with. Yellow in the afternoon = following break. Keep reflection sheets. Scan and add to CPOMs if appropriate. Return to the class = off yellow as soon as behaviours have improved. Award green point as soon as possible. More than one yellow in a day or three times in a week = class teacher make contact with parents. More than one yellow in a day, send to a senior leader after the first. Ongoing = record on CPOMs. **Escalate to red if behaviours are ongoing once the child returns to the classroom.** Class teacher and year leaders investigate incidents in class and on playground - record on CPOMs.	Use positive language. Continue to use usual classroom management strategies (see main policy). Regular behaviour – use ABCC forms.	Don't leave senior leaders to investigate. Don't keep a child on yellow for extended periods of time. Don't send a child to sit outside a classroom (must be under adult supervision). Do not use raised voices.
<u>Red</u> **Responsibility – year leaders and senior leaders** Continued disruptive behaviours / yellow behaviours and: • Intentional harm towards another pupil • Abusive, racist or other prejudicial language/behaviour • Inappropriate sexual behaviour • Bullying (persistent) • Serious and deliberate damage to school/others' property • Physical assault on a member of staff • Malicious allegations • Criminal damage • Offensive weapons • Absconding (leaving the school site)	**Move the child on to red on Trackit.** Send to senior leader to continue their work (minimum of 15 minutes). If outside, send to a senior leader for the remainder of the break or lunch. Loss of break time or proportion of / the whole of lunchtime to enable a reflective conversation with SLT. If afternoon, following break or lunch (at the discretion of SLT). Class teacher completes incident report on TrackIt and scans reflection sheet to be added to CPOMs. Red behaviours must be on CPOMs and an ABCC must be completed and scanned to be added to the incident. Class teacher contact parents. Racist/LGBGTQ+ - HCC form. **Can go straight on red if the behaviour is deemed serious enough and/or there is no build up to the event.**	Further actions possible: • Report card • PBS referral • Behaviour plan • Challenging behaviour risk assessment • Calm space • CAMHS or EP referral • Discussions with the SEN team via the SEN advice line • A fixed-term suspension Fill in violent incident form or HCC incident form if appropriate for the incident.	Do not use raised voices. Do not send the child to another classroom as the behaviour has escalated too far. Only send to a year leader if no senior leader is available.

Appendix 4 – Quick Look TrackIt Colours for Break and Lunch

Behaviours	What do I need to do?	Who is responsible?	We don't ….
Positive Behaviour	Reward with a green point	Class teachers, LSAs, LTSAs on duty at break or lunch	
Stop and refocus Low-level behaviours including: • not listening • interrupting adults • disturbing other pupils games • attention-seeking • being too loud in the classroom for wet break or in the hall when eating • making choices that are leading to not following the school rules	Speak to the child about their behaviour choice and explain what they need to do to change their behaviour. Use positive language.	Class teachers, LSAs, LTSAs on duty at break or lunch	Don't use raised voices when talking to an individual child
Orange or Yellow (discretion of class teacher) Behaviours: • not following adult instructions • running in areas where no running is allowed • being in the school building without permission • disruptive behaviour in the hall or classroom when eating • rough play – e.g. play fighting, pulling • being unkind • incitement of peer conflict • swearing • Leaving the play areas e.g. going in to the woods when not allowed	Stand with a member of staff for ten minutes (follow around). Communicate to the class teacher at the end of break/lunch, explaining what has happened. Class teacher record on TrackIt as an orange or yellow. Yellow = loss of ten minutes of following break or lunch for reflective conversation with class teacher.	Whoever deals with the incident at breaktime or lunchtime. Explain which of the school rules have broken and how they could make better choices. Class teachers are responsible for: • recording on TrackIt • discussing behaviour with the child • having reflective conversation if on yellow • contacting parents if behaviours repeated • discussion of further consequences if behaviours are repeated (e.g. a report card)	Don't use raised voices Don't have a discussion with a child in front of a group of children. Don't get in to an argument with a child or group of children – be clear on the rules and stick to the consequences.
Red Behaviours including, but not limited to: • continual refusal to follow instructions • violent/aggressive towards a child • violent/aggressive towards a member of staff • continued disruptive behaviour inside or outside • continued incitement of peer conflict • abusive, racist or other prejudicial language/behaviour • inappropriate sexual behaviour • bullying (persistent) • refusal to come back in to school / roaming the school site • serious and deliberate damage to school/others' property • making a malicious allegation • bringing offensive weapons / illegal substances into school	Speak to the child about behaviour choice. Call for a member of SLT, or, if outside already, a year leader. Give an account of the incident (and lead up) to the year leader or senior leader to be added to the red incident report on TrackIt. The rest of break or lunch will be spent with a senior leader (or year leader if a senior leader is not available). SLT to decide about further loss of break or lunch following investigation allowing for reflection time. Reflection sheet completed and added to the CPOMs red account. Class teacher to be informed of incident by person who dealt with it. ABCC form may be needed. Class teacher must make contact with parents. **Children can be moved straight on to red if the behaviour is deemed serious enough and/or there is no build up to the event.**	Whoever deals with the incident at breaktime or lunchtime must provide a report for adding on to TrackIt and must notify the class teacher of the incident. Senior leaders (or year leaders if not available) must carry out the reflective conversation. Class teachers must ensure the information is on CPOMs and ABCC forms are filled out if necessary. The class teacher is responsible for making contact with parents as soon as possible. SLT may put in place a report card. Headteacher may use a suspension if the incident is serious.	Don't use raised voices Don't enter into an argument with the child about what happened. Don't jump to conclusions – the incident must be investigated and then the child spoken to. Don't try to talk to the child if they are dysregulated / not ready to talk. They may need time to process what has happened and talk when they are calm.

Appendix 5 – Further Information about Specific Strategies

Vital Relational Functions (VRFs)

All staff are trained to use the Vital Relational Functions (VRFs) as a tool to address a child's emotional state during a crisis. These are attune, validate, contain and regulate and form part of a Thrive approach. By using this technique when a child is heightened or distressed, we can help to teach a child to self-regulate.



WIN statements

Using WIN statements can be a good way to de-escalate a situation.
WIN statements are "I wonder….", "I imagine….", "I notice….".

ABCC forms

ABCC forms are used to monitor behaviour, acting as a tool for analysis around what happened before, during and after an incident. An ABCC form should be completed for incidents involving a child who is displaying more challenging behaviour so that patterns of behaviour can be identified and further support considered. These can either be completed on paper and uploaded by the class teacher onto CPOMS weekly with a summary of the incidents from the week or can be completed directly on CPOMs as part of the incident report. ABCC stands for Antecedent, Behaviour, Consequence, Communication – what was happening before, what behaviour was seen, what happened as a consequence of the behaviour and what was that behaviour communicating.

Change of face

Staff will swap roles and use a 'change of face' if needed to help to de-escalate a child. This technique is useful in situations where, for example, the child may have hurt an adult and it is better for a new person to come and help to de-escalate as they were not involved in the initial incident. It is also helpful when other de-escalation strategies are not working, for whatever reason. Staff will assist colleagues by asking if they want a 'change of face' when they can identify that a colleague is dealing with a difficult situation. This technique should be used in the classroom between support staff and teaching staff.

Regulation time

Regulation time is used when a child might need a quiet space to emotionally regulate. Each classroom has a selection of sensory resources and a book corner to support regulation time, such as mindful colouring, fidget toys and books. For some children, they may have a calm space to go elsewhere in the school for regulation time, if this is more appropriate and agreed with SLT. When having regulation time, children may need a timer so that they can come back to their work once they are calm. Teachers will check in on children having regulation time at regular intervals to support them in regulating, demonstrate positive relationships and support them returning to their work. However, staff will be mindful when children are having regulation time that they will quite often want to be on their own, so we will not always speak to the child, and monitor them from a distance until they are calm again. Regulation time is not a punishment and not a reward. It is a safe space for children to use to be able to regulate.

'Thank you', not 'please'

We use phrases such as 'sit down, thank you' rather than 'sit down, please', and 'fantastic walking thank you' rather than 'don't run' with children to help them to understand our expectations, and to give a positive message in our instructions.

Workstations
Some children, with the guidance of SLT, may require an individual workstation in their classroom or in a separate area in the school to be able to access their learning, and for the other children in the class to also be able to learn. These workstations may need to be located in specific places to assist with this strategy, and may need additional resources in them such as personalised timetables, reward charts, individual equipment for example. Resources which might be helpful to use with an individual workstation can be found on the staff server (teaching staff-whole school information-behaviour- behaviour plan toolkit).

Wellbeing resources
Each class has a bank of resources in a sensory/wellbeing drawer which have been designed to help children to regulate. Through mental health discussions, children understand how to use these resources and that they may be helpful in supporting them with managing their feelings and emotions. Resources from these boxes may be used at any time during the school day as appropriate.

Thrive
Thrive is a dynamic approach that will be used in our school as a way of supporting our children's social and emotional development. This approach aims to remove barriers to learning in order to promote effective participation, enhance individual learning and raise aspirations. All staff will be expected to develop positive and significant relationships with children, so that they have the necessary relational experiences that will reshape their brain circuitry. Staff will also promote and model some aspects of the Thrive Approach. This includes the use of the VRFs (attune, validate, contain, regulate) and the stance of PACE (playfulness, acceptance, curiosity and empathy) to support the children with their behaviour.

Following a referral, a Thrive practitioner will complete a Thrive assessment for a child with their class teacher to identify the needs of the child, set targets and plan in appropriate Thrive activities. These children will then be targeted to complete 1:1 or small group interventions. Staff who complete these Thrive interventions will provide play and art-based enjoyable experiences that give the children the chance to learn through experience rather than through cognitive-based learning. This will help provide them with the repeated experiences that will grow different neural pathways and it will also teach the children some different ways to express strong emotions in a safe way.

Reflection time
Reflection time will be used as appropriate following a particular incident. Reflection time for some children may be verbal or written, and teachers will lead it themselves with a pupil in break or lunchtime. The staff member leading reflection time will verbally talk through the reflection form with the pupil and, depending on their level of emotional development, will either complete the form with the child or use reflection cards to support the conversation.

At the end of reflection time, there will be a restorative approach which needs following up. The pupil may need to apologise to someone, tidy something up, write a letter of apology or make a sorry card for example. The staff member leading the reflection time will check that this restoration has been completed.

Teachers will keep reflection forms in their own classrooms and they may be scanned and added to CPOMs/TrackIt accounts if appropriate for the incident. Parents may be informed at this stage.

Red cards
If a child has not left the room but is becoming disruptive and the class teacher feels that their behaviour may escalate and they may need support, a red card can be sent to the office or a senior leader by a pupil. A member of SLT will come and assist. They will visit the classroom to check how everyone is doing and to assess the situation, helping to diffuse if necessary. Red cards are sent when a member of staff needs immediate support from a member of SLT. Alternatively, some staff have walkie-talkies and can communicate with the office and with SLT through this means. This is

particularly for staff who are working 1:1 with a child outside the classroom. Class teachers can also contact the office and SLT via the internal phone system.