

## Woodmancote School and Little Chestnuts Relationships and Behaviour Policy

Designated Member of Staff	G Tucker
Committee with responsibility	Safeguarding Committee
Date of Issue	May 2021
Frequency of Review	3 years

Issue Number	Issue Date	Summary of Changes
1	May 2021	New Policy stemming from review of previous Behaviour Policy, but in line with new Relational Practice approach to managing behaviour.
2	February 2023	Update to pages 7 and 8 and additional prompts for restorative conversations.
3	September 2023	Inclusion of DfE links and research regarding Relational Practice.

### Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463484/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

### Research

<https://eprints.whiterose.ac.uk/175913/1/Billington%20TomConditions%20for%20mental%20health%20in%20education%20final%20authors%20copy%20BERJWhite%20Rose0721.pdf>

## Introduction

At Woodmancote, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have.

We believe that implementing the principles of Relational Practice\* helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused.

This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

### Aims:

- To develop positive relationships through a relational approach, which promotes self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.

- Recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

We have just one rule: Be Responsible and Respectful. For the children this is clarified as

- Be responsible and respectful in the way we behave
- Be responsible and respectful in the way we behave towards others
- Be responsible and respectful in the way we treat our property, the property of others and our environment

### **Relational Practices**

Being 'Relational' focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together.

We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

### **Positive Behaviours**

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward.

We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils (verbal and non-verbal praise)

- Giving children stickers
- Awarding DoJo points
- Friday certificates
- Midday Supervisor stickers
- Head Teacher's award.
- SLTea

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning.

We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by DOJO.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements
- Certificates and stickers that children take home

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- humiliation - it breeds resentment;
- shouting - it diminishes us;
- over reacting - the problem will grow;
- blanket punishment - this is unjust towards the innocent;
- harsh sarcasm- it breeds resentment;
- threatening children with someone else's discipline-it diminishes us
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school.

These include, but are not limited to:

- Playground leaders;
- House Captains and Prefects
- Classroom and school wide monitor jobs;
- Supporting office admin staff to deliver letters/resources.
- Lunchtime Monitors

### **Little Chestnuts and EYFS adaptations**

- We recognise that for our youngest children this will may be their first time learning how to manage their emotions and behaviours in a large group setting. Transitions into pre-school and Reception class can cause anxiety, which may impact upon their actions. We believe that children flourish when they know how they are expected to behave and develop a sense of themselves through interactions with warm, caring, adults who treat them with respect. We set boundaries for behaviour and explain these to the children, using picture cues as reminders. We praise desired behaviour with positive affirmation e.g. good sitting X well done.
- At Little Chestnuts and in Reception we understand that children at certain stages of their development, will demonstrate behaviour that is generally considered negative. This may be physical e.g. biting, hitting, snatching, or through vocalisations and refusals. All staff will respond to these in a calm, positive manner, whilst re-enforcing that these behaviours are not acceptable. Parents will be informed through discussion at pick up, of these incidents.
- We teach about sharing, often using a timer to help take turns, kind hands, modelling positive interactions and discuss feelings of frustration often by 'wondering' what has upset the child. A staff member may sit with a child whilst they have some time to calm down and regulate themselves, before discussing any negative behaviour. Praise is always given quickly when good choices are made.
- Children will not be held, unless to prevent physical harm to themselves or others. Any incident where a child needs to be safeguarded in this way, will be recorded and conveyed to parents.
- Should negative behaviours continue, more formal meetings will be scheduled with parents including class teachers and SLT/SENCO, so a holistic approach can be adopted. In extreme cases we reserve the right to modify the sessions attended by the child in Little Chestnuts.

## **The Relational Approach-A work in progress**

The Relational approach focuses on ensuring that all members of the school community feel that they have a sense of Belonging.

The ethos of the school underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Every class takes part in regular class circles at either the beginning and end of each day. This time is used to build connections and relationships within the class.

During circles, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class expectations for learning, circles and behaviour. The agreed expectations are on display in the classrooms. Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Ideally this discussion will be with the Class Teacher and if not, an identified adult.

Pupils who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. Our Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

### **What are our expectations for pupil and adult conduct?**

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

### **The school environment**

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

## **Corridors**

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

## **Collective Worship**

Staff and children are expected to enter and leave the worship calmly and quietly, and sit quietly during worship showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of a worship in a positive and respectful manner. Members of staff who accompany their class into worship, and wish to issue instructions to children in worship should usually do this using signs rather than speech, and should lead their class in and out of worship from the front of the line.

## **The dinner hall**

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

## **The playground**

In our school, we do not distinguish between one adult to another, regardless of role. At lunchtime, children are expected to respect any adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are having friendship difficulties or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. (We use the term restorative when related to 'restoring' the relationship)

Any serious behaviour incidents should be reported to the Senior Leadership Team member after further investigation.



## **School uniform**

Children are expected to wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office.

## **The Restorative Approach AFTER INCIDENCES OF NEGATIVE BEHAVIOUR**

Incidences of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.

Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

### **The Restorative Questions**

***What happened?*** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

***What do you think and feel about that?*** What each person was thinking and feeling at the time, before and since.

***Who has been affected and how? Who has been harmed/affected and how?*** Older children are encouraged to think about the wider implications of who has been affected e.g. families.



**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved:

<p><b>What happened?</b></p>	<ul style="list-style-type: none"> <li>• Can you go back to the beginning and help me understand us how it was that.....</li> <li>• If we had a video and we could replay it, what would we see happening?</li> <li>• If I was watching it on CCTV, what would I see?</li> <li>• If I was a fly on the wall, what would I see you doing?</li> </ul>
<p><b>Thoughts &amp; feelings then and since?</b></p>	<p><b>THEN</b></p> <ul style="list-style-type: none"> <li>• When you (<u>name the behaviour</u>), what were you hoping would happen?</li> <li>• What was the purpose of doing that?</li> <li>• What were you expecting would happen?</li> <li>• If you did know what you were thinking, what might it be?</li> <li>• What made you decide to do that?</li> <li>• What was going on in your head at the time?</li> </ul> <p>If the answers include something about: "I wanted to make her feel bad....." your next question becomes:</p> <ul style="list-style-type: none"> <li>• Tell us some more about that?</li> <li>• .....So that?</li> <li>• Can you tell us the reasons for that?</li> </ul>

	<p><b>SINCE</b></p> <ul style="list-style-type: none"> <li>• What do you think now about what you did?</li> <li>• Since it happened, what have you thought about what you did?</li> <li>• Now that we are here talking about it, what do you think now about it?</li> </ul>
<p><b>Impact?</b></p>	<ul style="list-style-type: none"> <li>• What do you think it's been like for _____?</li> <li>• How do you think _____ feels about coming to school/into this class now?</li> <li>• How do you think things have changed for _____?</li> <li>• Who else has been affected? How?</li> <li>• Might other people feel threatened/scared when they see you doing that?</li> </ul> <p>If parents are not present you could also ask:</p> <ul style="list-style-type: none"> <li>• What have your parents said to you about what's happened?</li> <li>• How do they feel about what you've done?</li> <li>• How have they been affected?</li> <li>• If they were here right now, what might they be saying?</li> </ul>
<p><b>Needs and Repair?</b></p>	<ul style="list-style-type: none"> <li>• What needs to happen for this problem to be sorted out?</li> <li>• What do you need to do to make things better?</li> <li>• Is there anything you want to say to _____?</li> <li>• What would _____ need to hear from you to know that you're sorry?</li> <li>• What do you need?</li> <li>• What difference would that make?</li> </ul>
<p><b>Options?</b></p>	<ul style="list-style-type: none"> <li>• What do you want/need to do now?</li> <li>• What support so you need?</li> <li>• What will you do next time (<u>trigger happens</u>)?</li> <li>• What have you learned from this experience?</li> </ul>

**Language to use during the Restorative Conversation:**

Encouraging: Tell me some more about that?

Clarification: Can you help me understand that more...

Checking: So did I hear you say.... Am I right in thinking.....

Reflecting: So you..... (Repeating back last few words)

Summarising: So there seem to be several things bothering you? And earlier you said....

Empathy: It's understandable that you are worried / upset about/ this; sounds tough;

Affirmation: Thanks for telling me that; I appreciate you talking about this with me

### **The Restorative Approach and use of consequences**

When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Consequences should be logical, natural and relational.

We aim to help the children look at any negative effects they have caused to others and see that consequences are a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. The Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

### **When should behaviour incidents be logged?**

The child's class teacher should log the following incidents/issues on CPOMS if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist or homophobic incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra

evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the children's opinions differ about an incident, the perpetrator claims accident, and there are no other witnesses.

If any of the behaviours above occur during lunchtime, the Midday Supervisor (MDS) involved should report this and pass to the Class Teacher. The teacher will take responsibility for logging this on CPOMS and make any decision about whether to refer this on. These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

### **Curriculum Support**

Through JIGSAW, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. Personal, Social, Health, Citizenship and Economic education (PSHCE) lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupil's understanding.

Discrete PSHCE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Relational Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

### **Implementation of the Relational/ Restorative Approach-Practicalities**

We recognise that all children are unique individuals and therefore we are somewhat flexible in the manner we address any incidences of negative behaviour. The stages of the Relational Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Relational Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer

support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Where a child has been identified as having SEN e(g non-verbal autism), an alternative approach, will be discussed and decided upon via a Team Around the Child meeting (TAC). Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

### **Restrictive Physical Intervention (RPI)**

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults will immediately report to the Headteacher who will determine the consequences.

However, in all situations pupils will be treated within the Relational Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might

have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Where there has been RPI, a record must be made on CPOMS and parents must be informed as soon as practical after the incident.

### References:

*\*We have used the term relational practice, but recognise that this is also known as restorative practice. We will use restorative to refer to the actions after something has happened and the relationship needs to be 'restored'.*

Signed: ..... Chair of Safeguarding Committee

## Appendix 1

### Woodmancote Rules

- We do not hurt each other.
- We do not use unkind words.
- We look after equipment.
- We are respectful to adults and each other.
- We are in school to learn.

### EYFS Responses Ladder

Behaviour	What will happen	Staff Responsible
Shouting out on carpet	<ul style="list-style-type: none"> <li>• Model hands up</li> <li>• Praise good listening</li> <li>• Show picture cue</li> </ul>	All EYFS
Leaving the carpet	<ul style="list-style-type: none"> <li>• Staff member to encourage back</li> <li>• Adult sit with child on carpet, modelling good sitting</li> <li>• Use picture cue</li> <li>• Praise for good sitting</li> </ul>	All EYFS
Hitting/kicking	<ul style="list-style-type: none"> <li>• Calming time with adult if needed</li> <li>• Discuss feelings/situation</li> <li>• Use 'kind hands' cues</li> <li>• Incidents logged on Cpoms and discussion with parents at pick up if repeated.</li> </ul>	All EYFS
Biting	<ul style="list-style-type: none"> <li>• Calming time with adult if needed</li> <li>• Discuss feelings/situation</li> <li>• Incident logged on Cpoms and discussion with parents of both biter and child bitten at pick up straight away.</li> </ul>	All EYFS
Damaging equipment	<ul style="list-style-type: none"> <li>• Calming time with adult if needed</li> <li>• Discuss feelings/situation</li> <li>• Model careful use of equipment</li> <li>• Repair if possible e.g. clean table, mend book etc</li> <li>• Incidents logged on Cpoms and discussion with parents at pick up if repeated.</li> </ul>	All EYFS
Throwing equipment	<ul style="list-style-type: none"> <li>• Calming time with adult if needed</li> <li>• Discuss feelings/situation</li> <li>• Model careful use of equipment and explain thrown items can hurt others.</li> </ul>	All EYFS
Saying 'no' to an adult	<ul style="list-style-type: none"> <li>• Use words 'Name. Come and do X (e.g. sit in your carpet space) Thank you' in a firm voice</li> <li>• If they still refuse say 'Name. I'm going to do Y (e.g. Go and get a book) then ask you again'</li> <li>• If they still refuse say 'come and do X or you will have to sit out of playtime.'</li> </ul>	All EYFS
When behaviours are repeated.	<ul style="list-style-type: none"> <li>• Discussion at LC Wednesday meeting to see if triggers have been noticed</li> <li>• Nest team informed for discussion around reasons for the behaviour.</li> <li>• More formal meetings will be arranged with member of SLT and parents to decide on joint approach.</li> <li>• Advice sought from health visitor/ EYFS team/ SENCO/ ATS.</li> <li>• Plan drawn up to encourage positive behaviour</li> </ul>	Class teacher/Pre School Coordinator with other staff members.



**Appendix 2a**  
**Key Stage 1 and 2 Response Ladder**

	<b>Behaviour</b>	<b>What will happen</b>	<b>Staff Responsible</b>
<b>BAND 1</b>	Shouting out on carpet	<ul style="list-style-type: none"> <li>Reminder, praise good listening and model hands up (Show picture cue if needed)</li> <li>Firm warning (Make note of child's name)</li> <li>If repeated, restorative conversation with child at the end of the lesson during playtime</li> <li>Repeat above steps next day (Teacher discretion for when to escalate to next step)</li> </ul>	Class Teacher  Teacher Assistants
	Leaving the carpet	<ul style="list-style-type: none"> <li>Firm warning - Staff member to tell child to sit back to the carpet. ("Name, sit on the carpet. Thank you")</li> <li>Reminder, praise good sitting, model good sitting (using picture cue)</li> <li>Adult sit with child on carpet, modelling good sitting.</li> <li>Repeat above steps (Teacher discretion for when to escalate to next step).</li> </ul> <p>SUGGESTION: Explore alternative seating provision (Why do they keep getting up to leave?)</p>	Class Teacher  Teacher Assistants
	Hitting/kicking/biting	<ul style="list-style-type: none"> <li>Calm involved children down.</li> <li>Discuss what happened, how they were feeling and what the situation was (Ensuring all children remain calm, respectful and do not talk over each other)</li> <li>Reminder that hitting/violence is never acceptable regardless of whether we're cross or upset.</li> <li>If repeated, log incident on CPOMS and inform parents of the incident (face to face or dojo)</li> </ul>	Class Teacher  Teacher Assistants  MDS
	Deliberately damaging or misusing equipment.	<p>If own equipment:</p> <ul style="list-style-type: none"> <li>Natural consequence of not having access to that equipment any more.</li> </ul> <p>If equipment belongs to someone else or school:</p> <ul style="list-style-type: none"> <li>Discuss feelings/situation then model careful use of equipment. Repair if possible e.g. clean table, mend book etc</li> <li>If repeated, incidents logged on CPOMS and discussion with parents at pick up.</li> <li>If it's a high value item belonging to another child, log incident on CPOMS and have a discussion with parents (SLT to facilitate parent liaison with each other if necessary)</li> </ul> <p>SUGGESTIONS: Introduce them to their classroom's cleaner at the start of the year and talk about the affect of a messy classroom. Talk about the value of the items damaged. Explore reasons for behaviour with NEST – Is this an indication.</p>	Class Teacher  Teacher Assistants  MDS
	Refusing to follow instructions	<p>If they verbally refuse:</p> <ul style="list-style-type: none"> <li>Ask child to repeat what they had just said if they say "No". The follow below steps:</li> </ul> <p>If they physically refuse:</p> <ul style="list-style-type: none"> <li>Use words 'Name. Come and do X (e.g. sit in your carpet space) Thank you' in a firm voice.</li> <li>If they still refuse say 'Name. I'm going to do Y (e.g. "Go and get a book" to give them time and space) then ask you again'</li> <li>If they still refuse say 'come and do X or you will have to sit out of playtime.'</li> </ul>	Class Teacher  Teacher Assistants  MDS  Woodpeckers  Support Staff

		SUGGESTION: This can often cause heightened emotions from each party. Advise you take a moment to assess the situation before it "becomes an argument". Firm boundaries and a relationship needed with this.	
	Swearing	<ul style="list-style-type: none"> <li>Establish what was said and by who.</li> <li>Firm verbal reminder that that language is unacceptable in school and report to parents face-to-face or via email.</li> <li>If repeated, continue to report to parents, log incident on CPOMS and escalate.</li> </ul>	Class Teacher Teacher Assistants MDS Woodpeckers
	Homophobia and Racism	<ul style="list-style-type: none"> <li>Establish what was said and by who.</li> <li>Restorative conversation about the impact of language, a firm verbal reminder that that language is unacceptable in school, report to parents face-to-face or via email and log on CPOMS (even if first occasion)</li> <li>If repeated, continue to report to parents, log incident on CPOMS and escalate</li> </ul>	Class Teacher Teacher Assistants MDS Woodpeckers
	Not engaging with learning (at an appropriate level for the child)	<ul style="list-style-type: none"> <li>Reminders during lesson and provide support if necessary.</li> <li>If repeated, discussion with child about the value of education, the importance of trying your hardest or asking for help.</li> <li>If behaviour is repeated, work sent home to be completed and discussion with parents.</li> <li>If it continues, discuss with SENCO</li> </ul>	Class Teacher Teacher Assistants
	Sexual Language	<ul style="list-style-type: none"> <li>Establish what was said and by who (Use NSPCC resource to determine whether it's deemed "problematic")</li> <li>Restorative conversation about the impact of language, a firm verbal reminder that that language is unacceptable in school, report to parents face-to-face or via email and log on CPOMS (even if first occasion)</li> <li>If repeated, continue to report to parents, log incident on CPOMS and escalate.</li> </ul>	Class Teacher Teacher Assistants MDS Woodpeckers
	Verbal unkindness	<ul style="list-style-type: none"> <li>Establish what was said and by who.</li> <li>Firm verbal reminder that that language is unacceptable in school.</li> <li>If repeated, then report to parents face-to-face or via email and log incidents on CPOMS (Is it bullying?)</li> <li>If repeated, continue to report to parents, log incident on CPOMS and escalate.</li> </ul>	Class Teacher Teacher Assistants MDS Woodpeckers

<p><b>BAND 2</b></p>	<p>Persistent</p> <ul style="list-style-type: none"> <li>• Disruption of lessons</li> <li>• Threatening behaviour</li> <li>• Damage to property</li> <li>• Insulting a member of staff or pupil</li> <li>• Bullying</li> <li>• use of language that is likely to cause offence (including racist, homophobic, etc)</li> <li>•</li> </ul>	<p>Triage system-</p> <ul style="list-style-type: none"> <li>• NEST team informed for discussion Discussion at NEST meeting to see if triggers have been noticed</li> <li>• More formal meetings will be arranged with member of SLT and parents to decide on joint approach.</li> <li>• Advice sought from health visitor/ EYFS team/ SENCO/ ATS.</li> <li>• Plans drawn up to encourage positive behaviour</li> <li>• Parents asked to attend Parenting session and/or to attend Solihull Parenting Programme</li> </ul>	<p>NEST and all involved in Pastoral Support</p>
	<p>Continuation of the above or</p> <ul style="list-style-type: none"> <li>• Physical assault on a member of staff or another pupil</li> <li>• Abscondng from school</li> </ul>	<p>Fixed Term Suspension</p> <ul style="list-style-type: none"> <li>• Additional support may include Team Around the Family (TAF)</li> <li>• Referral into Early Help</li> <li>• Education and Inclusion Team involvement</li> </ul>	<p>Headteacher</p>
<p><b>BAND 3</b></p>	<ul style="list-style-type: none"> <li>• Possession of a weapon</li> <li>• Physical assault on a member of staff;</li> <li>• Criminal acts;</li> <li>• Persistent behaviour that impacts upon the welfare and safety of other pupils and staff</li> </ul>	<p>Permanent Exclusion</p>	<p>Headteacher</p>

## Appendix 2b

### Key Stage 1 and 2 Response Ladder FOR MDS AND WOODPECKERS STAFF

	Behaviour	What will happen	Staff Responsible
<b>BAND 1</b>	Leaving the carpet	<ul style="list-style-type: none"> <li>Firm warning - Staff member to tell child to sit back to the carpet. ("Name, sit on the carpet. Thank you")</li> <li>Reminder, praise good sitting, model good sitting (using picture cue)</li> <li>Adult sit with child on carpet, modelling good sitting.</li> <li>Repeat above steps (Teacher discretion for when to escalate to next step).</li> </ul>	Woodpeckers
	Hitting/kicking/biting	<ul style="list-style-type: none"> <li>Calm involved children down.</li> <li>Discuss what happened, how they were feeling and what the situation was (Ensuring all children remain calm, respectful and do not talk over each other)</li> <li>Reminder that hitting/violence is never acceptable regardless of whether we're cross or upset.</li> <li>If repeated, log incident via note/book to office, clearly stating who was involved and your name in case DSL needs to follow up.</li> </ul>	MDS Woodpeckers
	Deliberately damaging or misusing equipment.	<p>If own equipment:</p> <ul style="list-style-type: none"> <li>Natural consequence of not having access to that equipment any more.</li> </ul> <p>If equipment belongs to someone else or school:</p> <ul style="list-style-type: none"> <li>Discuss feelings/situation then model careful use of equipment. Repair if possible e.g. clean table, mend book etc</li> <li>If repeated, incidents logged in note/book and discussion with SLT</li> <li>If it's a high value item belonging to another child, pass to class teacher or SLT via note/book</li> </ul>	MDS Woodpeckers
	Refusing to follow instructions	<p>If they verbally refuse:</p> <ul style="list-style-type: none"> <li>Ask child to repeat what they had just said if they say "No". The follow below steps</li> </ul> <p>If they physically refuse:</p> <ul style="list-style-type: none"> <li>Use words 'Name. Come and do X (e.g. sit in your carpet space) Thank you' in a firm voice.</li> <li>If they still refuse say 'Name. I'm going to do Y (e.g. "Go and get a book" to give them time and space) then ask you again'</li> <li>If they still refuse say 'come and do X or you will have to speak to a member of SLT</li> </ul>	MDS Woodpeckers
	Swearing	<ul style="list-style-type: none"> <li>Establish what was said and by who.</li> <li>Firm verbal reminder that that language is unacceptable in school and report to class teacher or SLT via note/book</li> </ul>	MDS Woodpeckers
	Homophobia and Racism	<ul style="list-style-type: none"> <li>Establish what was said and by who.</li> <li>Firm verbal reminder that that language is unacceptable in school, report to class teacher or SLT via note/book</li> </ul>	MDS Woodpeckers
	Sexual Language	<ul style="list-style-type: none"> <li>Establish what was said and by who.</li> <li>Firm verbal reminder that that language is unacceptable in school, report to class teacher or SLT via note/book</li> </ul>	MDS Woodpeckers
	Verbal unkindness	<ul style="list-style-type: none"> <li>Establish what was said and by who.</li> <li>Firm verbal reminder that that language is unacceptable in school.</li> <li>If repeated, then report to class teacher or SLT via note/book</li> </ul>	Class Teacher Teacher Assistants MDS Woodpeckers

## Appendix 3

### Class DoJo - Policy and Procedures

#### Class DoJo will only be used for the recognition of Positive Behaviour.

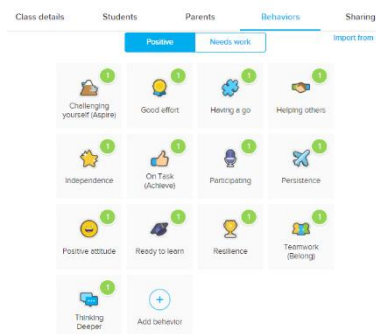
Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom and keep parents in the loop.

Unlike most classroom management tools and behaviour trackers like gold-star charts, Class Dojo helps teachers focus on positive feedback. Teachers can customise the behaviours or skills, such as "Good effort" and "Resilience", and instantly award students in class Dojo points for doing the right thing.

Best of all, teachers can engage parents and provide them with a way to stay connected to the classroom and know how their child is doing. Parents can see their child's feedback from school in real-time, and view any comments made by teachers.

#### Positive 'Behaviours'

All staff are to use these positive 'behaviours' when using Class Dojo. Further 'behaviours' can be added at the teacher's discretion but should always be based on learning behaviour.



#### Rewards

Positive points are to be awarded when children have displayed learning behaviours. To ensure the awarding of points remains manageable for teachers, points can be added at the end of a session, as long as children know why they have earned them.

Further extrinsic rewards (e.g. stickers, certificates, trophies) can be used at the discretion of the teacher.

Children who go above and beyond expectations in a particular area or consistently achieve a high number of points per day/week are to be rewarded with Head Teacher awards.

### **Communication with Parents**

It is expected that Teachers will use the messaging/blogging facility when they feel it is necessary. The messaging/blogging facility allows Teachers to broadcast a message to all parents (such as sharing a reminder, assignment or homework), and also send private, meaningful communications like text messages and photos so that parents are connected to the classroom. Where possible, pictures will be focussed on the sharing of learning. However, should Teachers wish to post pictures of children, they must check there is sufficient permission from parents to do so.

Safeguarding Policies	Policies currently allocated to Premises-December 2017 which have a Safeguarding element
Acceptable Use	Accessibility Policy, Audit and Plan
Allegations against Staff	Anaphylaxis Awareness and Monitoring
Anti-Bullying	Disability Discrimination Policy and Plan
Attendance	Business Continuity Plan
Bereavement	
Children in Care	Emergency Asthma Inhaler Policy
Children with Health Needs Who Cannot Attend School	
Code of Conduct	Fire Risk Policy and Risk Assessments
Complaints	Health and Safety Policy
Cyber Security	Lone Working Policy
Educational Visits	Lettings Policy
Equality	Security Policy
Flexi-Schooling policy	Records Management Policy
Governor's Behaviour Statement	
Intimate Care	
Lockdown	
Online Safety	
Preventing Radicalisation	
Recruitment and Selection	
Recruitment of Ex-Offenders	
Relationship and Behaviour	
Restrictive Physical Intervention	
Safeguarding and Child Protection	
SEN	
Supporting children with medical needs	
Volunteers in School	