



Behaviour Policy

PERSON RESPONSIBLE FOR POLICY:	D.DUKES
APPROVED: K HOLL & K MCKEOWN	DATE: 09.07.2024
SIGNED:	ROLE: CO-CHAIRS OF GOVERNORS
TO BE REVIEWED:	ANNUALLY

1. Aims

This policy aims to:

- Provide a consistent approach to positive behaviour management, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are encouraged and expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to positive behaviour management.
- Outline our system of rewards and behaviour correction consequences.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation at school, 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [School suspensions and permanent exclusions, 2023](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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 should publish their behaviour policy online.

3. Roles and responsibilities

3.1 The Governing Board

The governing board will also review this behaviour policy and attached appendices in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

3.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy and attached appendices in conjunction with the governing board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and behaviour correction consequences are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly, taking into account the individual needs of each pupil
- To actively refer to our Character Values, in context, every day, using them as a framework for our conduct
- Show appreciation of the good behaviours and contributions of every pupil
- Modelling positive behaviour
- Forming positive relationships with all pupils in school, based on compassion, integrity and respect
- To treat all children equitably, providing a personalised approach to the specific behavioural needs of particular pupils

- Dealing with any behaviour incident in school, regardless of whether the child in question is in your Team or not
- Recording behaviour incidents on Class Charts, as per policy

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

3.4 Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct (appendix 2)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher(s) promptly
- Behave in a reasonable and civilised manner towards all pupils and school staff

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 working in collaboration with them to tackle behavioural issues.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical

	attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Any potential bullying incidents will be recorded on the safeguarding system by the class teacher as a 'Behaviour Concern.' All children involved in the incident will need to be tagged in the 'choose pupil(s) concerned' box. Any follow-up conversations/actions are to be recorded in the 'Actions Log' box in the Safeguard My School online system, if it relates to the same incident. Any new incidents are to be recorded as per aforementioned. The inclusion lead will review the behaviour concerns to determine whether it should be categorised as bullying based on the information provided and any historic information.

In addition to the above, the perpetrator(s) will also need be issued a behaviour correction consequence for any bullying incident. This could range from reflection time, detentions, or a suspension. This will need to be recorded on Class Charts separately as per behaviour correction consequence reporting guidance.

Parents/carers of the perpetrator(s) and victim(s) will be informed by the class teacher.

5. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic, e.g. SEN, LAC, Post-LAC, from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

In-line with our safeguarding policy and SEND policy, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school safeguarding policy. In addition, they will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

The school's inclusion lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, an SEMH plan will be drawn up, which has been sanctioned by the inclusion leader/champions. The SEMH plan will be written by the class teacher and in consultation with the pupil and parent(s)/ carer(s).

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

6. Physical restraint

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

If a child requires frequent physical restraint, a Physical Restraint Plan (PRP) – will be completed with parent/carers, in conjunction with an SEMH (behaviour) plan.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

See the Reasonable Force Policy for further information.

7. Confiscation

Any prohibited items (see list below) found in the pupils' possession will be confiscated. These items will not be returned to pupils.

- Knives or weapons
- Alcohol
- Drugs – illegal or legal, if in the pupils' possession
- Stolen items
- Cigarettes, tobacco, cigarette papers or vapes
- Lighters/ matches

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or could be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline and/ or health & safety. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Legislation sets out what must be done with prohibited items found as a result of a search. For example, weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for staff to decide if and when to return a confiscated item.

8. Off-site behaviour

Behaviour correction consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, school-related activity or travelling to and from school.

9. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of the pupil and staff accused of misconduct.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition days with their new teacher(s). Pupils with additional needs, have additional transition support. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training and induction

The induction process is where our school behaviour policy is introduced and modelled.

New staff are inducted so that they understand the meaning of 'Team', our pastoral system and our character values.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy and attached appendices will be reviewed by the headteacher and the full governing board on an annual basis. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Suspension & Permanent Exclusion Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- Reasonable Force Policy
- Expected Behaviour of parents/carers and visitor to the school policy

Appendix 1: Adwick Primary's Behaviour Principles

Our language is our culture and ethos

- Our Character Values give us a common language. They give us the ability to specifically describe good behaviour and what it looks like.
- We only use positive language and challenge others when this is not the case.
- Labelling and judging individuals and groups of pupils as 'naughty children' or describing behaviour in terms of groups e.g. 'Class 1 were horrendous last lesson' is dehumanising and not purposeful. Therefore, staff ensure that poor behaviour is broken down into individual actions, and appropriate consequences are put in place, which are carried out.

Proactive in promoting good behaviours

- Our ethos at Adwick Primary is allowing our pupils to become the best version of themselves, so we focus on this, praising all pupils' positive behaviours

(against our Character Values), allowing their peers to see pupils model good behaviour.

- Positive behaviours are recorded in Class Charts.
- Catching pupils being good equates to 'making deposits'. We make deposits when we catch pupils being good. We also make contact with parents when we have caught their child being good and make deposits with them too.
- We make 'deposits' with both pupils and parents, so that when we have to make a 'withdrawal', both pupils and parents trust us and are open to listening to us, as we have created a foundation of mutual respect.
- We make good behaviour visible, including bringing in home-learning projects, and completing class work to a good quality. We do this by sharing models of pupil work both in the classroom and wider, using our school website and Instagram page. Pupils expect this public rigour, making it hard for them not to meet our expectations.

Pupil Agency, Voice & Leadership

Pupil consultation (June 2022) – Pupils agreed that when holding each other to account, this is done in a supportive way, for example, sharing consequences to support the behaviour correction. Pupils are also able to help an individual shape an apology, helping them to understand the impact their behaviour has had upon the Team.

Teams

- Nothing is more important than our team. Team is our family.
- Team meetings take place for 20 minutes at the beginning of every day (see timetables).
- This is time well spent on developing a unique bond between each other that will be invaluable when things don't go to plan. It is not just taking the register and then pupils sitting at their desks having their planner signed, or reading etc.
- It is also a valuable time for pupils to hold each other to account for their conduct in school.
- Team leaders and deputy team leaders (pupils) will take on a leadership role within the meetings as directed by the class teacher.
- Team meetings will be conducted with the whole class and led by the class teacher and/ or team leaders and deputy team leaders.
- Pupils develop their individuality in team meetings through using their voice and finding who they are.
- Teams offer a safe place where pupils can be themselves and ask either implicitly or explicitly for help and guidance from their peers. Through these intimate and sometimes brutally honest interactions, pupils grow their character.

Class teachers ensure that:

- They use team meetings as valuable time to get to know the children in their Team.

- They communicate and act upon requests from other members of staff or pupils, e.g. gaining pupil voice from their team on what new playground equipment they would like.
- They make regular contact with home for each pupil via the text system and/or phone calls home.
- Their team are contributing to whole school community meetings and are appreciating and apologising where appropriate and necessary. Preparation for this is to take place during Thursday's team meeting.
- Team points are collated and shared by the end of each Thursday ready for Friday's community meeting.
- Take a note of any new pledges that their team make during the community meeting and hold them to account for these.
- Ensuring links are explicitly made to the Fundamental British Values (Democracy, Rule of Law, Respect and Tolerance, Individual Liberty), and the correct terminology of FBV is used.

Team Meeting activities include:

- On a daily basis

Mini Team Meeting straight after lunch

- Pupils share appreciations for each other. This should last approximately 5 minutes and be based on appreciations only; any pledges and stands can be addressed in the full team meeting the next morning.

Morning Team Meeting

- After morning registration, award daily team bonus points (to celebrate achieving as a team for each day and to promote a fresh start each day). Daily team bonus points should only be given when all the class achieve it for that day. E.g. every child in their team (100%) would need to have achieved 100% attendance for the previous day; every child in their team (100%) would need to be in full uniform that day; or every child in their team (100%) would have not had any behaviour sanctions for the previous day, etc. If this is the case then you can award the bonus points to all the class by clicking 'award multiple', selecting all the children and then clicking 'choose award' and then click the relevant award. This is meant to be a challenge and a whole team effort so it may not be achieved all the time. Pupils will still receive individual shining stars for some of the bonus points' criteria so we will still be recognising individual efforts.
- Daily Team bonus points are given for:
 - 100% Daily attendance for the previous day (10 points)
 - 100% Daily non-lateness for the previous day (10 points)
 - 100% Daily uniform compliance – uniform and any required P.E kit (10 points)
 - No negative behaviours recorded on Class Charts for the previous day (20 points)
- Simple check-ins around feelings.
 - This might not include every child and should not include every child daily as this is all team meetings will consist of.

- It could consist of showing a feelings fan and asking if anyone wants to discuss their feelings with their team, whilst mentally noting any negative feelings displayed on any fans for reference.
 - It would also be helpful if a child could explain why they are feeling this way if they feel comfortable to do so.
 - You may also decide on a signal within your team that indicates that a child wants to share their feelings with their team.
 - A short reading of our character values.
 - A more in-depth focus will then be given to specific aspects of the character values with reference to them in context.
 - The focus may be determined from an incident, event or just a general need for coverage.
 - Any appreciations, apologies, pledges and stands.
 - Peers within the 'Team' will hold each other to account for their conduct in school and ensure that any apologies and reflection are authentic and appropriate and check that their peers in their 'Team' have stuck to their pledge.
 - Guided by the class teacher, team members monitor, support and challenge their peers with their apologies, pledges and stands, holding each other to account.
- During the week
 - Sharing stories about their lives and who they are outside of school e.g. what they have been doing over the weekend or over the holidays. They could also share their likes and dislikes, hobbies, etc.
 - Sharing out of school achievements and awards.
 - Focusing on any topical issues.
 - Delivering PSHE using the Kapow scheme of work.
 - Topical discussions and debates based on current affairs and key calendar dates – see diary dates and news alerts for ideas. A discussion and debate display board will be evident on both sites, so please take some photographs and quotes from your children to include. This will be updated at least termly. A weekly on-going log of topical discussions will be saved on the Teacher SharePoint. This needs to be updated by the teacher or pupil team leader/ deputy team leader by the end of Thursday each week so that this can be shared at the community meeting each week.
- On a Thursday
 - Preparing the team to contribute to whole school community meetings by revising and reviewing any appreciations, apologies, pledges and stands made. Identify which pupils will speak during Friday's assembly.
 - Award weekly team bonus points (to celebrate achieving as a team for the week). Team bonus points should only be given when all the class achieve it for the week (Thursday-Wednesday, as they are awarded Thursday am). E.g. every child in their team (100%) would need to have to have read at home for 3 times or more for that week, etc. If this is the case then you can award the bonus points to all the class by clicking 'award multiple', selecting all the children and then clicking 'choose award' and then click the relevant award. This is meant to be a

challenge and a whole team effort so it may not be achieved all the time. Pupils will still receive individual shining stars for some of the bonus points' criteria so we will still be recognising individual efforts.

Weekly Team bonus points are given for:

- 100% Reading at home (50 points)
- 100% full marks or improved spelling test scores from previous week (50 points)
- 100% full marks or improved times tables test scores from previous week (50 points)

Community Meetings

- Whole school community meetings take place every Friday morning (instead of the Team meeting) – both for the Lower site and the Upper site.
- The Friday community meetings are not an assembly – it's a chance to come together as a whole school community and reflect on the week we have had and what that will look like the following week.
- Community meetings are for pupils and staff only.
- Friday community meetings allow us to reflect deeply on culture; be openly kind to one another and hold each other to account; and to be a community.
- In the Friday whole school community meetings, all our pupils have the freedom to make public appreciations, apologies pledges and stands – this is done respectfully and never forced, they do so willingly.
- Appreciations should far outweigh apologies, pledges and stands.
- Links to the Fundamental British Values (Democracy, Rule of Law, Respect and Tolerance, Individual Liberty), are explicitly made and the correct terminology of FBV is used.

Friday's community meetings include:

- First, focus on the narrative that every day at school matters, and when you come to school and work hard, you achieve academically. Therefore, a league of all the Teams (not just the winner) attendance is announced.
 - The winning Team will:
 - Receive the Attendance Trophy for the week.
 - Be rewarded with an extended break of 10 minutes.
- Any achieved shining stars are awarded to pupils.
- The Team trophy is awarded to the winning Team that week.
 - The winning Team will:
 - Receive the Team Trophy for the week.
 - Sit on the benches in the Community Meeting and Singing Assembly the following week.
 - Be rewarded with an extended break of 10 minutes.
- Pupils sharing topical discussions and debates that have been discussed in Teams Meetings that week.
- Then the pupils take over (this may need modelling by staff first) using a 'catchbox' a throwable microphone, to allow our pupils a voice for:
 - **Appreciations** – acknowledgements of kindness

- Examples – to staff for organising visits; friends (in any Team) for helping them through rough patches; their Team for holding them to account; their Team for helping them academically.
- **Apologies** - pupils openly apologise if they have made mistakes
 - Examples – being disrespectful to a member of staff or showing unkindness towards another pupil.
- **Pledges** – Apologies can just be words so we expect a pledge from the pupils about how they will put right the mistake.
 - Examples – the pupils don't pledge 'to not do it again' but come up with concrete ways they are actively going to be more respectful of staff and kinder to their peers or they can pledge to do some form of School-based Restorative Service.
- **Stands** - stands are always made for a Character Value, never against something or someone, and are expected to be kind, specific and helpful.
 - Examples - pupils own their school so they are expected to look after it and the people within it, e.g. a pupil asking for more Respect by asking other pupils (in any Team or across school) to show more mindfulness by flushing the toilets after use as they were often left in a bit of a state. Sometimes through 'Stands' an issue will arise so we will set up a working group of interested pupils to consider the issue and report back to the next Community Meeting with proposals. This empowers all pupils and is solution focused.

Restorative practices (putting things right)

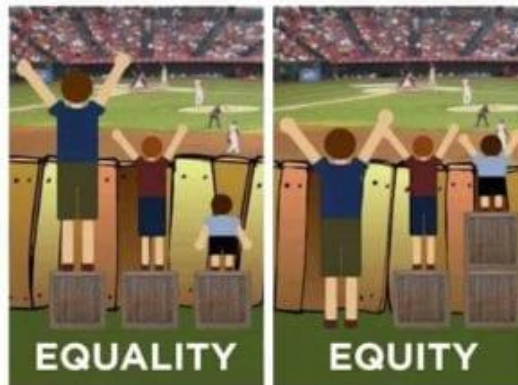
- Pupils, like adults, make mistakes and need a chance to put things right. Therefore, when pupils make mistakes, they are given the chance to put things right.
- When pupils make mistakes, we use character values to unpick the situation, allowing pupils to reflect on their actions, how they could have done things differently, and work out how to put their mistakes right.
- When pupils make apologies, and therefore pledges, in Team and Community meetings, this includes actions to put things right. These things should not be punitive, but constructively positive to make things right again.
- The nature of the issue will determine the way to put things right, remembering that 'putting things right' often needs more than just apologising and pledging 'to not do it again'. The pupils come up with concrete ways they are going to put things right.
- If a pupil makes a pledge, their class teacher and team members will hold them to account and decide if they have acted authentically and sincerely to complete their pledge.

Positive Relationships

- We build positive relationships with all our pupils and try to understand their context and strategies to encourage good behaviours. These relationships are based on compassion and mutual respect.
- Every staff member is responsible for promoting good behaviour and dealing with any unacceptable behaviours of all pupils in school.

Equity to create equality

- Children are not the same – they are all different. Like adults, we act and react in different ways. Equity takes into account these different needs.
- We need to be treated differently to be treated 'fairly'. Most of this comes through relationships and knowing our children well.
- When pupils have SEN that sometimes displays as poor behaviours, we need to learn as a community to be tolerant, while at the same time knowing that certain behaviours are not acceptable and that they have consequences.
- This balance of equality 'v' equity is one we need to get right as professionals and explain with clarity to pupils, parents and staff.



Appendix 2: Adwick Primary's Pupil Code of Conduct

Pupil Code of Conduct

Pupils are expected to conduct themselves in a positive manner by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly and orderly around the school
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting the behaviour correction consequence when given, and appropriately completing the behaviour correction consequence given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school and in the community

We have the highest expectations of pupils at Adwick Primary in terms of both their behaviour and progress at school. This is underpinned by our Character Values (see below), which shape and determine the culture at the school. Pupils are expected to follow the school's Character Values of **compassion; integrity; respect; courage; and ambition**, showing respect for the rights and needs of other pupils and of all adults in our school community.

Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Compassion <ul style="list-style-type: none"> ● We are kind and caring. ● We help others. 	Compassion <ul style="list-style-type: none"> ● We are kind and caring. ● We help others to be their best. 	Compassion <ul style="list-style-type: none"> ● We show kindness, care and a willingness to help others. ● We help others to achieve both socially and academically. 	Compassion <ul style="list-style-type: none"> ● We show understanding, empathy, kindness, care and a willingness to help others. ● We help others to achieve both socially and academically. ● We are committed to contributing positively to our community.
Integrity <ul style="list-style-type: none"> ● We are honest. ● We always make the right choices. 	Integrity <ul style="list-style-type: none"> ● We are honest. ● We always make the right choices. 	Integrity <ul style="list-style-type: none"> ● We are honest. ● We do the right thing all of the time. ● We have strong morals. 	Integrity <ul style="list-style-type: none"> ● We are honest. ● We do the right thing all of the time. ● We have strong moral and ethical principles and values.
Courage <ul style="list-style-type: none"> ● We show independence and never give up. ● We explore new things. 	Courage <ul style="list-style-type: none"> ● We show independence and never give up. ● We challenge ourselves. 	Courage <ul style="list-style-type: none"> ● We show independence, take responsibility and never give up. ● We put ourselves outside our comfort zone to develop and deepen our learning and character. 	Courage <ul style="list-style-type: none"> ● We show independence, take responsibility and never give up. ● We put ourselves outside our comfort zone to develop and deepen our learning and character. ● We have conviction in our decision-making, thoughts and feelings and communicate them effectively.

Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Respect</p> <ul style="list-style-type: none"> We are well mannered. We work well with everyone and celebrate our differences. We look after our school. 	<p>Respect</p> <ul style="list-style-type: none"> We are well mannered. We work well with everyone and celebrate our differences. We look after our school. 	<p>Respect</p> <ul style="list-style-type: none"> We are well mannered. We work well with everyone and celebrate our differences. We show consideration towards people and our environment. 	<p>Respect</p> <ul style="list-style-type: none"> We are well mannered. We work well with everyone and celebrate our differences. We show consideration towards people, our environment and local community.
<p>Ambition</p> <ul style="list-style-type: none"> We try our best. We want to explore and learn. 	<p>Ambition</p> <ul style="list-style-type: none"> We want the best for ourselves and each other in our team and our school. We want to explore and learn. 	<p>Ambition</p> <ul style="list-style-type: none"> We want the best for ourselves and others in our team and school. We push ourselves to achieve our goals. We are curious and eager to learn. 	<p>Ambition</p> <ul style="list-style-type: none"> We have high aspirations for ourselves and others in our team, school and local community. We are self-motivated to achieve our desired goals. We are curious and eager to learn.

Appendix 3: Adwick Primary's Behaviour Management Processes

Definitions of behaviour

Misbehaviour is defined as:	Serious misbehaviour is defined as:
<ul style="list-style-type: none"> ○ Disruption in lessons, in corridors, communal areas between lessons, and at break and lunchtimes ○ Non-completion of learning/ Deliberate time wasting/ Deliberately not taking care with work ○ Poor attitude ○ Lack of respect/rudeness ○ Play fighting ○ Leaving the classroom and/ or school grounds (once entered) without permission ○ Making fun of pupils/adults ○ Telling lies ○ Distracting others ○ Tale telling ○ Refusal/ uncooperative behaviour ○ Other low level misbehaviour 	<ul style="list-style-type: none"> ○ Persistent breaches of the school rules ○ Sexual assault or sexualised behaviour, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation ○ Inciting/provoking violent behaviour ○ Fighting/ biting/ intentionally hurting or marking of another pupil (body map to be used for marking with incident sheet) or adult (accident form to be filled in for an adult) ○ Bullying – emotional/ physical/ racial, disability, homophobic, transphobic and any other discriminatory behaviour/ sexual/ direct or in-direct verbal/ cyber ○ Intimidation ○ Using wholly inappropriate or derogatory language/ statements – including, racial, disability, homophobic, transphobic and any other discriminatory language/ statements ○ Deliberately throwing objects to cause injury to pupils/adults ○ Spitting at pupils/adults ○ Destruction/ vandalism/ defacing school or others' property ○ Climbing (to abscond) ○ Theft ○ Smoking/vaping ○ Continued refusal/ un-cooperation, also for any pupil on an SEMH Plan which is being followed ○ Inappropriate use of a mobile phone/ smart watch or personal mobile device on the school property ○ Possession of any prohibited items. These are: <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items ○ Cigarettes, tobacco, cigarette papers or vapes ○ Lighters/ matches ○ Fireworks ○ Pornographic images ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Classroom management

Teachers and support staff are responsible for fostering an environment that promotes positive behaviour within the classroom.

They will:

- Implementing the behaviour policy consistently and fairly, by treating children equitably, providing a personalised approach to the specific behavioural needs of particular pupils
- Plan and deliver stimulating lessons that encourages pupils to be motivated and engaged, resulting in good academic progress.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Endeavour to understand their pupils as best as they can.
- Encourage their pupils to become the best version of themselves.
- Display the character values in their own classroom and actively refer to our character values, in context, every day, using them as a framework for our conduct.
- Refer to the character values when giving and recording praise.
- Develop a positive relationship with pupils based on compassion, integrity and respect, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviours and contributions of every pupil
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Positively communicate with pupils' parents regularly

Rewards, Behaviour Correction Consequences and Additional Support Strategies

Rewards

Positive behaviour will be rewarded with:

Praise

- **Merits linked to Character Values**
 - Merits are given to pupils for following aspects of the Character Values
 - When awarding a Merit, the member of staff will explain to the child what Character Value they have met and why.
 - **Merits for specific Character Values are to be recorded on our electronic behaviour system (Class Charts).**
- **Texts home to parents**
 - At least 2 texts, on separate occasions, per half-term for every pupil
 - Each text should be personalised with the pupil's name and state what Character Value they have met and why.
 - A scheduled text will be sent to teachers weekly on Thursday pm to remind them to send the texts.
 - Each half-term, the office staff will monitor positive texts sent from each year group text account.
 - **Texts are to be sent by the Class Teacher using the school text system.**
- **Shining stars**
 - Shining stars are given for exceptional effort and recognition in the pupil's learning (ideally produced work).
 - Pupils will also receive a shining star if:
 - they beat their weekly times table score, or if they get full marks
 - they read to an adult at home at least 4 times per week (record book needs to be signed and dated by an adult at home)
 - Shining stars are to be recorded on our electronic behaviour system (Class Charts).
 - F2, KS1 and KS2 pupils are awarded badges for achieving each level. 10 effort points are required to achieve a bronze badge, 25 to achieve a Silver badge, 50 to achieve a Gold badge and 100 effort points will result in an extra special treat.
 - Badges are given out during Community Meetings.
 - **Merits are to be recorded on our electronic behaviour system (Class Charts) by the Class Teacher.**
- **Lunchtime Stickers**
 - Lunchtime Stickers are given out by Midday Supervisors for pupils who are following aspects of the School's Character Values at Lunchtime.
 - When giving out a sticker, the Midday Supervisor will explain to the child what Character Value they have met and why.
- **Attendance Trophy**
 - Awarded weekly in the Community Meeting to the Team with the highest weekly attendance.

- The winning Team will:
 - Receive the Attendance Trophy for the week.
 - Be rewarded with an extended break of 10 minutes.
- **Team Trophy**
 - Awarded weekly in the Community Meeting to the Team with the highest average weekly points for:
 - Number of Merits (1 point per Merit)
 - Number of Shining Stars (1 point per Shining Star)
 - Team Bonus Points:
 - 100% Daily attendance (10 points)
 - 100% Daily non-lateness (10 points)
 - 100% Daily uniform compliance (10 points)
 - Daily no negative behaviours recorded on Class Charts – for each previous day (20 points)
 - 100% Reading at home – weekly (50 points)
 - 100% full marks or improved spelling test scores from previous week (50 points)
 - 100% full marks or improved times tables test scores from previous week (50 points)
 - Average weekly points will be calculated each Thursday after 3pm in preparation for Friday's league table and Community Meeting. See instructions below on how to calculate the League Table:

Class Charts:

 - **Analytics**
 - **Behaviour**
 - **Date range** – 1 week from Friday (previous week) – Thursday (current day after 3:00pm so that you get the whole of Thursday awards). Then click Apply
 - **Primary Breakdown** – Year Group. No secondary breakdown needed.
 - **Include type** – behaviour only
 - **Generate report**

In the excel spreadsheet:

 - Fill in the 'Total' column on the excel spreadsheet with the figures from the generated report.
 - To calculate the 'Average' for each year group:
 - =
 - click on the relevant 'total' cell
 - / (the divide sign)
 - Then the amount of pupils in the year group (these will need to be requested from the office staff each week to ensure they are accurate)
 - Press enter
 - The winning Team will:
 - Receive the Team Trophy for the week.
 - Sit on the benches in the Community Meeting the following week.
 - Be rewarded with an extended break of 10 minutes.
- **Whole School Reward**
 - Awarded at the end of each half-term to reinforce that Teams work together to make a better whole school community.

- At the end of each half-term, an overall total of all the Teams weekly team averages will be calculated. If the overall total has improved from the previous half-term, the whole school will be rewarded with an afternoon treat of their choice.
- Overall totals will be calculated in the following way:
 - Total the average weekly points for all the Teams for each week per half-term. Keep a running record of this per week.
 - Divide the overall total by the number of weeks in that half-term.

Behaviour Correction Consequences

The school may use one or more of the following behaviour correction consequences in response to unacceptable behaviour, these will be determined on an individual basis. See the table below for an overview of behaviour correction consequences, which are explained in more detail following the table the below.

Please note, the following list of behaviour correction consequences in the table below are not necessarily in a hierarchical order.

Behaviour Correction Consequence	In response to	Sanctioned by	Period	Reporting
A verbal reprimand	Misbehaviour	All staff	N/A	N/A
Turn-it-round Time	Misbehaviour	All staff	Short amount of time needed – i.e. approx. 5 mins or less. Timers to be available in classes for pupil to use as a visual aid.	N/A
A warning that a phone call home to parents/ carers will take place if their behaviour doesn't improve	Persistent misbehaviour	All staff	N/A	N/A
Reflection Time <i>Supervised by an adult</i>	Serious misbehaviour' or persistent misbehaviour. This is for when a pupil has lost their right to be in their Team for ½ a day, not just a quick reflection and then back in class, as this would be 'turn-it round time'.	Class Teacher	Half a day (am/pm) – once an authentic reflection has taken place and an appropriate pledge has been made/ agreed.	Class Charts by the Class Teacher as a 'reflection time'. Parents/carers informed by the Class Teacher.
Break and lunch time detention, including behaviour reflection prompts (see Appendix 4) <i>Supervised by an adult</i>	Serious misbehaviour' or persistent misbehaviour outside	Class Teacher who is on rota	Usually for the break or lunch time that they are sent in – only once an authentic reflection has taken place and an appropriate pledge has been made/ agreed. This may be extended for persistent cases - to be agreed with the HT or DHTs.	Class Charts by the Class Teacher who is on rota as a 'break and lunch time detention'. Parents/carers informed by the Class Teacher.
School-based Restorative Service <i>Supervised by an adult</i>	Serious misbehaviour' or persistent misbehaviour	Class Teacher	N/A	Only report if sanctioned by an adult and not as a pledge from the pupil. If part of a reflection time pledge, then do not record as a separate sanction. If sanctioned by an adult, report on Class Charts by the Class Teacher as a 'school-based restorative service'. Parents/carers informed by the Class Teacher.

Behaviour Correction Consequence	In response to	Sanctioned by	Period	Reporting
<p>After-school Detention, including behaviour reflection prompts (see Appendix 4)</p> <p><i>Supervised by an adult</i></p>	<p>Issues in the community when coming to and from school. Where other behaviour correction consequences have not been effective.</p>	Class Teacher	20 mins at the end of the school day	Class Charts by the Class Teacher, as an 'after-school detention'. Parents/carers will be consulted and informed by the Class Teacher.
<p>Extended Reflection Time, initially be conducted in the same way as Reflection Time.</p> <p><i>Supervised by an adult</i></p>	<p>More serious incidents or continual persistent breaches of serious misbehaviour. This is for when a pupil has lost their right to be in their Team for at least full day. Note, an Extended Reflection Time must only be given if a more effective behaviour correction consequence cannot be given. Will a different strategy be just as or more effective to correct the pupil's behaviour?</p>	HT or DHTs	Usually 1 full day However, the Headteacher or a Deputy Headteacher will decide how long a pupil should be kept in Extended Reflection Time, depending on the severity of the incident or frequency of Extended Reflection Times.	Class Charts and Safeguarding section (concerns – Behaviour Concern) by the HT or DHT (whoever sanctioned it), including a statement of events, witness statements and body maps (where required). Parents/carers will be informed by whoever sanctioned it.
Suspension	<p>Serious or persistent breaches of the school's behaviour policy, and; If allowing the pupil to remain in school would seriously harm the education or welfare of others</p>	HT or Acting HT	1 – 5 days	Safeguarding system (concerns – Suspension) by the HT or Acting HT, including witness statements, body maps (where required) and the letter to parents/carers. Parents/carers informed by the HT or Acting HT.
Permanent Exclusion	<p>Serious breach, or persistent breaches, of the school's behaviour policy and; If allowing the pupil to remain in school would seriously harm the education or welfare of others</p>	HT or Acting HT	Permanently	Safeguarding system (concerns – Permanent Exclusion) by the HT or Acting HT, including witness statements, body maps (where required) and the letter to parents/carers. Parents/carers and relevant bodies informed HT or Acting HT.
Physical Restraint	<p>Causing disorder Hurting themselves or others Damaging property Always as a last resort</p>	Staff should be trained in Physical Restraint	Minimum amount of time possible	<p>By whoever was involved in the restraint and will include the following:</p> <ul style="list-style-type: none"> ○ Be reported to parents/carers via the letter in Appendix 5 ○ Be recorded in the 'bound and numbered book', with a copy of the completed letter to the parents attached to the relevant page ○ Be recorded on the Safeguarding system (concerns – Physical Restraint + any other related category, e.g. Behaviour (pupil) - Violence and aggression towards staff) <p><i>Note: Only tag the child who has received the restraint. If another child was involved in the incident but was not restrained, do not tag them as it will be logged that they also received a restraint. You can include the other child in the write-up notes section instead.</i></p> <ul style="list-style-type: none"> ○ Complete a 'Physical Restraint Plan' (see SEMH plan) if restraint is becoming frequent.

Pupil Consultation (June 2022) – Pupils agreed with the above Behaviour Correction Consequences and talked about the impact that they have/ could have to improve behaviours, e.g. School Based Restorative Service.

Bullying

Any potential bullying incidents will be recorded on the Safeguarding system by the Class Teacher as a Behaviour Concern. All children involved in the incident will need to be tagged in the 'choose pupil(s) concerned' box. Any follow-up conversations/actions are to be recorded in the 'Actions Log' box in the Safeguard My School online system, if it relates to the same incident. Any new incidents are to be recorded as per aforementioned. The Inclusion Lead will review the Behaviour Concerns to determine whether it should be categorised as bullying based on the information provided and any historic information.

In addition to the above, the perpetrator(s) will also need be issued a behaviour correction consequence for any bullying incident, this could range from Reflection Time, Detentions, or a Suspension. This will need to be recorded on Class Charts separately as per behaviour correction consequence reporting guidance.

Parents/carers of the perpetrator(s) and victim(s) will be informed by the Class Teacher.

Turn-it-round Time

In response to 'misbehaviour', whether this is in class or during break or lunch times. This will precede any Reflection Time or a Lunch and Break Time Detentions.

If a pupil makes a mistake in class or during break or lunch times, a member of staff (in class or on duty) will use the Character Values to remind them of what is expected of them and how they can put their behaviour right. This will hopefully avoid the use of Reflection Time or a Lunch and Break Time Detention. They will be **given a short amount of time (i.e. approx. 5 mins or less), ideally with a timer to use as a visual aid**, to put their behaviour back on track.

Reflection Time

In response to 'serious misbehaviour' or persistent breaches of this policy, a pupil will lose their right to be in their Team for ½ a day. This is different to 'turn-it round time', which is for a much shorter period, when a pupil can turn their behaviour round much more quickly. A pupil will need time away from their classroom community (in a corridor or quiet area and supervised by an adult) to construct an authentic and sincere reflection of their poor behaviour to put things right. They will do this in Reflection Time.

All pupils should spend at least some of their Reflection Time to think by themselves (usually at the beginning) as you cannot personally reflect with someone talking to you or distracting you.

Pupils should carry out their Reflection Time without any equipment, e.g. a book or Lego (unless this is written in their SEMH plan as a calming and/ or a communication technique) or any other distractions. Other adults, e.g. who are passing in the corridor, must not communicate with pupils in Reflection Time.

Once a pupil has calmed down and personally reflected on their own, they will be expected to reflect on their behaviour and actions with an adult, using the school-based behaviour reflection prompts (see Appendix 4). A member of staff will use the Character Values to unpick the situation, before the pupil is allowed to re-join their classroom community. They will discuss with the pupil how they could have done things differently, and how they are going to put their mistakes right.

Some pupils may need adult support with this, e.g. mood fans with younger children. They may pledge to react differently – this may include an apology, both personal and/ or public; or pledge to do some kind of school-based restorative service (see below for examples).

Please note, apologies can just be words so we expect a pledge from the pupils about how they will put right the mistake. This gives a collective reassurance that the culture of our school is being protected. The pupils don't pledge 'to not do it again' but come up with concrete ways they are actively going to be more respectful of staff and kinder to their peers.

Once a pupil re-joins their classroom community, they will be expected to complete a reasonable amount of work in the time they have available, rather than having to catch-up on work at break or lunch time due to the time they have missed during their Reflection time. The pupil's book will be annotated with RT to indicate that that they have missed the lesson or part of the lesson due to Reflection time.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection is authentic and appropriate and check that they have stuck to their pledge.

Reflection Time will last for ½ a day (am/pm). The pupil can return to their 'Team' once they have completed this time; an authentic reflection has taken place; and an appropriate pledge has been made/ agreed.

Reflection Time will be sanctioned by the Class Teacher and recorded on Class Charts by the Class Teacher as a 'reflection time'.

Parents/carers will be informed by the Class Teacher.

Break and Lunch Time Detentions

In response to 'serious misbehaviour' or persistent breaches of this policy, a pupil will need time away from their peers, to construct an authentic and sincere reflection of their poor behaviour outside and how to put things right. They will do this inside under the supervision of the Class Teacher who is on rota.

A Supervised break and lunch time will be conducted in the same way as Reflection Time (see above for details) but within the timings of the break or lunch time they are missing.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection in Supervised break or lunch time is authentic and appropriate and check that they have stuck to their pledge.

A break and lunch time detention will usually last for the break or lunch time that they are sent in, if an authentic reflection has taken place and an appropriate pledge has been made/ agreed.

For more serious incidents or continual persistent breaches of this policy at break and lunch times, then an extended period of break and lunch time supervision may be sanctioned or another appropriate behaviour correction consequence given by the HT or DHTs, in-line with this policy.

Supervised break and lunch times will be sanctioned by the Class Teacher who is on rota and recorded on Class Charts by them as a break and lunch time detention’.

Parents/carers will be informed by the Class Teacher.

School-based Restorative Service

In response to ‘serious misbehaviour’ or persistent breaches of this policy, school-based restorative service may be sanctioned by an adult. Where possible, this should link to what the pupil needs to put right.

Following Reflection Time, a pupil may also pledge to put things right by doing some kind of School-based Restorative Service. Where possible, this should link to what the pupil is trying to put right.

Some examples of school-based restorative service:

- Tidying or tasks in the school grounds
- Tidying or tasks in a classroom/ other area inside school
- Helping clear up the dining hall after meal times
- Holding the doors open at break or lunchtime
- Supporting a first aider who is on duty

They will do this inside under the supervision of an adult.

Team meetings are where checks and balances take place. Have they stuck to their pledge and completed their school-based restorative service?

Only report on Class Charts if sanctioned by an adult and not as a pledge from the pupil. If it is part of a reflection time pledge, then do not record as a separate sanction on Class Charts as the pupil will already have a Reflection Time recorded for this.

If sanctioned by an adult, report on Class Charts by the Class Teacher as a ‘school-based restorative service’.

Parents/carers informed by the Class Teacher.

After-school Detention

The Class Teacher will consult with the pupil’s parent(s)/ carer(s), if they feel that keeping a pupil in an after-school detention for **20 minutes at the end of the school day** will be an appropriate and effective behaviour correction consequence.

The Class Teacher must contact parents to discuss this option and if agreed, let parent(s)/ carer(s) know when their child will be staying after-school. This is appropriate in order to keep parents informed and to also safeguard pupils.

An after-school detention will be in response to:

- Issues in the community when coming to and from school
- Where other correction strategies have not been effective

The Class Teacher will not issue an after-school detention where they know that doing so would compromise a child's safety.

An after-school detention will be conducted in the same way as Reflection Time (see above for details) but within the timings of the after-school detention.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection in After-school Detention is authentic and appropriate and check that they have stuck to their pledge.

Any After-school Detention will be sanctioned and undertaken by the pupil's Class Teacher.

After-school detentions are recorded on Class Charts by the Class Teacher as an 'after-school detention'.

Parents/carers will be consulted and informed by the Class Teacher.

Extended Reflection Time

For more serious incidents or continual persistent breaches of serious misbehaviour, pupils may be placed in Reflection Time for an extended period, outside of their Team. We recognise that most of the time, the pupil is best being at school, rather than being sent home.

Note, an Extended Reflection Time must only be given if a more effective behaviour correction consequence cannot be given. Will a different strategy be just as or more effective to correct the pupil's behaviour?

An Extended Reflection Time will initially be conducted in the same way as Reflection Time (see above for details).

The pupils will be expected to work constructively and to also complete further work set by their Class Teacher.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection in Extended Reflection Time is authentic and appropriate and check that they have stuck to their pledge.

Extended Reflection Time will be sanctioned by either the Headteacher or a Deputy Headteacher.

Extended Reflection Time will usually last for a full day - this may occur on the opposite school site. However, the Headteacher or a Deputy Headteacher will decide how long a pupil should be kept in Extended Reflection Time,

depending on the severity of the incident or frequency of Extended Reflection Times.

Extended Reflection Times will be recorded on Class Charts and Safeguarding section (concerns – one of the Behaviour related categories) by the Headteacher or Deputy Headteacher (whoever sanctioned it), including a statement of events, witness statements and body maps (where required).

Parents/carers will be informed by whoever sanctioned it.

Suspension

Only the Headteacher, or Acting Headteacher, can suspend a pupil from school.

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.' ([School suspensions and permanent exclusions, 2023](#))

Suspension at Adwick Primary is used to show that certain behaviours are not acceptable within our community, and sends out a strong message to the pupil, their parents and importantly, the rest of the pupils in our community. All decisions to suspend are only taken as a last resort or where the breach of school's rules is serious.

Suspensions will be recorded on the Safeguarding system (concerns – Suspension) by the Headteacher or Acting Headteacher, including witness statements, body maps (where required) and the letter to parents/carers.

Parents/carers will be informed by the Headteacher or Acting Headteacher.

Permanent Exclusion

Only the Headteacher, or Acting Headteacher, can permanently exclude a pupil from school.

A permanent exclusion will be taken as a last resort. A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.' ([School suspensions and permanent exclusions, 2023](#))

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. These offences might include:

Permanent Exclusions will be recorded on the Safeguarding system (concerns – Permanent Exclusion) by the Headteacher or Acting Headteacher, including witness statements, body maps (where required) and the letter to parents/carers.

Parents/carers and relevant bodies will be informed by the Headteacher or Acting Headteacher.

List of Additional Support Strategies

- Social, Emotional & Mental Health (SEMH) plan
- Multi-stranded support plan
- Partial Timetable
- External Support
- Alternative Educational Provision

Social, Emotional & Mental Health (SEMH) Plan

While we recognise the strength of consistent and equitable rewards and behaviour correction consequences, we also recognise that pupils react differently to strategies and sometimes a bespoke plan is needed for particular pupils to access our provision effectively.

If pupils require further support and challenge to display good behaviours, they can be put on an SEMH plan, which is reviewed half-termly.

This is an Assess, Plan, Do, Review cycle of strategies to help the pupil show good behaviours over time.

The plan uses a holistic approach and focuses on the main area(s) of concern that the pupil needs to improve, along with what they and staff should do to support this, by using agreed steps to success. Teachers and parents/carers work together to set achievable targets and steps to success for the pupil.

Strategies should be agreed with the Inclusion Leader/ Champions, pupil and parent/ carer.

The implementation of a SEMH plan needs to be sanctioned by the Inclusion Leader/Champions.

The SEMH plan will be written by the Class Teacher, in consultation with the pupil and parent(s)/ carer(s) and the Inclusion Champion.

Multi-stranded support plan

When a pupil has complex issues, supporting good behaviour requires a multi-stranded approach, rather than just looking at behaviours.

A Multi-stranded Support Plan allows us to see the big picture of a pupil across:

- Attendance
- Behaviour
- SEN
- Safeguarding

Partial Timetable

The Headteacher may, in limited circumstances, make use of a partial timetable to support a pupil's needs.

External Support

Where a pupil is not able to show that they can or will accept the expectations of the school, the support of outside agencies will be sought. This may include, e.g. LA Outreach Support and/ or Educational Psychologist.

Alternative Educational Provision

Where a pupil is not able to show that they can or will accept the expectations of the school, an assessment will take place to determine whether the pupil is able to access mainstream education at all. This may involve multiple local agencies.

If the assessment is that the pupil is unable to access mainstream education an alternative education provision will be sought. The school will work with an alternative provider to ensure they will meet the pupil's needs.

Appendix 4: Behaviour Reflection Prompts

Consider how to Hear, Explain, Link

Hear:

- What were the reasons for your behaviour?
- What happened?

Explain:

- How did it make you feel?
- How did your behaviour affect others?
- How do you feel now?

Link:

- What can you do to put it right – pledge for improvement?
- What could we do differently next time?

Reflection Time Prompt

Reflective Think Sheet



What happened? (Circle all the correct pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/silly



had a negative attitude



distracted others



wasn't ready/late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

Want to tell us more?

How were you feeling? (Circle the correct feelings)



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What were you thinking?

Who else has been affected

How might they be feeling? (Circle the correct feelings)



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What could you have done differently?

How can we repair the damage?

APPENDIX 5:

Adwick Primary School

(Lower Site)

Stafford Road
Woodlands
Doncaster
DN6 7LW

(Upper Site)

Windmill Balk Lane
Woodlands
Doncaster
DN6 7SH



Telephone: 01302 722762

Email: adwick-admin@vennacademy.org

Website: www.adwickprimary.doncaster.sch.uk

Headteacher: Mr D.Dukes

Date:

Dear Parent/Carer,

Re: _____

I am writing to inform you that it was necessary to use physical restraint to prevent your child from:

Hurting themselves or others	
Damaging property	
Causing disorder	

If you wish to speak with the class teacher to discuss this matter further, then please telephone the school.

We appreciate your continued support in this matter.

Staff member's signature: _____

Staff member's name: _____

