



Positive Relationships and Behaviours Policy

Policy Responsibility: Headteacher

Status: Draft

Date Agreed: Finalised February 2024

Agreed ✓

Date for Review: September 2024

Vision and Values

Vauvert's Vision

A thriving, forward-thinking school with high aspirations for all. A happy school built upon care and kindness with the child at the centre; where everyone is valued, included and respected. A place where staff and children are challenged and supported to be the best that they can be.

Vauvert's Aims

As a school that has adopted the UNCRC - Rights Respecting Schools Award; the rights of the child are at the heart of everything that we do. As such, at Vauvert Primary School we aim to:

- Keep children at the heart of all that we do. *(Article 3)*
- Create a school community where all children, all staff and all parents feel that they are welcome and that they belong; where they feel safe and cared for, and where they are included, no matter what their circumstance or need.
- Foster a love of learning and an understanding of the need for a positive, growth mindset; where children are motivated, resilient, and inspired, and where their creativity and imagination are able to shine.
- Provide a high quality education through a rich and exciting curriculum, where every child can develop fully as an individual and achieve their personal best, ensuring that when they leave our school they are equipped with the skills and knowledge required to successfully access the next stage in their education. *(Article 6)*
- Equip children with the attitudes and attributes necessary to be effective members of society, understanding that we all matter, and that we should treat people with kindness and respect. *(Article 2)*
- Provide opportunities for all children to feel part of, and be able to contribute to school life; as well as to the local, and global communities through the teaching of rights and responsibilities and through hearing the children's voice in all aspects of the life of the school. *(Article 12)*

Vauvert Primary School

Be respectful. Be honest. Be the best you can be.

Rationale

At Vauvert Primary School every member of the school community has the right to feel safe, to be heard, and to learn; they should feel valued and respected, understanding the need to value and respect others; and to be treated with dignity and respect. Our school's *Positive Relationships and Behaviour Policy* is therefore designed to support the way in which all members of the school community can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, learning to be the best that they can be.

This policy is written as a means of promoting good relationships, ensuring consistency of approach, and helping children to understand expectations. Our school recognises and promotes positive behaviour choices, as it believes that this will help develop an ethos of kindness and cooperation, as well as leading to the development of a successful atmosphere for learning. This policy is designed to encourage this rather than merely to deter anti-social behaviour.

As a school, we recognise that behaviour is a means of communication and behaviours of concern are often the outcome of an unmet need. It is our responsibility to work to support and understand each individual and to enable everyone to be the best that they can be.

Aims

- ★ To create an effective, safe, secure, and happy environment to enable successful teaching and learning to take place;
- ★ To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish;
- ★ To enable children to develop a sense of self-worth, respect and tolerance for others;
- ★ To ensure a whole-school approach, providing consistency and understanding for all members of the school community.

For children to show:

- ★ Self-confidence;
- ★ Self-control;
- ★ Respect, courtesy and tolerance towards all members of the school community, including each other;
- ★ Pride in their achievements;
- ★ Interest in their activities;
- ★ Empathy with others' feelings;
- ★ Respect for their environment and community;
- ★ Understanding of the need for rules within society.

Principles of behaviour management at Vauvert are outlined in [Appendix 1](#).

Responsibilities

All Staff

Ensuring positive relationships and managing pupils' behaviour is the responsibility of all staff, no matter what their role. This includes supply staff.

Headteacher

It is the responsibility of the Headteacher to ensure this policy is implemented consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school. In the Headteacher's absence, this responsibility falls to the Deputy Headteacher.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their delivery of the policy.

Senior Leadership Team

The Senior Leadership Team must be role models for the full school community, treating children and adults fairly, with respect and understanding. They keep records (on CPOMs) of all reported serious incidents involving behaviours of concern, including bullying (following the Anti-Bullying Policy) and are aware of the need to monitor children who may have additional needs at that time. Any actions undertaken are also recorded on CPOMs as 'Add an Action' under the original incident. All records are tracked and monitored by the Headteacher, Deputy Headteacher and the Inclusion Lead.

Class Teachers

The class teacher must be a role model for the children, treating each child fairly, with respect and understanding, and ensuring that the school's vision, values and ethos are promoted in their classes. The class teacher sets the standard. They develop the classroom environment (and surrounding areas), establish the routines and the general culture of the class.

It is the responsibility of class teachers to ensure that the pupils within their care are seen to be treated fairly and consistently, ensuring that they feel valued and respected. Class teachers are expected to have high expectations of all children with regard to behaviour and to strive to ensure that all children work to be the best that they can be.

For the majority of 'issues' it is the class teacher who addresses them as per our school expectations - See [Appendix 4](#). However, if behaviour issues continue, the class teacher should seek advice and support from the Phase Leader, the Inclusion Lead, the Deputy Headteacher and, if necessary, the Headteacher. Ongoing behavioural difficulties could then fall within the Inclusion/SEND remit as additional support and strategies are likely to be required. At all times, follow up should be considerate of a pupil's dignity. *See section - Follow Up.*

The class teacher must ensure that when behaviour issues are at a 'notable level' i.e. of a significant nature, or are repeated, they are recorded on CPOMs. It is not expected that minor 'one off' transgressions are noted.

It is vital that parents and carers are informed about the progress of their child/ren. It may be necessary for a class teacher to contact a parent to discuss concerns about the behaviour or welfare of a child. The class teacher should ensure that parents are aware of repeated low level behaviours such as calling out, disrupting the class, or issues with other children rather than just higher level incidents. All contact with parents should be honest and based on fact. It should be respectful and appropriate. Staff should record conversations with parents on CPOMS to enable future follow up if needed.

It is a class teacher's responsibility to ensure that PPA staff and supply staff are aware of any behaviour needs and strategies that could be effective, ensuring a successful experience for all concerned.

PPA Staff, LSAs

Other school staff should provide a positive model of behaviour and ensure that high expectations are clear. As well as managing any behavioural issues, they should inform class teachers of any significant inappropriate/ unacceptable behaviours. These should be recorded on CPOMs as appropriate with any actions undertaken also recorded.

Supply Staff

Supply staff should provide a positive model of behaviour and ensure high expectations are clear. As well as managing any behavioural issues, they should inform class teachers of any significant inappropriate/ unacceptable behaviours. This may be done either verbally, through a written message or in an email. Where incidents need to be recorded on CPOMs, support of school staff may be required. Incidents should not be ignored because they happen when a supply member of staff is present.

Parents and Carers

On the whole, parents and carers want the best for their child/ren. Through good communication and in the interests of a strong working partnership, parents should be fully informed as to their child's progress - both academically and socially. It is expected that parents support the actions of the school.

Should difficulties arise, queries should first be addressed to the class teacher, and then to the Deputy Headteacher, and then the Headteacher. If an issue is severe, it should be reported directly to the Headteacher, or in their absence, the Deputy Headteacher.

Vauvert's Values

Vauvert's Values were developed with the pupils during October and November 2023. We wanted to capture a set of guidelines that could be consistently applied across the school and that could guide us in school. The new Vauvert's Values were finalised in November 2023 and shared with the wider school community.

Vauvert's Values are displayed in each classroom and across the school. They are revisited with the children at the beginning of each term and at other times when necessary.

Vauvert's Values

We...

- ★ Know that everyone is different - It is ok to be you;
- ★ Are kind - Treat people how they want to be treated;
- ★ Let the teachers teach so that we can learn - Don't distract;
- ★ Help each other - Keep everyone safe;
- ★ Listen to what people say - Don't call out or interrupt;
- ★ Work hard - Never give up;
- ★ Look after property - Look after our school.

While we have Vauvert's Values in place across the school, additional explanation and guidance may be needed, especially for our younger pupils. Simple phrases may be employed such as 'kind hands and kind feet'.

Expectations

With nearly 40 staff employed at Vauvert, as well as supply staff and staff/ volunteers from other agencies and organisations, consistency of expectation is extremely difficult to achieve. Inconsistency leads to a range of difficulties including confusion for children. We endeavour to have regular staff discussion, during INSET days, staff meetings, and in other meetings, to agree expectations and approaches. These are then shared with supply staff, volunteers, etc as appropriate.

[Appendix 2](#) outlines expectations at Vauvert.

Promoting Positive Behaviour

Pupils do not simply learn behaviour and positive attitudes - It has to be taught. This is done through explicit teaching, modelling, praising, rewarding correct attitudes and actions, and then addressing misbehaviour as appropriate.

See [Appendix 3](#) - Examples of how we praise and promote positive behaviour within our school.

Relationships, Routines and Responses

Positive relationships are vital to successfully working with any child or adult. Staff should endeavour to build positive, respectful relationships with all children. Relationship building takes time and effort and so this should be deliberately planned in.

Staff should use the EMR method as illustrated in the EEF *Improving Behaviour in Schools (October 2021)* report as a guide. See below.

Box 2: The Establish-Maintain-Restore (EMR) method

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

[EEF - Improving Behaviour in Schools \(October 2021\)](#)

Routines

Routines across the school should be designed to facilitate proactive behaviour management. This means that problems can be avoided before they arise. This does not mean lowering standards or expectations.

Whole School Expectation for being ready to learn

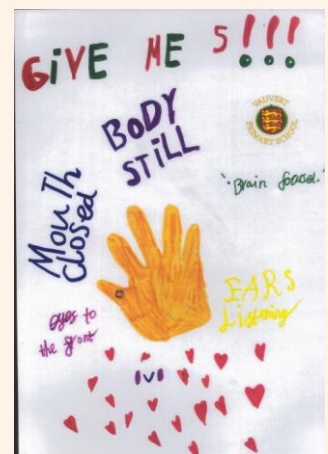
"Give me 5"

Body Still, Mouth closed, Eyes to the front, Ears listening, Brain focused

This should be visible and on display in every classroom. Children and staff should know it. It should be very obvious when staff say 'Give me 5'.

After asking - Give me 5 - Staff should pause and ensure compliance of the expectation from every child.

A raised hand should not be used for this as this is then confused with the stop routine - Hand Up. (See below).



Whole School Stop Routines

Hand Up

The adult puts their hand up. All of the children (and other adults) put their hand up too. As they do this they turn to face the adult with their hand up, they stop talking and are ready to listen. Children may tap each on the shoulder if they have not seen the hands go up. This should be done within a count of 3 if required.

Clapping

The adult claps a sequence. The children clap it back. This may need to be repeated until all children are clapping.

Follow Me

The adult performs a series of actions which the children join in and copy. There may be verbal reminders alongside this. By the time the adult stops, all children should be copying and should not be distracted elsewhere or talking.

Corridor & Stairwell Routines

The 3 Ws - Walk, Whisper, Wait

When children are walking through the school they should **walk**, they should never speak in more than a **whisper**, and they should **wait** rather than pushing or barging through, especially in doorways.

If a class is being led by an adult, the class should be silent. The adult will position themselves in such a way as that the class can be seen (as much as possible) and, should the class not be silent/ walking correctly, enforce this. If required, classes may need to be taken back and walked again, or even practised at other times.

People should walk on the left.

End of the Day

Year group teams should ensure their classes are supervised, both in the cloakroom areas, and to their exit doors. They should walk through the school following the 3Ws and dismiss them in an orderly fashion from outside the doors. Staff should be visible and children should be supervised as they leave. This includes outside of the school doors so that pupils and parents can see that teachers are supervising when handing over.

Assemblies

Classes should enter assemblies silently and sit in their allocated spaces. Staff should supervise their classes until the assembly begins.

At the end of assemblies, children should sit silently until they are asked to stand. They should then file out of the hall in silence.

PSHE & Class Discussions

A variety of approaches across the school include PSHE sessions, Circle Time, and class discussions as a tool for promoting positive behaviour and for challenging behaviour that is not acceptable. Sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and explore scenarios and situations.

Specific PSHE teaching strategies can be found within the PSHE policy and the PSHE Association guidance policy.

Class Charter

All classes develop a 'Class Charter' whereby children devise additional expectations linked to the UN Rights of the Child. These are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Class Charters are regularly revisited and reviewed, at least on a termly basis.

Classroom Management Systems

While there is a whole school house system with house points rewarded across the school, it is recognised that individual classes may need specific systems to meet their needs. As such, classes may have their own systems developed with the children. Where these are in place, they should be appropriate to the age and stage of the class.

Responses

The term 'Responses' encompasses the widest range of staff interaction.

Positive Reinforcement

Time and again, research has shown that the carrot is better than the metaphorical stick in all situations, and especially with children. Using praise to encourage and reward good behaviour will stop poor behaviour before it even begins in many cases.

Adults should avoid generic praise telling a child that they are simply "good", and instead reward and praise specific behaviour both publicly in front of their peers in the class, and privately when they have a moment alone with a pupil at their desk or at the end of the lesson.

A well-placed encouraging word will give the pupil a great confidence boost that may last well past the end of the lesson and perhaps throughout their entire school lives and beyond.

See [Appendix 3](#) - Examples of how we praise and promote positive behaviour within our school.

House Points are used across the school to reward good behaviour choices. To ensure consistency, guidelines for use are shown in [Appendix 3a](#).

De-escalation of Incidents/ Physical Intervention

There are times when an incident occurs which may need immediate deescalation. Staff employ a range of techniques including those identified within [Team Teach](#). If a young person continues to display aggressive or challenging behaviour, the need for physical intervention may be required. The appropriately trained staff will intervene where required using reasonable, appropriate and necessary action to prevent the young person harming themselves and/or others. Staff who are Team Teach trained are encouraged to use a restorative approach to rebuild the relationship which may have been damaged in this process. The school will record any physical interventions using the States of Guernsey's Positive Handling Plan and parents will be contacted by a member of SLT. Staff will be given appropriate time for de-briefing and any actions will be put in place by the use of behaviour plans. These behaviour plans will be discussed with the young person, their parents and the class teacher. They will be used as a working document which may need to be adapted and reviewed half termly. The Inclusion Lead will have an electronic copy of this saved into the pupil folder and a hard copy given to parents.

<https://www.teamteach.com/what-is-de-escalation-and-why-is-it-important-for-positive-behaviour-support/>

Following Up Issues

We believe that it is the responsibility of everyone within our school community to establish a positive and supportive climate in which the dignity and rights of the individual are recognised, respected and protected as far as is reasonably practical. At all times, follow up should be considerate of a pupil's dignity.

We understand that each pupil is different and that incidents vary in severity. As such, all follow up should be tailored to the individual and to the situation. Follow up should be reasonable, proportionate, and necessary.

When speaking with pupils about their behaviour we:

- make sure restorative conversations happen when all parties are ready and in a quiet space where children's dignity and privacy can be protected;
- make sure that we do not invade the pupil's personal space;
- maintain a level of eye contact/body language that is comfortable for the child;
- use a tone and volume of voice that indicates our respect for the pupil;
- are consistent in applying rules;
- comment on the behaviour choices, not the personal qualities of the pupil;
- seek the support of other staff if required.

Behaviour Follow Up

When following up a specific incident, a restorative approach should be followed. Not only should this provide a resolution but also support the mental health and well-being of all stakeholders.

It is vital that it is the behaviour that is the actual issue and not the child. Eg. "I know you are a good person and that you are kind and caring, but this behaviour is not acceptable. What can we do to put this right? Or What would have been a better choice to make at that time?"

Corrective action should be taken as close in time to the misbehaviour as possible so that the pupil can remember how they behaved and associate it with the consequence that they were given. Once the consequence is over, adults should make sure to speak to the pupil and to make sure that they show them they are not angry or disappointed in them, but that it is their responsibility to behave as expected and follow Vauvert's Values. Staff should endeavour to build bridges and move on from any incidents.

At Vauvert we use a staged approach for reminders and consequences - This can be seen in [Appendix 4](#).

Consequences

There are times when speaking with a pupil is not enough and the situation needs to be immediately escalated. A hierarchy of consequences is shown in [Appendix 4a](#).

Where consequences are of a stronger nature, parents should be informed. If there are repeated low-level issues, parents should be informed.

Fresh Start

It is vital that once a matter has been managed, a fresh start is given. A bright welcome and an acknowledgement of being pleased to see them should be shared. Adults should not immediately draw attention to what happened previously as this has a tendency to draw into a negative spiral.

Specific Behaviour Needs / SEND

The school supports children who, for a variety of reasons, find the school environment challenging at that time. Following the *Inclusion & Equality Policy, Also including Special Educational Needs and Disabilities*, staff work together to develop strategies to ensure those children are supported and that the adults around them work closely and consistently in order to support and challenge appropriately.

Recording Incidents - CPOMS

As written above, CPOMS is used to record incidents of a 'notable nature'. There are also times when all incidents relating to a specific child, or group of children should be recorded. Behaviours of concern should be recorded in a timely manner using CPOMS and information tagged to alert the relevant people. Recordings on CPOMS should be factual and unbiased. If written accounts have been taken, these should be scanned in and attached as the incident is recorded.

Should a member of staff be tagged to 'action' something. The said member of staff should action this and record the action taken on CPOMS under the original log.

When staff have been notified of an incident through CPOMs, they should click on 'Read' once they have read it.

SLT will regularly monitor safeguarding, well-being and all pastoral issues.

Links to other policies

- [Inclusion & Equality Policy Also including Special Educational Needs and Disabilities \(2022\)](#)
- [Anti-Bullying \(2022\)](#)
- [PSHE \(2022\)](#)
- States of Guernsey - Positive Handling Policy
- Additional ideas for classroom management can be found [here](#)

Appendix 1

Principles of Behaviour Management at Vauvert Primary School

As a Rights Respecting school, at Vauvert, we believe that all members of our community should be safe, appreciated and respected. Therefore, it is the responsibility of everyone to create a supportive and restorative ethos in which we strive to develop the person rather than simply correcting behaviour.

In no particular order...

- All members of the school community have the right to be physically and emotionally safe;
- All members of the school community have the right to be treated with respect;
- All members of the school community have the right to be heard;
- All members of the school community should be treated consistently and fairly;
- All children are capable of behaving well and have a responsibility for ensuring the well-being of the school community;
- All members of the school community are expected to follow our Vauvert's Values, including where they are elaborated upon to develop a greater understanding;
- Feedback should focus on the behaviour rather than the child;
- The school has high expectations and children should be encouraged to match them;
- Rewards are generally more effective than consequences;
- Rewards and consequences should match the level of achievement or behaviour;
- Consistency in enforcing standards of behaviour is essential. Adapted provision may have to be made for specific children;
- The involvement and support of parents is vital;
- All members of staff, children and parents should be aware of the rewards and consequences applied;
- Children generally respond to responsibility, trust and positive reinforcement;
- Consequences should be targeted on those making inappropriate behaviour choices;
- Good planning and preparation has a positive influence on behaviour;
- All adults in the school have a part to play in modelling and encouraging appropriate behaviour.

Appendix 2

Expectations at Vauvert

- Vauvert's Values should be followed to ensure a safe and positive learning environment for everyone;
- Children should try their best in all activities. *If they do not do so, they may be asked to redo a task, or to complete it during their own time;*
- Children should listen carefully to instructions in lessons. *If they do not do so, they may be reminded to do so, asked either to move to a place nearer the teacher, or to sit on their own;*
- Children should behave in a manner which is polite and respectful. *If behaviour is inappropriate then a verbal reminder is given. The adult should explain to the child what he/she is doing that is not acceptable;*
- Children should conduct themselves in a manner that does not disrupt the learning of others. *If a child's behaviour is disrupting other people's learning, the teacher should warn and discuss as appropriate. If a child misbehaves repeatedly, the child may need time away to process their choices and discuss with an appropriate adult;*
- The safety of the children is paramount in all situations. *If a child's behaviour endangers the safety of others, the teacher should ensure that safety is maintained. This may involve removing the class from the situation while seeking immediate support from a colleague. In extreme incidents, this may include physical intervention;*
- Each situation should be reviewed on an individual basis, as well as exploring patterns of behaviour.

Vauvert Primary School does not tolerate bullying of any kind.

Please see the [Anti-Bullying Policy \(2022\)](#).

Any incidents that target a learner's vulnerability will not be tolerated in any form. This includes, amongst others, ethnicity, gender, LGBTQIA+, social, young carers, etc.

Appendix 3

Examples of how we praise and promote positive behaviour within our school

- Share appropriate positive recognition / congratulate;
- Give a variety of rewards - not food! Stickers, reward time, class treat...
- Pupils may be sent to another member of staff to re-enforce the praise. This includes the SLT;
- Each week teachers nominate a child to receive a 'Personal Best' certificate. The reason for them to receive this is read out in a whole school celebration assembly;
- The Senior Leadership Team actively encourages staff members to send children for good behaviour, improved attitudes to learning/progress, and outstanding achievement;
- Assembly themes;
- PSHE Lessons;
- Praise around the school - e.g. Lunch Supervisors awarding stickers/house points;
- Achievements from outside of the school day are shared in Celebration Assembly;
- Work may be shown on the 'Proud Walls';
- Work may be shared through ClassDojo.

Praise and Rewards

Housepoints

Housepoints are awarded for:

- Acts which go above and beyond a child's usual level of behaviours, attitudes and learning;
- Positive behaviours and attitudes which are sustained over time;
- A higher level of sustained effort or success in learning;
- Perseverance and progress based on a growth-minded approach.

Housepoints are recorded by writing on house point sheets stuck on the classroom wall. These are then counted and shared in whole school celebration assemblies.

A guide for the use of housepoints can be seen in [Appendix 3a](#).

Appendix 3a

Housepoint expectations:

Vauvert's Values

How we can earn House Points for our Teams:

1 hp =	Know that everyone is different
Good	<ul style="list-style-type: none"> ★ Play with anyone - let children join in ★ Treat people with kindness ★ Don't judge people ★ Accept others appearance
2 hp =	Are kind - treat people the way they want to be treated
Very Good	<ul style="list-style-type: none"> ★ Please and Thank you ★ Share/take turns ★ Give respect/Get respect ★ Open to let anyone play ★ Support others in the playground/classroom ★ Think about what you say and how you say it ★ Buddy Bench
3 hp =	Let the teachers teach so we can learn
Great	<ul style="list-style-type: none"> ★ Looking and listening ★ Talking in appropriate times ★ Give me 5 ★ Stay focused/ support your talk partner ★ Participate in class discussions/ being ready
4 hp =	Help each other - Keep everyone safe;
Super	<ul style="list-style-type: none"> ★ 3 Ws ★ Tell teacher (in private) ★ Help someone who is hurt (even if you did it) ★ Be careful with the language you use
5 hp =	Listen to what people say
Excellent	<ul style="list-style-type: none"> ★ Face towards the speaker ★ Give them 5 "Give me 5" ★ Think about the questions asked ★ Supportive partner talk
	Work Hard
	<ul style="list-style-type: none"> ★ Always focused ★ Sit sensibly, good learning position ★ Asking questions ★ Using help desks ★ Listening to feedback ★ Not giving up
	Look after property

	<ul style="list-style-type: none"> ★ Tidy up after yourself and others ★ Play/use things with respect ★ Tidy up around the school (anywhere) ★ Using bins
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Appendix 4

Using a staged approach for reminders and consequences

Warnings and Reminders

<ol style="list-style-type: none"> 1. The Look! 2. Verbal reminder 3. Call name 4. Give a specific verbal reminder / Use the child’s name & an action (eg action to show sit down, quiet) may be appropriate here. 5. Reframe the instruction/expectation and clearly identify the behaviour you wish to be demonstrated. You may need to explicitly name the child. Refer to the Vauvert Values/ Vauvert tagline. 6. Give direct feedback to child/ren who are not demonstrating expected behaviour. Clearly identify what behaviour you are seeing and what is expected. Give the child/ren a choice. One example of this could be, “You are stopping other children from learning and the teacher from teaching. You can complete your learning now by... or you can do it in your own time at break or lunch play.” 7. At this point, further support from the Phase Leader, Inclusion Lead, Deputy Headteacher or Headteacher should be requested. 	<p>Praise and reward (House Points) those pupils who are demonstrating the expected behaviour (cultivate the positives!).</p>
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If a consequence is required... See [Appendix 4a](#).

Note: Should a behaviour be dangerous to themselves or others, staff may immediately escalate this to ensure safety.

Appendix 4a

Hierarchy of Consequences

If not following the expectations...

<ol style="list-style-type: none">1. Move place2. Quiet Reflection Time3a. Time out - away from friends /3b. Time out - away from the class (Buddy class, Phase Leader) (<i>children should not be left unsupervised</i>)3. Missing a part of their own time - eg a part of play time, a part of lunch time4. Refer / Send to SLT (<i>Phase Leader, Inclusion Lead, DHT, HT.</i>)5. Internal cooling down time6. Internal exclusion7. Exclusion - Following Education Services' policy	<p>Verbally apologising/ Writing a letter of apology may be appropriate (when the time is appropriate). This should not be done if it is worthless. Restorative Conversation may be appropriate.</p>
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Notes:

Parents should be notified if a child reaches stage 6 or above, or if a child is repeatedly at stage 1 on the consequences.

If stage 4 is reached, this must be recorded on CPOMs. If stage 3 is regularly reached then this should be escalated. Pupils should not regularly be going above stage 3.

If a pupil is repeatedly at Stage 3 or above, advice from the SENCo should be sought and an individual plan should be put in place.

If the behaviour has meant someone is hurt (verbal, physical, online)

Discussion with aggressor and depending on outcome...

Apology

- a. Make verbal apology (*when the time is appropriate. This should not be done if it is worthless*).
- b. Make written apology (*when the time is appropriate. This should not be done if it is worthless*).

Consequences

- a. Time out - away from the situation (*children should not be left unsupervised*)
- b. Missing a part of their own time - eg a part of play time, a part of lunch time
- c. Refer to phase leader - This stage may also include the Inclusion Lead.
- d. Refer to DHT
 - i. Discussion
 - ii. Internal cooling down time
 1. Meeting with parents
- e. Refer to HT
 - a. Discussion
 - b. Internal cooling down time
 - c. Internal exclusion
 - d. Exclusion - Following Education Services' policy.
 - i. Meeting with parents

Restorative conversation may be appropriate at various points on this hierarchy.

If behaviour is of a greater severity - eg kicking, hitting biting, swearing, complete refusal, then this may need to be escalated to Stage 4 on the consequences. If that is not effective then this should go to stage 6.

Adapted provision/strategies may be in place for specific children (SEND). This could be in the form of a behaviour plan. Please ensure you are familiar with behaviour strategies for the children you are working with.