Positive Behaviour Policy

2025-2026

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Introduction

This behaviour policy covers all aspects of pupils' conduct, interactions, learning and wellbeing. This document has taken into account research, historical best practice and our underlying values at Pencoys Primary school.

Our School Culture

At Pencoys, we create a positive and respectful culture based on 'relational practice,' in which staff know and care about pupils. We understand that the way pupils behave in school is strongly correlated with the eventual outcomes. We aim to nurture every child, to ensure that they grow and can become responsible citizens within society.

Our Positive Behaviour Policy is centred around all staff having an **unconditional positive regard** for all our pupils. This means all staff have a basic acceptance of, and respect for, all pupils, regardless of what they say or do, which permeates our interactions with them and discussions about them.

Our school Diamond Rules are present throughout our approach to behaviour within school.

Our primary concern is the safety, wellbeing, and education of all pupils; actions taken in cases of inappropriate behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

We will create a calm and orderly environment to enable pupils to learn effectively.

We prioritise inclusion and will ensure that all members of our school community are able to enjoy the activities of our school free from any discrimination. We will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout our school community in everyday practice. We aim to foster a collective ethos amongst all members of our school community, and promote values of caring, empathy, respect and reflection.

We endeavour to ensure that all pupils, staff and visitors always feel safe in our school environment through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of our school community, and should be free from bullying, discrimination and distracting peer behaviour.

We ensure that rules are consistently applied across school and where sanctions are exercised, they are in line with our school's Positive Behaviour Policy. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

We offer comprehensive support to pupils displaying challenging behaviour, before and/or alongside disciplinary measures taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of our school community towards our school's staff, will not be tolerated. If a parent does not conduct

themselves properly, we reserve the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

We uphold clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DfE (2021) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our systems for recognising expected behaviour and the consequences inappropriate behaviour

Objectives

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We also promote a positive behaviour for learning and encourage children to adopt open mind-sets and be active learners. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

We aim to:

- Promote a positive behaviour for learning attitude.
- Promote respect of all different races, cultures and religions whilst upholding the underlying British values.
- Promote an environment in which everyone feels happy, safe and secure.
- Promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- Enable everyone to work together in an effective and considerate way.
- Ensure every member of the school community to behave in a considerate way towards others.
- Treat all children fairly
- Help children grow in a safe and secure environment
- To become positive, responsible and increasingly independent members of the school community
- Develop an ethos of kindness and cooperation
- Uphold British Values

Our ethos is built around our 3 Diamond Rules, which are for all times and all circumstances:

- Be kind to yourself
- Be kind to others
- Be kind to things

(See Appendix 4 - Expected Behaviour examples)

Roles and Responsibilities

Governing Body

Responsible for:

- The monitoring and implementation of this Behaviours Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of inappropriate behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Headteacher

Responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of inappropriate behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Reporting to the governing body on the implementation of this Behaviours Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Publishing this policy and making it available to staff, parents, and pupils at least once a year.
- Determining the school's expectations for behaviour, and consequences for inappropriate behaviour
- Ensuring all staff and volunteers are provided with up-to-date training in school behaviour policy and associated policies.

Mental health lead

Responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and governing body, as part of the Leadership Team, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents, and other agencies, including SEMH charities.
- Overseeing the outcomes of interventions on pupils' behaviour, education, and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

SENCO

Responsible for:

- Collaborating with the governing body, headteacher and the mental health lead, as part of the Leadership Team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Referring pupils with SEMH-related behavioural difficulties to external services to receive additional support where required.
- Leading CPD on mental health and behaviour.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff

Responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: Headteacher, SENCO, DSL, and Leadership Team

Volunteers and support staff

Responsible for:

- Adhering to, and applying this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

Pupils

Responsible for:

- Their own behaviour both inside school and out in the wider community.
- Following expectations for behaviour at all times.
- Reporting any unacceptable behaviour to a member of staff.

Parents

Responsible for:

- Supporting their child in adhering to the school's expectations for behaviour.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

1.0 Expectations

We have high expectation for pupils' behaviour and conduct. We set clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom. Careful classroom organisation encourages positive and appropriate behaviour. We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour.

In the Classroom

The children will be expected to:

- Ask permission to go to the toilet.
- Stay in their seats during learning time;
- Follow the Diamond Rules: do as asked, use manners, listen well, work hard, be helpful etc
- When sitting on the carpet, sit in straight lines, not leaning against walls or tables.
- Engage in discussions with their talk partner.

Gaining a class's attention

As a consistent method of gaining a class's attention, all staff should use:

1. First	Raise your hand and Say:	STOP	Allow pupils to finish any conversation they might be having	When waiting, in between, instructions staff should also use the opportunity to praise pupils who are doing the right thing, or a gentle reminder to a pupil of something they need to do
2. Then say		EVERYTHING DOWN		
3. Finally say		EYES ON ME	Wait for all pupils	

Early Years use: 'STOP'- SHOW ME 10-until the summer term when they use the above.

For transitions in KS1 use : RWI : 1 -stand up ,2 -move, 3 -sit down

Around the School

Movement around the school – suggested procedures for large groups:

- Teacher should stand at the front of the line and Teaching Assistant at the back.
- Call the group together using a familiar phrase: e.g. 'Look this way please';
- Give clear instructions and make explicit the expectations.
- Make sure all children are settled, jumpers on (or stored away) and t-shirts tucked in before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond "you're welcome").
- Walk to the left-hand side of the corridors;
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

In the Playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and Teaching Assistants on playground duty at breaktime to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur, but the child's class teacher may be informed if any behaviour has caused particular concern.

During the lunchtime, the Lunchtime Supervisors assume responsibility for the children, but the class teachers and Senior Leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, the Lunchtime Supervisors, arrange appropriate supervision of, and activities for, the children.

1.1 Behaviour for Learning: Learning Habits

Positive behaviour is linked to good behaviour for learning. By focusing and rewarding these behaviours for learning, behaviour for conduct will follow. This is not the case in reverse. Learning Habits underpin the individual qualities and dispositions we believe children will find essential in the 21st century. The four Learning Habits are being: reflective, resilient, responsible and respectful. We use our Learning Habits as a set of 'Expectations' for everybodies' behaviour, including pupils and staff. We, therefore, acknowledge, publicise, and celebrate four Learning Habits. These are central to our Curriculum

Learning Habit		Action
Resourceful Roz		• Find things to help you. • See things that link together. • Use your imagination. • Ask questions.
Responsive Rita		• Think ideas through. • Say or do something. • Listen and respond to feedback.
Reflective Rob		• Make links to previous learning. • Identify what is good. • Consider what could be improved.
Resilient Rick		• Keeping trying. • Find another way. • Don't give up. • Stay positive.

1.2 Our Curriculum

At Pencoys School we recognise we play an important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

• healthy and respectful relationships;
• what respectful behaviour looks like;
• stereotyping, equality;
• body confidence and self-esteem;
• prejudiced behaviour

1.3 Our Learning Environment

Staff must ensure the following are addressed in lesson and non-lesson time in order to avoid unnecessary triggers or opportunities for disruptive behaviour thereby establishing an effective and purposeful climate for learning:

- Establish and maintain a consistent routine for lining up groups on entry to the learning space; meeting and greeting before the learning commences. Interaction must be positive, engaging and purposeful in order to 'set the tone' for the learning.
- Establish and maintain a consistent routine for an orderly end to the learning and exit from the learning space e.g. pupils pack away when instructed to do so (not by pupil choice).
- Keep live, pre-planned seating plans where each pupil is allocated a seating position in the class based on a number of factors e.g. ability, learning need, positive working partnership, specific contribution to group work or need for isolation as part of planned intervention. Enabling pupils' free choice of seating does not always promote the most effective learning and can negatively influence the climate for learning.
- Model high expectations of behaviour and the academic capabilities of the pupils– the adult must model, recognise, and fairly reward the 'can do' attitude of every pupil which must underpin every learning experience.
- Be prepared through well planned, appropriately resourced, and engaging learning experiences. All teachers must apply the teaching and learning policy. Equipment and resources must be ready at all times.
- Adults must have due regard for those who require specific learning resources, personalised learning strategies or specific adjustments needed for the context. It is an expectation that the teacher plans carefully with the 'Other Adult' to ensure the student engages fully in the mainstream learning environment.
- Apply appropriate, transparent, and regular use of the recognition and

consequences system.

- Use appropriate praise and positive reinforcement through positive learning behaviours. This helps to build self-esteem, mutual respect, and trust.

Where staff intervention is required, this is best done by avoiding immediate use of the Behaviour Consequences System. The Behaviour Consequences System can quickly escalate the problem because if the teacher rapidly 'raises the stakes', many pupils will respond accordingly. It is far better to employ a range of verbal and non-verbal cues such as:

- Tactical ignoring to be picked up later;
- Non-verbal signals (e.g. 'the look');
- Move closer;
- Say names;
- Use humour;
- Tell them what you want them to do (i.e. clear and simple statement of behaviour);
- Catch pupil behaving appropriately and praise;
- Praise appropriate behaviour of nearby pupil;
- Distract onto task/away from inappropriate behaviour;
- Re-explain and organise task for the pupil;
- Ask the pupil to undertake a specific task for you;
- Modify or change activity;
- Informally move or change group setting; Additional strategies to be used as required:
- Name – pause – direction;
- Give start up time (expectation of compliance);
- Keep the focus on the primary or original behaviour/issue (i.e. don't be deflected onto secondary behaviour/issue);
- Broken record technique (Different words but repeating same message);
- Use the language of choice, remind of consequences ('If you choose to….then…);
- Use 'I messages' ('I – your feeling – their behaviour – what they need to do instead').

To do this, staff use assertive communication skills such as:

- Non-verbal cues;
- Eye contact;
- Closing the space;
- Using gesture;
- Maintaining a quiet/ calm tone of voice;
- Learning and using names;
- Circulating the room;
- No hands up questioning; And assertive language such as:
- 'I need you to . . .'
- 'I understand that you want to . . .'
- 'Concentrate on your work, thank you'
- 'You are coming into the room quietly and getting your starter activity without me having to help you. Well done.'
- 'Well done to Alice, Mark and George for getting on with work quietly.'

- ‘If you choose to continue in that way your name will go on the board .

- Shouting or yelling can escalate tension and hinder problem-solving. Shouting or yelling at an individual is never acceptable. Use of a normal speaking voice is expected even during intense discussions. Strong views and opinions are expected to be communicated calmly and respectfully. Adults may need to use a ‘raised voice or project their voice, on occasions such as (but not limited to) gaining the attention of an individual or group of children for their safety or learning purposes.

2.0 Positive Approaches to Behaviour Management

Pencoys Positive Approaches to Behaviour Management is underpinned by the Crofty Behaviour Principles. Children must be aware of the rewards system that are in place and the consequences, which are used to help them think about their behaviour and develop a positive attitude towards learning in Pencoys. Putting in place clear recognition systems can improve pupil behaviour in the classroom when used as part of a broader teacher classroom management strategy. ‘Rewarding’ appropriate behaviour can result in pupils behaving in a certain way to receive a reward, rather than doing the right thing because it’s the right thing to do.

However, we want to **recognise** the behaviours for learning pupils show in school and believe that appropriate behaviour for conduct will follow. Appropriate behaviour is considered the normal expectation for all pupils and is acknowledged whereas excellent behaviour is rewarded.

Examples of excellent behaviour includes: persevered, made a difference, thought really carefully, managed a difficult situation, helped someone in need, put others before themselves.

2.1 Rewards and Incentives for Good Behaviour Choices

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children verbally and non-verbally.
- Staff award ‘Dojos points’ to children for answering questions that ‘prove learning’ or show excellent attitudes towards learning, super choices and fantastic behaviour, all in line with the Diamond Rules;
- Staff give ‘diamond tokens’ in recognition of above and beyond behaviours
- Each week we nominate two children from each class to receive ‘Celebrations Certificate good learning/behaviour/attitudes.
- Each week pupils are nominated across the school to receive a ‘Diamond Award’ and a diamond in recognition for exceptional modelling of the Diamond Rules.
- Headteacher identifies the class with the most dojo points for each of the learning habits. The class with the most get to keep the learning habit monster. The class that gets all four monsters in a term gets a monsters’ tea party.
- Headteacher stickers
- Headteacher post cards home

2.2 Targeted approaches to meet the needs of individuals

The Crofty Behaviour Principles suggests a range of approaches which is neither a checklist of a graduated system. Universal systems are unlikely to meet the needs of all students. For those

pupils who need more intensive support with their behaviour, a personalised approach is recommended. We strive to help them deal with their circumstances and to help them adapt and merge into school life. We offer nurture, care, and guidance for these children. Our Pastoral Leader and /or our special needs coordinator will work on a one-to-one basis or in a group if need be and uses 'Trauma Informed Schools (TIS)' to help certain children deal with their emotions and feelings. In the first instance we offer but are not limited to: Individual Behaviour Support Plans(see Appendix 4), Success Charts (see Appendix 5). If, however an individuals' behaviour is deemed to put other children's well-being at risk then we have to take firm and appropriate actions.

2.3 Speech and Language

Behaviour is a form of communication, shaped by a child's experiences, relationships, and ability to express their needs. As a significant proportion of pupils with social, emotional and mental health needs also experience speech and language and communication needs. These needs can hinder self-regulation, emotional understanding, social interaction and the child's ability to repair a relationship after a behaviour incident. We adapt our approaches through visual support and simplifies language. other children's well-being at risk then we have to take firm and appropriate actions.

2.4 Positive Handling

Safe Touch and Physical Intervention (Use of reasonable force)

Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practices. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (*Behaviour in Schools*, February 2024).

All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another.

2.5 Positive Transferred Inclusion

Pencoys is committed to reducing exclusions from school wherever possible. Schools within Crofty facilitate a transferred inclusion. This means that a child may attend a different school for a period of a few days, with the agreement of the parents. Where a pupils' behaviour and conduct has been such that a suspension is considered by the head teacher, the alternative of a transferred inclusion will always be considered in the first instance. When Pencoys is considering a transferred inclusion a risk assessment will be completed in advance with the receiving school to ensure that the most appropriate action and care can be offered by the receiving school.

3.0 Sanctions for Poor Behaviour Choices

Before using our consequences scale, all staff must focus on using more positive approaches to managing behaviour. The Consequences Scale should only be used if a member of staff is unable to make the positive approaches work, and if a pupil persists in not displaying our Learning Habits or Diamond Rules.

3.1 Consequences

Consequences should be clearly communicated: what they are, how they are incurred and avoided. Importantly we must be consistent across the whole school community. The absence of this consistency can be a key factor in the failure of this school behaviour policy to sustain or supports good behaviour.

The reliability of these systems is a key factor in their success. This does not mean that no exceptions can be made (Particularly when there is a good reason, such as when a teacher identifies SEND), but the exceptions must be exceptional, with good reason, and coherent with other exceptions.

Sanctions need not be severe, as Bill Rogers states, their," certainty is more important than their severity".

Although this school aims to always focus on positives, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

See Appendix 2: The Consequence Scale, including what action the adult is expected to take.

3.2 Severe Behaviours

Occasionally, pupils may display 'severe' behaviour, which should be treated as an immediate 'C3'. The pupil should be immediately escorted to a member of the Leadership Team who will hold a Restorative Conversation between the various parties affected, at the earliest opportunity.

Severe behaviours may include:

- Swearing at another person;
- Fighting;
- Physical aggression towards another person;
- Offensive remarks against a 'protected characteristic';
- Bullying;
- Spitting at another person.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through Restorative Practice approaches which enable pupils to reflect on their behaviour and to make amends (see below). This process does not, however, replace consequences. At our

school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

For pupils to have respect for all adults in school, behaviour will be dealt with by the adult that witnesses the behaviour.

3.3 Restorative Practice

Restorative Practice is an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.

We value it at Pencoys because it seeks to restore and build relationships between those affected by inappropriate behaviour and gives all parties an opportunity to reflect on what happened and what each person can do to prevent it from happening again. This is an alternative to pure punishment, which focuses less on repairing damage and relationships.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

At each point on the scale from C1 up, an adult and the pupils involved, need to hold a restorative conversation.

At C2, this should be the teacher and pupils. At C3, this should be with the pupils involved, the teacher (or other adult affected) and member of the Leadership Team.

Restorative conversations involve each person being asked a set of questions. To achieve consistency and simplicity, the questions are the same throughout the school.

To the person causing harm	To the person harmed
1.What has happened? 2.What were you thinking about at the time? 3.What have your thoughts been since then? 4.Who has been affected? 5.How have they been affected? 6.What do you think needs to happen next? 7. How can we do things differently in the future?	1.What has happened? 2.What were you thinking about at the time? 3.What have your thoughts been since then? 4.How has this affected you and others? 5.What do you think needs to happen next? 6. How can we do things differently in the future?

See Appendix 5 – Consequence scale

3.4 Use of Suspension and Exclusion

Suspensions and Exclusions

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, August 2024'*, which is available **here.**

In extreme cases, Pencoys School may use suspensions or permanent exclusion.

Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion :

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

Suspensions: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their

current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach 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.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all alternative solutions have been explored.

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

Notifying Parents and other Parties of a Suspension or Exclusion: Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Trust Board will also be informed.

4.0 Specific behaviours

4.1 Adverse childhood experiences

There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes.

4.2 Supporting mental health and wellbeing

Below is our list of in-school influences that the Department for Education has identified as affecting pupil mental health. These could play a major role in behaviour presented in the classroom. Consideration of the influences and the extent to which the school can influence them should lead to a more effective choice of strategies when considering how to create policies and individual response plans for positive and negative behaviours in school.

Risk factors	Protective factors
Bullying including online Discrimination Breakdown in all lack of positive friendships Deviant peer influences Peer pressure Child on child abuse Poor pupil to teacher/School staff relationships	Clear policies on behaviour and bullying Staff Handbook (code of conduct) Open door policy for children to raise problems A whole school approach to promote good mental-health Good pupil to teacher/school staff relationships Positive classroom management A sense of belonging Positive peer influences Positive friendships Effective safeguarding and child protection policies Understand their role in and be part of effective multiagency working An effective early help process Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know that they will be dealt with fairly and effectively.

4.3 Bullying

A key influence on a child's behaviour in school is being the victim of bullying. In causing stress for the pupil, being bullied is linked to lower attainment outcomes. School approaches to prevent and respond to bullying must involve establishing and maintaining high quality behaviour management throughout the whole school with support from parents and other stakeholders.

In the systematic review and meta-analysis of anti-bullying programs produced by the Campbell Corporation in 2009, the authors reviewed 53 school initiatives and found that successful programs tended to be more intensive and implemented over an extended period, and contain the following elements

- Whole school anti-bullying policy.
- School conferences: collective worship to introduce the initiative and inform pupils about bullying.
- Co-operative group work: School staff cooperating to work with bullies and victims of bullying.
- Information for parents: this could include a manual to structure teachers' conversation or a leaflet for parents to digest at home.
- Improved playground supervision
- Classroom management.

4.4 Individual support (SEND)

Special Educational Needs and Disabilities (SEND)

Pencoys school consistently promote behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child's SEND, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. Where a child may have a

Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

While pupils with behavioural issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with special educational needs and disabilities will not necessarily need additional support with their behaviour. If you know that a pupil who has behavioural issues also has a special educational need, understanding best practice for supporting that need may help with their behaviour and thus could be a good starting point for their behaviour support.

There will, always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour - early identification and intervention being essential.

Class teacher should:

- Monitor triggers or patterns of inappropriate behaviour e.g days, lessons, conditions, behaviours
- Discuss the above findings with the SENCO and/or Leadership Team.
- Keep parents informed with respect to behaviour incidents.

SENCO to organise a parent/carer meeting which involves the class teacher to:

- The SENCO will consider whether the continuing challenging behaviour might be the result of unmet educational or other needs.
- Identify what skills, strengths or positive elements already exist to build on
- Consider whether an individual plan or risk assessment is necessary.
- Initiate target setting and identify support.

In the case of continued inappropriate behaviour

As a fully inclusive school, we recognise that for some children additional or different action may be necessary because of a special educational need or disability. This is in accordance with the SEN Code of Practice. We recognise that a child with social, emotional, or behavioural difficulties may require something additional or different in the same way we would differentiate the curriculum for a child with learning needs.

Where this is the case, the child will be identified on our school SEN list. Individual education plans may be needed which outline agreed targets and strategies as well as the ways in which

we will support the child. This may include a referral to the SENCO or Learning Mentor. If none of the above are effective, multi-agency involvement will be considered for the child.

Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary, part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.

4.5 Off Rolling

The practice of removing a pupil from the school roll without formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than the best interests of the pupil. Off rolling in these circumstances is a form of 'gaming'. There are many reasons why a school might remove a pupil form the school roll such as when a pupil moves house, or a parent decides (without coercion from the school) to home educate their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows the proper process, this is not off-rolling.

4.6 Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent that is reasonable.'

4.7 Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

Mobile Phones

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to schoo

so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

Banned Items and Searches

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).
- Fireworks or explosives.
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones (unless agreed in advance and handed in on arrival).
- **Any item which the headteacher deems to be inappropriate or unsafe.**

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from

other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behavior and safeguarding policies. In some cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police.

The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.

4.8 Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates. The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

4.9 Safeguarding, Sexual Violence

Child-on-child sexual violence and sexual harassment

At Pencoys School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale

of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as “banter”, “just having a laugh” or “part of growing up”.

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMs for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSiE and the school’s Safeguarding policy.

5.0 Monitoring and review

Reporting, Recording, and Monitoring Behaviour Incidents

Pencoys school has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs.

We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

The next scheduled review date for this policy is July 2026

Appendix 1: Definitions

Definitions

When read or used in relation to this document and/or the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024'* the following definitions will be adopted by Crofty Education Trust and all Crofty schools.	
Headteacher	Shall relate to the Headteacher, Executive Headteacher, and/or Head of School
Governors/Trust Board	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
Parent	The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

Appendix 2: Definitions of terms

Definition of Terms

For the purposes of this policy, the school defines "low-level inappropriate behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti on books

"Low-level inappropriate behaviour" may be escalated to "serious inappropriate behaviour", depending on the severity of the behaviour.
For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

Discrimination	not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
Harassment	behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
Vexatious behaviour	deliberately acting in a manner so as to cause annoyance or irritation
Bullying	a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
Cyberbullying	the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
Absconding	Running away from school
Defiance	Refusing to comply with disciplinary sanctions
Theft	Knowingly taking something that belongs to someone else
Verbal abuse,	including swearing, racist remarks and threatening language
Extreme behaviour,	Fighting and aggression Persistent disobedience or destructive behaviour, such as violence and serious vandalism

	Any behaviour that threatens safety or presents a serious danger Any behaviour that seriously inhibits the learning of pupils Any behaviour that requires the immediate attention of a staff member

Appendix 3: Research

Research based practice: Effective Behaviour Management in Schools

The Elton Report

The Elton report (DES 1989) was a major study on behaviour and discipline in schools. It suggested a major shift with regards to the management of behaviour in schools by encouraging a move towards whole school approaches to behaviour and discipline. The underlying premise was that pupils' behaviour could be influenced by all the major features and processes of school, including the quality of its leadership, classroom management, behaviour policy, curriculum, pastoral care, buildings and the physical environment, organisation and timetable and relationships with parents.
The Elton reports advised that teachers should:

- Know their pupils as individuals. This means knowing the names, their personalities and interests and who their friends are.
- Plan the lesson to keep pupils interested and minimise the opportunities of disruption.
- This requires attention to such basics as furniture layouts, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or scan the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupils, criticising their behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats.
- Make sparing and consistent use of punishments. This includes avoiding whole group punishments, which pupils see as unfair. It also means avoiding punishments that humiliate pupils by, for example, making them look ridiculous. This breeds resentment.
- Analyse their own classroom management performance and learn from it.

The education endowment fund (EEF)

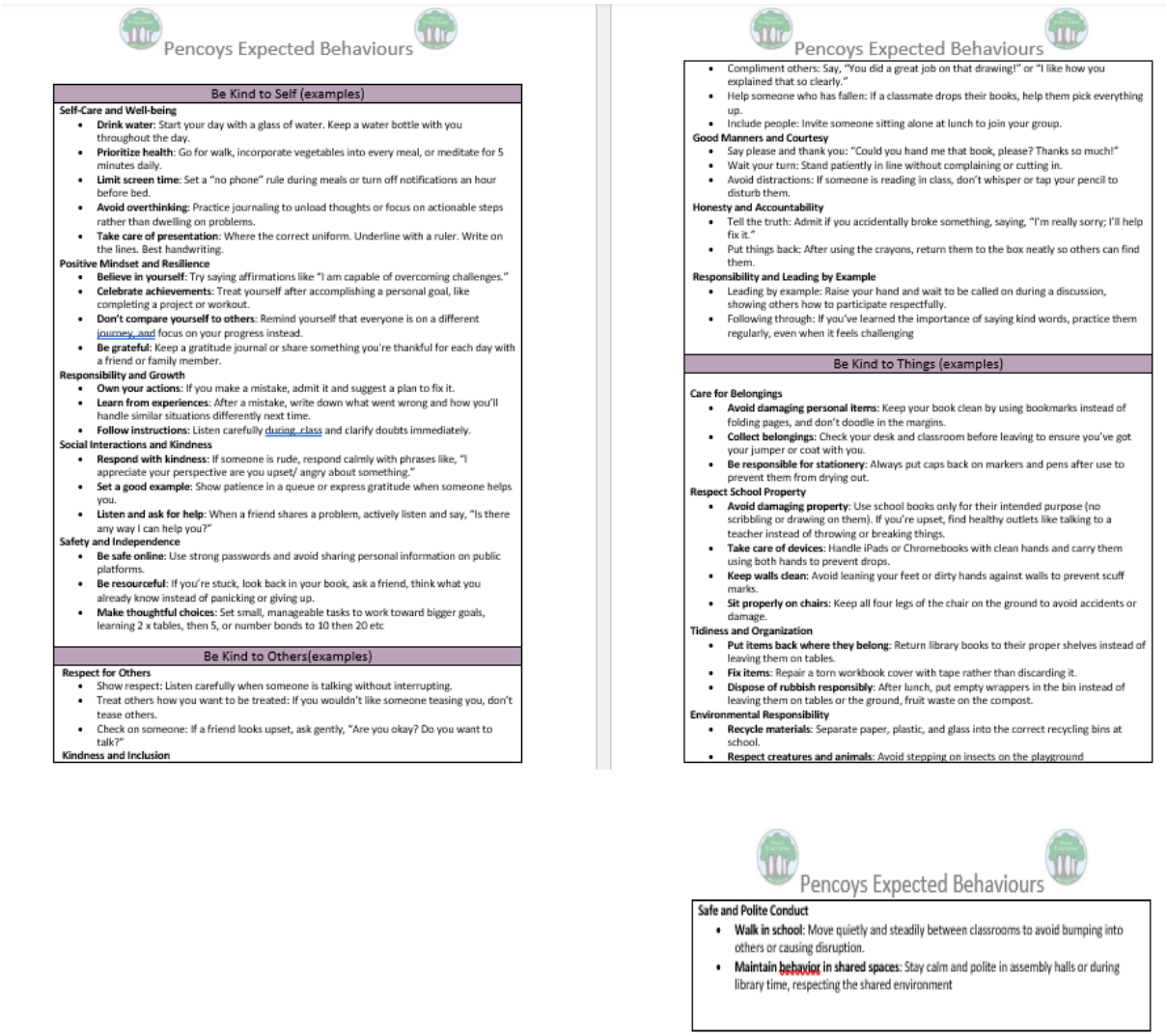
The education endowment fund (EEF) has undertaken extensive research on behaviour in schools. There are three areas in which they recommend schools focus on with regards to their behaviour(s) policy.

Firstly, is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. It is also good that many simple approaches that don't take much time or money to implement—like providing breakfast clubs or greeting pupils individually before a lesson—can have a really positive impact on behaviour.

The second focuses on how to deal with bad behaviour when it happens. A key message is that schools should use personalised approaches—like daily behaviour charts cards—to address 'problem pupils', rather than universal systems. It recommends that teachers are trained in specific strategies if they're dealing with pupils with high behaviour needs.

The third focuses on the importance of consistency and coherence when it comes to behaviour policies. This means that once senior leaders have considered the rationale for putting a new behaviour strategy or approach to work, they need to spend time and care embedding it across the entire school.

Appendix 4: Expected Behaviours



Pencoys Expected Behaviours

Be Kind to Self (examples)

Self-Care and Well-being
- **Drink water:** Start your day with a glass of water. Keep a water bottle with you throughout the day.
- **Prioritize health**: Go for walk, incorporate vegetables into every meal, or meditate for 5 minutes daily.
- **Limit screen time**: Set a "no phone" rule during meals or turn off notifications an hour before bed.
- **Avoid overthinking:** Practice journaling to unload thoughts or focus on actionable steps rather than dwelling on problems.
- **Take care of presentation**: Where the correct uniform. Underline with a ruler. Write on the lines. Best handwriting.

Positive Mindset and Resilience
- **Believe in yourself**: Try saying affirmations like "I am capable of overcoming challenges."
- **Celebrate achievements**: Treat yourself after accomplishing a personal goal, like completing a project or workout.
- **Don't compare yourself to others**: Remind yourself that everyone is on a different journey, and focus on your progress instead.
- **Be grateful:** Keep a gratitude journal or share something you're thankful for each day with a friend or family member.

Responsibility and Growth
- **Own your actions**: If you make a mistake, admit it and suggest a plan to fix it.
- **Learn from experiences**: After a mistake, write down what went wrong and how you'll handle similar situations differently next time.
- **Follow instructions:** Listen carefully during class and clarify doubts immediately.

Social Interactions and Kindness
- **Respond with kindness**: If someone is rude, respond calmly with phrases like, "I appreciate your perspective are you upset/ angry about something."
- **Set a good example**: Show patience in a queue or express gratitude when someone helps you.
- **Listen and ask for help**: When a friend shares a problem, actively listen and say, "Is there any way I can help you?"

Safety and Independence
- **Be safe online**: Use strong passwords and avoid sharing personal information on public platforms.
- **Be resourceful**: If you're stuck, look back in your book, ask a friend, think what you already know instead of panicking or giving up.
- **Make thoughtful choices**: Set small, manageable tasks to work toward bigger goals, learning 2 x tables, then 5, or number bonds to 10 then 20 etc

Be Kind to Others(examples)

Respect for Others
- Show respect: Listen carefully when someone is talking without interrupting.
- Treat others how you want to be treated: If you wouldn't like someone teasing you, don't tease others.
- Check on someone: If a friend looks upset, ask gently, "Are you okay? Do you want to talk?"

Kindness and Inclusion

Pencoys Expected Behaviours

- Compliment others: Say, "You did a great job on that drawing!" or "I like how you explained that so clearly."
- Help someone who has fallen: If a classmate drops their books, help them pick everything up.
- Include people: Invite someone sitting alone at lunch to join your group.

Good Manners and Courtesy
- Say please and thank you: "Could you hand me that book, please? Thanks so much!"
- Wait your turn: Stand patiently in line without complaining or cutting in.
- Avoid distractions: If someone is reading in class, don't whisper or tap your pencil to disturb them.

Honesty and Accountability
- Tell the truth: Admit if you accidentally broke something, saying, "I'm really sorry; I'll help fix it."
- Put things back: After using the crayons, return them to the box neatly so others can find them.

Responsibility and Leading by Example
- Leading by example: Raise your hand and wait to be called on during a discussion, showing others how to participate respectfully.
- Following through: If you've learned the importance of saying kind words, practice them regularly, even when it feels challenging

Be Kind to Things (examples)

Care for Belongings
- **Avoid damaging personal items**: Keep your book clean by using bookmarks instead of folding pages, and don't doodle in the margins.
- **Collect belongings**: Check your desk and classroom before leaving to ensure you've got your jumper or coat with you.
- **Be responsible for stationery**: Always put caps back on markers and pens after use to prevent them from drying out.

Respect School Property
- **Avoid damaging property**: Use school books only for their intended purpose (no scribbling or drawing on them). If you're upset, find healthy outlets like talking to a teacher instead of throwing or breaking things.
- **Take care of devices**: Handle iPads or Chromebooks with clean hands and carry them using both hands to prevent drops.
- **Keep walls clean:** Avoid leaning your feet or dirty hands against walls to prevent scuff marks.
- **Sit properly on chairs**: Keep all four legs of the chair on the ground to avoid accidents or damage.

Tidiness and Organization
- **Put items back where they belong**: Return library books to their proper shelves instead of leaving them on tables.
- **Fix items**: Repair a torn workbook cover with tape rather than discarding it.
- **Dispose of rubbish responsibly**: After lunch, put empty wrappers in the bin instead of leaving them on tables or the ground, fruit waste on the compost.

Environmental Responsibility
- **Recycle materials**: Separate paper, plastic, and glass into the correct recycling bins at school.
- **Respect creatures and animals**: Avoid stepping on insects on the playground

Pencoys Expected Behaviours

Safe and Polite Conduct
- **Walk in school:** Move quietly and steadily between classrooms to avoid bumping into others or causing disruption.
- **Maintain behavior in shared spaces:** Stay calm and polite in assembly halls or during library time, respecting the shared environment

Appendix 5: Consequence Scale

<table>
<tr><th>Level</th><th>Consequence</th><th>Action</th></tr>
<tr><td>Warning</td><td>Verbal warning</td><td>Reminder of Diamond Rules:
Name the behaviour. Focus on removing any barriers; be positive. Support the child to modify their behaviour and prevent escalation.</td></tr>
<tr><td>Warning</td><td>Name on board</td><td>Name the behaviour. Remain positive; explain choices and consequences.</td></tr>
<tr><td>Consequence- 1
Behaviour continues
Or
Instant for: swearing; aggression, damage to school property</td><td>KS1- Miss 5 min of break
KS2- Miss 10 mins of break</td><td>Teacher to monitor frequency and seek support if needed.
<table><tr><th colspan="2">Missed Break</th></tr><tr><td>Library: for learning to be completed</td><td>Outside: with an adult for behaviour</td></tr></table>
Restorative Conversation</td></tr>
<tr><td>Consequence – 2
Behaviour continues
or
Instant for: swearing; aggression, damage to school property</td><td>Lunchtime Reflection with SLT
Option to send to another class (dependent on need)</td><td>Class teacher log on CPOMs.
Pupil to complete learning if relevant.
Member of staff to hold Restorative Conversation with child/ren involved (lunch with member of staff at 12; 12-12.30 in HT office)
Teacher to notify parent via class dojo</td></tr>
<tr><td>Consequence – 3
3 in a half term</td><td>Lunchtime Reflection with SLT</td><td>SLT to monitor CPOMs – half-termly reports
Formal Meeting: Class teacher, parents and child (plus SENDCo/SLT /Pastoral Lead, as required).
Hold a Restorative Conversation; agree Behaviour plan (using Crofty Behaviour support Menu) and success chart to be reviewed daily by Teacher and weekly by SLT. (for a min 3 weeks)
Class Teacher to create and record on CPOMs.</td></tr>
<tr><td>Consequence – 4
Severe behaviour (reference 3.2 p.19)</td><td>Inclusion/ PTI suspension/ exclusion (as appropriate) Refer to flowchart Appendix 5</td><td>Formal meeting HT; parent and class teacher meeting.</td></tr>
</table>

In the absence of the Teacher the Teaching Assistant will complete the CPOMs entry.Every time a child reaches C1/C2/C3 or C4, a restorative conversation must take place. C2/C3 and C4' s are recorded on CPOMS.

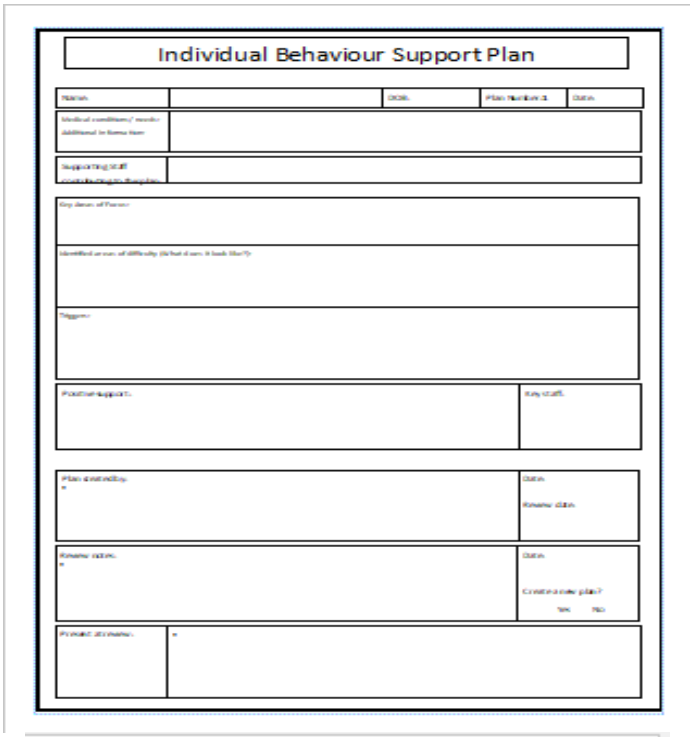
- 1st session (8:40-10:45) miss 10 mins of break

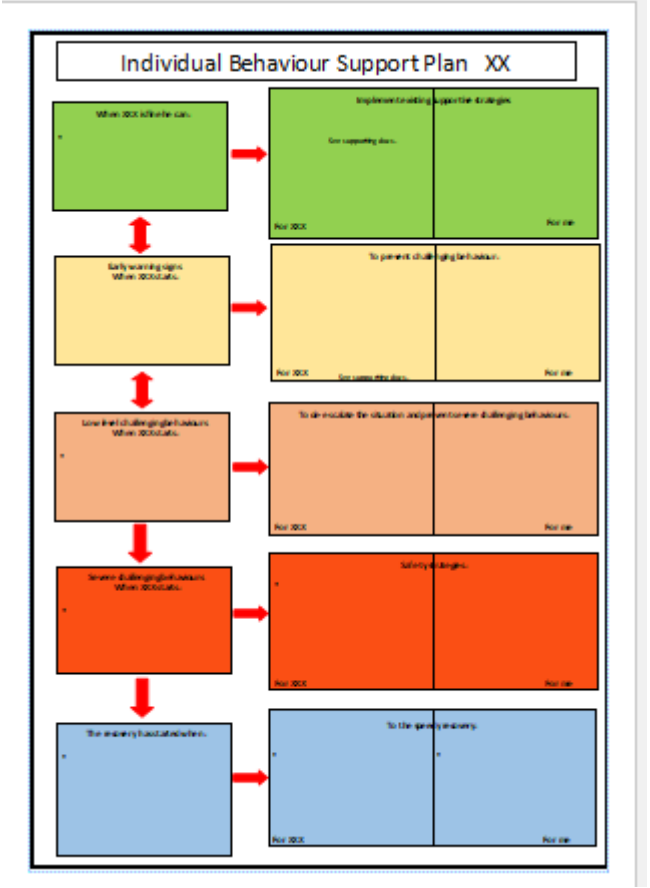
- 2nd session (10:45- 12) miss 10 mins of lunchtime play
- 3rd 4th session -miss 10 mins of break the following day

Appendix 6: Restorative Conversations Questions

To the person causing harm:	To the person harmed:
What has happened?	What has happened?
What were you thinking about at the time?	What were you thinking about at the time?
What have your thoughts been since then?	What have your thoughts been since then?
Who has been affected?	
How have they been affected?	How has this affected you and others?
What do you think needs to happen next?	What do you think needs to happen next?
How can we do things differently in the future?	How can we do things differently in the future?

Appendix 7: Example Individual Behaviour Support Plan





Appendix 8: Success Chart

_____'s Success Chart

Week beginning .....

Making good choices

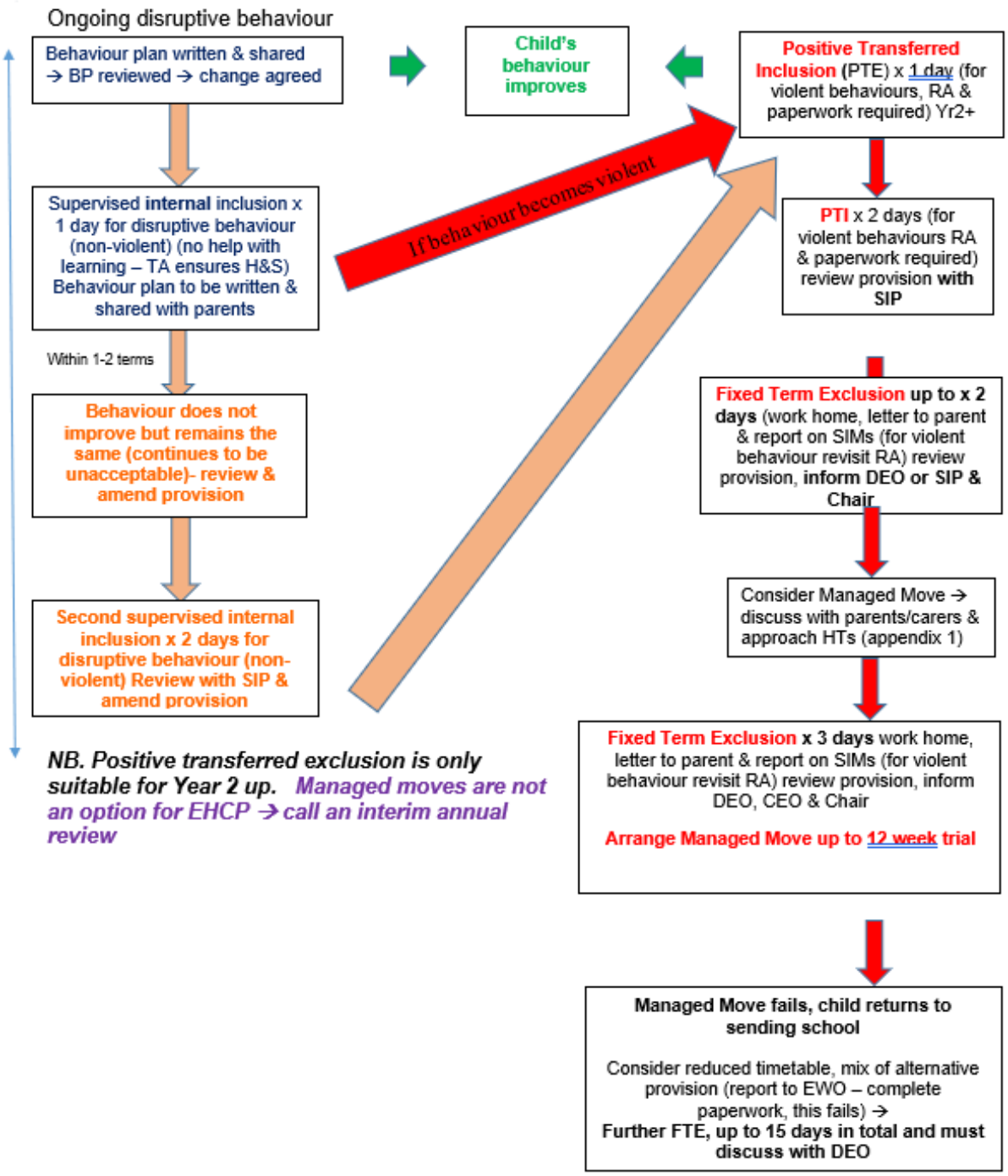
Making some good choices

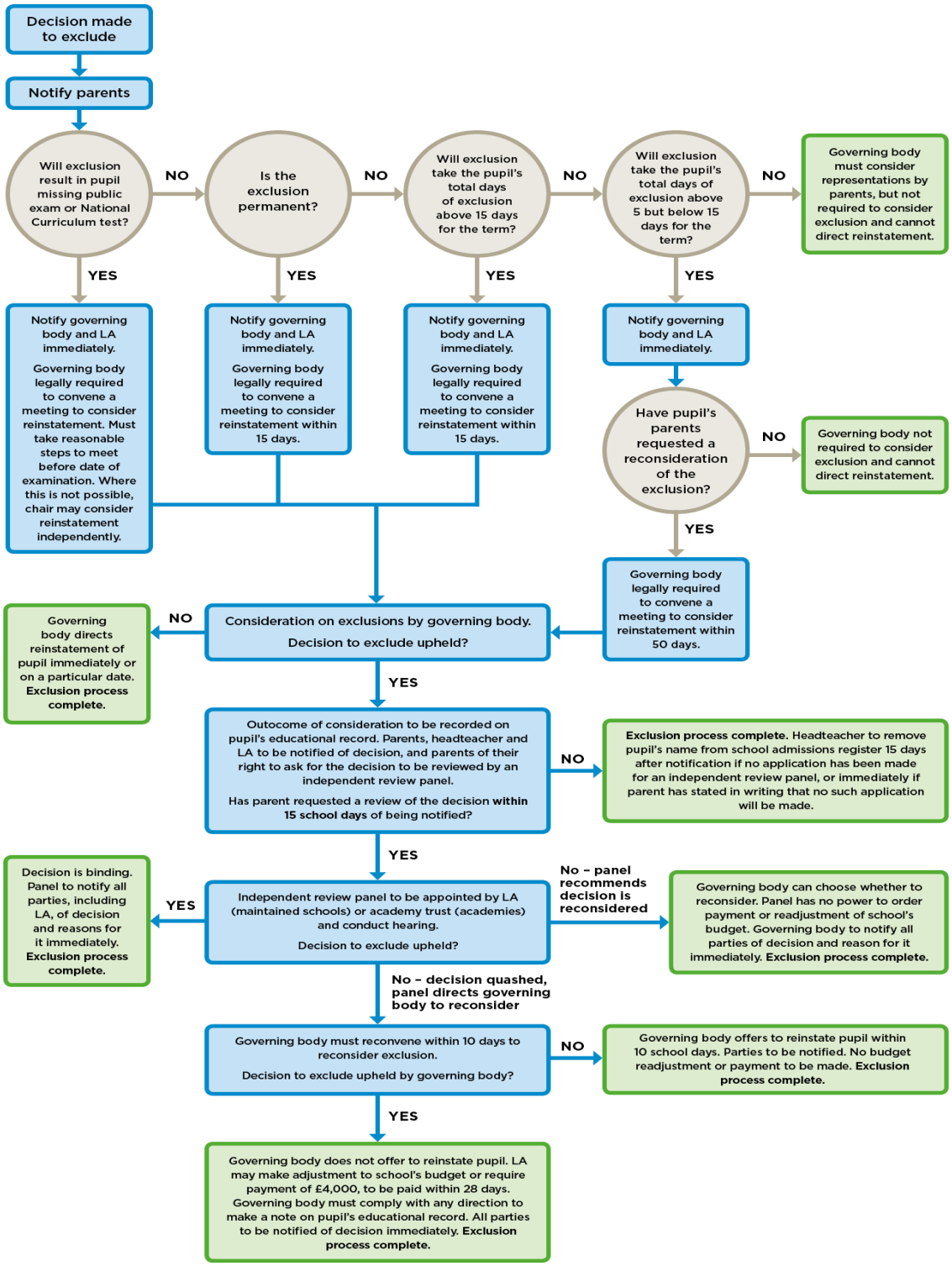
Making poor choices

	Registration	Phonics / Reading	lesson 1	Breaktime	lesson 3	Lunchtime	lesson 4	lesson 5
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Appendix 9:

CROFTY MULTI ACADEMY TRUST BEHAVIOUR STRATEGY LEVEL 2



NB. Positive transferred exclusion is only suitable for Year 2 up. ***Managed moves are not an option for EHCP → call an interim annual review***

Appendix 10: Crofty Exclusion Flow Chart