St Charles' Catholic Academy

BEHAVIOUR POLICY

POLICY		
AGREED:	REVIEWED: SEPTEMBER 2025	NEXT REVIEW: SEPTEMBER 2027

Our Mission at St Charles' Catholic Academy is to …
LOVE, LEARN, GROW TOGETHER

ST CHARLES' CATHOLIC ACADEMY POLICY

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Our Mission at St Charles' Catholic Academy is to…
LOVE, LEARN, GROW TOGETHER

ST. CHARLES' CATHOLIC ACADEMY
BEHAVIOUR AND RELATIONSHIPS POLICY AND PROCEDURES

Our Belief

St Charles' Catholic Academy provides a positive and nurturing learning environment where every member of our community is valued, respected, and celebrated. We are committed to helping every child reach their full potential, fostering a culture of continuous growth and achievement. Through encouragement and support, we promote independence and self-discipline in our pupils. Together, we share the responsibility of developing positive behaviour and attitudes, ensuring that our school remains a place where all can Love, Learn, and Grow Together.

Aims and Values

St Charles' Catholic Academy aims to be a place where:

- all pupils should follow our **HEARTS** values which are: ***Help***, ***Empathy***, ***Achieve***, ***Resilience***, ***Together*** and ***Safe.***
- effective teaching and learning takes place
- relationships between staff and pupils are based on courtesy and respect
- high standards of behaviour, order, discipline and positive attitudes to learning
- there is spiritual, morals and cultural development to ensure that they are prepared to be reflective about, and responsible for, their actions as good citizens
- each pupil receives fair and compassionate treatment in keeping with our school mission statement, 'To Love, Learn and Grow Together'
- all pupils feel safe in reporting any behaviour towards them, no matter how small they think it is, that makes them feel uncomfortable. The Local Governing Body, in consultation with the Headteacher, is responsible for this policy and its annual review

We strive to strengthen the relationships between children and key adults, fostering an environment where children feel supported in managing their emotions and behaviour. This approach is rooted in emotional intelligence, serving as a philosophy and a way of being rather than a standalone programme.

Roles and Responsibilities

So that staff students and parents work ***TOGETHER and RESILIENT*** we set clear expectations for everyone.

Staff

All staff should have high expectations of pupils in terms of behaviour and must encourage pupils to learn to the best of their ability. This is what our children can expect from staff in promoting positive behaviour:

- We communicate behaviour expectations in a way that is appropriate to each child's stage of development.
- We ensure all children feel valued, treated fairly and consistently, and that their voices are heard.
- We teach children to use the Zones of Regulation to express their emotions throughout the school day.
- We guide children in resolving conflicts through reflection and restorative approaches to find positive solutions.
- We deliver a Personal, Social, Health, Citizenship and Emotional (PSHE) curriculum that promotes self-awareness, self-reflection, and self-esteem.
- We take all instances of bullying, and discrimination very seriously. Children will always be informed about how and when issues will be addressed. Bullying of any kind will never be tolerated. We define bullying as deliberately hurtful behaviour that creates an imbalance of power, is repeated over time, and makes it difficult for the victim to defend themselves.

Parents

Parents are encouraged to work in partnership with the school to support their child's good behaviour by:

- Set a good example to pupils through your behaviour and the way you interact with staff, pupils and other adults.
- Work together with staff for the benefit of your child.
- Treat all governors, staff members, pupils, other parents and any other individuals connected to the school with dignity and respect.
- Work with staff members to resolve any issues of concern.
- Where appropriate, clarify your child's version of events with the school to bring about a peaceful solution to any issue.
- Respect and support the decisions made by the school.
- Support the school and your child to modify change or correct their behaviour appropriately, particularly where it could otherwise lead to conflict or aggressive or unsafe behaviour.
- Respect the school's property and environment.
- Adhere to the schools drop off and collection procedures to ensure that orderly dismissal and safety of pupils and families are upheld.

Students

Routines and Expectations

Classroom Entry:

Beginning of the day – (Greet & Meet) adult stands greeting the children between the door so that they can see inside the classroom and child coming towards the classroom. This is an opportunity to check if they have their reading book and remind them of the activity (SODA – Start Of the Day Activity) they are doing in the classroom when they sit down. Fill in the Zones of regulation chart.

Transitions
When moving from the carpet to tables and vice versa, teachers will give the 1,2,3 click command. 1 = sit up in STAR 2= stand up silently; 3 = turn and prepare to move; click = move silently. Children and groups who do this very effectively will be praised.

Non Verbal Communication
Teachers and staff should be expected to use interpersonal skills, physical presence and non-verbal cues to encourage positive behaviours and discourage negative behaviours in students, before utilising the formal school consequences system.

Tracking

In order to ***ACHIEVE*** *in the classroom we use:*

S- Sit up tall

T- Track the Speaker

A- Ask and answer questions

R- Ready to learn

Attention/ Team Stop Signal:

To ensure that we are ***SAFE and TOGETHER*** we will use:

The Stop Signal

When whole class or large group attention is required, the teacher will raise their hand in the air. Children will respond to this by raising their hand and falling silent. Silent Signals - Palm facing forward, raise to shoulder to indicate to stop, be quiet.

- Insist on attention -100% attention,
- Scan the room, & make eye contact, position yourself so that you can see as much of the class as possible, move to stand near children that you anticipate might go off task.

- If children not meeting the expectation, repeat giving reminders of the expectation "Alan, you were talking when you entered the room, step back out and enter in complete silence this time. Thank you." "I need 2 more children to have eyes forward to get 100%. Eyes to the front, thank you".

Practice: *"Yesterday it took 45 seconds to get 100%, can you do it in 30 seconds?"*

Moving around the building:

To ensure that we are ***SAFE*** when moving around school we will use:

H – Hands at our side

A – All eyes to the front

L – Lips are closed

L – Low walking speed

S – Stay in the line (Keep right)

Assembly:

- Walking to assembly – HALLS
- Children to have enough space between each person – when the teacher/TA is happy at the line, invite the children to sit down (silent signal, palm down)
- Adult with the class must track the children's behaviour. If misbehaving, the adult should give eye contact, either if close by or stand up and look at the child. If child continues (silent signal, palm up, moving all fingers) indicate they need to get up and sit near you.
- When the assembly finished, the adult with the class will ask the class to stand silently to lead out.
- HALLS walking out.

Playground:

Exit – Adult to supervise taking them out via the cloakroom, collect coat, toilet if needed, walk onto the playground.

End of playtime – Staff will be on the yard prior to the whistle being blown. 1 long whistle to indicate that the children need to stop where they are, 2 short whistles to walk to their line. The expectation is that the class are lined up in their line order and walk quietly to the classroom and sit down to complete their 'do now'.

Strategies in Promoting Positive Behaviour:

To ensure that we are ***SAFE and HELP*** each other we:

- Understand and respond to each child's unique emotional needs, we recognise that different approaches may be required for different children.
- Ensure adults play a key role in identifying and acknowledging children's emotions, helping them navigate their feelings while teaching problem-solving skills to support their development.
- Supporting children in identifying and labeling their emotions while expressing empathy and understanding.

- Establish clear boundaries for behaviour when needed, always prioritising connection before correction.
- Promote a growth mindset over a fixed mindset to encourage ***resilience*** and lifelong learning.

How we promote positive behaviours in the EYFS

In the EYFS, we want our children to understand that:

- Clear and consistent boundaries will be set.
- Effort and achievement will be recognised and celebrated positively.
- Independence will be encouraged.
- Their voices will be heard, and they will be taught to be good listeners.
- They will have opportunities to develop an awareness of their own needs and those of others.
- They will learn how to stay safe and play safely.
- Kindness and respect towards others will be demonstrated and encouraged.

How we promote positive behaviours in KS1

In Key Stage 1, we build upon the strong foundation of learning behaviours established in the EYFS. Our staff serve as positive role models, using encouragement and guidance to support children in developing key behaviours such as sharing, turn-taking, and active listening. By providing meaningful opportunities to practise these skills, we help children cultivate excellent learning habits, enabling them to stay focused and make the most of their learning time.

How we promote positive behaviours in KS2

In Key Stage 2, we continue to nurture positive learning behaviours and support children in making thoughtful choices. Through well-planned and structured lessons, we deliver an engaging curriculum that inspires curiosity and encourages learning beyond the classroom.

By this stage, most children have become articulate, independent, and well-rounded learners. Our staff are dedicated to motivating and challenging them to reach their full potential, making the most of every opportunity available.

Rewards

At St Charles', we strive to recognise, appreciate, and celebrate good behaviour, effort, and achievement for all, regardless of ability. We praise all positive contributions to school life, including progress, improvement, teamwork, perseverance, and acts of kindness, alongside academic success.

We also have some standard rewards across the school which are embedded in our school life:

- Verbally praise the children who are displaying appropriate behaviour.
- Children are given individual House Points which also contribute to their house teams points.
- Each week the teacher picks a child from each class to receive a 'Star of the Week' certificate which focuses on our HEARTS values (***Help***, ***Empathy***, ***Achieve***, ***Resilience***, ***Together*** and ***Safe***) awards are given in Friday's award assembly. *There will be group photos of all the children of the week put on our social media platforms.*
- Highest Class Attendance – receive a trophy and some extra play week

Houses

At St Charles' Catholic Academy, our House System fosters a strong sense of community, ***TOGETHER***, and friendly competition. Pupils are assigned to one of four house teams, each promoting values of respect, resilience, and achievement. Throughout the year, pupils earn counters for their house by demonstrating positive behaviour, academic effort, and contributions to school life.

Counters are placed within jars. We will use regular house challenges, competitions, and rewards to celebrate success, with the winning house recognised each week with additional play and each half term with a reward. This system nurtures a culture of encouragement and aspiration, reinforcing our school's mission statement. House points will never be removed from a child.

Behaviour Management Steps

On the Playground:

On the playground, negative and dangerous behaviour will result in a 2-minute time out on the wall. If this continues then we will begin to follow the stages outlined.

Understanding the root causes of negative behaviours:

A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur (Trauma Informed). Each child comes to school with individual experiences and needs. We are aware that a wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary. Our school has control over a fraction of these factors, and so it is vital that the school's input is effective, appropriate, positive and consistent.

Strategies to prevent / reduce difficult situations occurring:

The school will pursue strategies that encourage children to take responsibility for developing good behaviour. The following are examples of these strategies:

- Collective Worship (spiritual and moral development)
- PSHE
- School Council's input to resolve issues
- Stimulating lessons / tasks to meet the needs of individual children
- Parental involvement
- School Awards
- Individual targets / reward system

Our strategy for supporting children who do not meet our behaviour expectations

Responses to inappropriate behaviour must be fair, appropriate, and considerate of the child's age and level of understanding. Any sanctions applied should be proportionate to the situation and take into account any special educational needs, disabilities, or religious considerations that may be relevant to the child. This ensures that pupils and staff are working ***Together***.

Stage One

- **Clear Verbal Reminder plus universal labels:** The child receives a gentle prompt to address their behaviour with guidance of expected behaviour stated clearly reminding of the class rules. Maximum emphasis should be placed on encouraging the child to take responsibility for improving the situation by demonstrating appropriate behaviour. The members of staff will walk around the school constantly.

  Example: "John, remember we are learning to listen when others are speaking."

- **A Second Warning:** If the behaviour continues or disrupts learning, the teacher issues a formal warning.

  Example: "John, this is your second warning—you need to listen when I am explaining the lesson." The teacher will note this by ticking the child's name (on a class list) for that lesson.

- **Caution:** If the behaviour continues or disrupts learning, the teacher issues a formal warning.

  Example: "John, this is your final warning—you need to listen when others are speaking." The teacher will note this by ticking the child's name again (on a class list) for that lesson this will be a loss of 5 minutes break time.

- **Removal from group -** relocating a child within the classroom, potentially to work independently if appropriate. This can be a proactive measure, considering whether the child may benefit from a sensory break or a calmer environment.

Stage Two

- **Removal from class:** On return to the main group if the behaviour persists the reminder, warning and caution from Stage One will be applied, followed by five minutes of reflection time removed from class and placed in another class. Upon return, a conversation will take place confirming behaviour expectations. If a child is removed from class for reflection time, parents/carers will be informed by the behaviour being placed on Arbor.

Stage Three

- **Restorative/Fix it Conversations -** Staff will dedicate quality time for a conversation that shows care and support to the student. It is essential that both the child and the adult feel ready to engage in discussion to restore relationships. This process provides the student with an opportunity to share their perspective, express their feelings, and understand how their actions have impacted others. The adult will reinforce high expectations and work collaboratively with the student to create a plan that supports their success moving forward.

  (Using Behaviour Reflections Sheet. This should be used for minor and infrequent behaviour issues) (see appendix 1).

Stage Four

- **Referral to Behaviour Lead -** If the previous steps have been attempted multiple times without a significant positive impact on the child's behaviour, additional action may be considered. The child will have the opportunity to discuss their behaviour and its impact with them. There is a focus on supporting the pupil to change unacceptable behaviour and working in partnership with parents/carers. This may involve the child providing a daily verbal report to the designated manager. If no improvement is observed within a week, the manager, in collaboration with the teacher, may recommend and support the implementation of a ***Behaviour Support Plan Stage 1 (Appendix 2).*** This plan, lasting 6 to 8 weeks, aims to foster positive behavioural changes and embed new attitudes.

Stage Five

- **Referral to the Deputy or Headteacher -** The Headteacher or Deputy Headteacher will address serious behavioural incidents. This referral may occur if previous interventions have been repeatedly implemented without a noticeable improvement in the child's behaviour. In cases of particularly serious incidents—such as bullying, racist remarks, or violence towards a staff member—immediate involvement from the Headteacher or Deputy Headteacher will be required, typically leading to parental contact.

  This will include the Behaviour Support Plan Stage 2 (Appendix 3).

Stage 6

To keep everyone ***SAFE.*** *For* repeteated or significant incidents. Removal, Isolation or Exclusion will be considered by the Headteacher.

Removal, Isolation and Exclusion

There are various forms of exclusion which include:

- Removal from a lesson
- Removal from a break or lunch time
- Isolation from their own classroom for a set period of time determined by the headteacher
- Fixed term exclusion from school
- Permanent exclusion from school

Excluding a child, whether for a fixed period or permanently, will be considered only as a last resort when all other strategies have been exhausted without achieving the necessary improvements. In accordance with DfE guidance, only the Headteacher—or the Deputy Headteacher in their absence—can authorize an external exclusion. Before making this decision, the Headteacher will take the following steps:

- Consider all relevant facts
- Allows the child to give his/her version of the facts
- Consults the child's Parent/Carer

In the instance of a permanent exclusion. The Headteacher will in turn inform the Chair of Governors of the decision to permanently exclude. With a fixed term or permanent exclusion, the Headteacher will inform the parents by phone of the decision to exclude and confirm the exclusion in writing.

Parents do have the right to appeal to the Governors against the decision to exclude the child if the child is excluded for more than five days. If parents wish to appeal against a decision to exclude, they will be assisted in the appeal process.

The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation. Sanction will be given in line with the degree of the misdemeanours.

See also: Liverpool Behaviour Intervention Framework

SEND

In some instances, children may be dealt with outside of the Behaviour Policy in their own personalised 'Individual Behaviour Plan' – this may be if the child has certain special educational needs.

Legal rights and responsibilities

The Local Governing Body have a statutory duty to ensure school functions are carried out with a view to safeguarding and promoting the welfare of children. Teachers have a statutory duty to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. This power also applies to all paid staff with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits and in some instances when misbehaviour occurs outside of school. A strong behaviour Policy supports staff in managing behaviour, through both rewards and sanctions. The school has legal duties also under the Equality Act 2010 and with respect to pupils with Special Educational Needs. Corporal punishment is illegal in all circumstances.

Dealing with Conflict Resolution

(see appendix 4 – Conflict resolution in 3 steps)

All children from time to time have conflicts over a range of issues. It is vital that these are dealt with in the proper way. This method should be used when dealing with all nature of conflicts, serious and minor.

Bullying

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

Bullying is, therefore:

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

Bullying can Include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures and words

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

If an incident is deemed to be bullying, staff will:

- Choose an appropriate time to address the issue.
- Listen to all parties involved individually, documenting key details concisely using open-ended questions while focusing on the primary behaviour.
- Record the incident on Arbor and CPOMS.
- Reassure the children that the matter will be addressed until it is fully resolved.
- Help the children understand the impact of their actions and the rules they have not followed.
- Collaborate with parents to work towards a resolution.

Dealing with Racism and Racial Incidents in School:

We work hard to establish positive relationships and a happy and secure learning environment, and therefore racial harassment of any kind will not be tolerated. Sanctions will be given in line with the degree of the misdemeanours. Our programme for personal and social education will also confront racist attitudes; any racism will be reported on CPOMS, Arbor and the SLT. Parents will also be informed and support given.

Control and Restraint:

In exceptional circumstances it may be necessary to use reasonable force to restrain a child or to remove them from an area of the school where there is immediate / high risk of injury. The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. All the staff within the school are trusted to use their professional judgement and the degree of force must be in proportion to the circumstances of the incident.

A senior member of staff must be informed immediately, and the incident must be logged on CPOMS and parents informed.

When should control/ restraint be used?

There is a variety of situations in which reasonable force might be appropriate or necessary to control or restrain pupils.

Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The DfE guidance on the 'Use of Reasonable Force' provides that teachers can use reasonable force:

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

The statutory provisions can apply when a teacher or other authorised person is:

- on the premises of the school or
- elsewhere at a time when, as a member of school staff, he or she has lawful control or charge of the pupil concerned, for example, on an out-of-school activity

What should a member of staff do to control a child?

All staff should take the following steps:

- Stay calm/ attempt to keep their voice quiet / speak slowly/ stay in control of themselves.
- Give time where appropriate for the situation to de-escalate.
- Give the child clear instructions.
- Call for assistance from another colleague. (SLT/ Or a colleague who knows the child well).
- If possible-remove child from situation/their peers/ failing that remove the remainder of the class to a safe location.
- A clear verbal instruction to stop dangerous or threatening behaviour should always precede any physical Intervention

Physical intervention may include: *(Taken from DFEE Circular 10/98)*

- Blocking a child's path
- Holding a child's hand
- Moving two children apart
- Leading a pupil away from a situation
- Shepherding a child out of a situation by placing a hand in the centre of the pupil's back
- Restraining a child from behind by holding their hands
- All intervention will be carried out in a skilled and controlled manner.

A written record must be made of all incidents involving use of physical restraints and record on CPOMS.

Any physical intervention will be an absolute last resort.

Action in Self Defence

Staff have a right to defend themselves against an attack, providing they do not use disproportionate force to do so.

Children with Social and Emotional Difficulties

As a whole school we use zones of regulation. It is acknowledged that some children experience behavioural and/or mental health challenges and require tailored support and guidance. Below is a set of guidelines for teachers on how to effectively manage and respond to these behaviours.

Key Points:

- A working relationship is established with the child.
- The teacher does not take the child's behaviour personally.
- The teacher clearly communicates in a direct discreet way, using straight forward language.
- The teacher will make polite suggestions rather than demands.
- The teacher will remain calm and try not to get into a critical or cross mode.
- The teacher will try to ensure the work is broken down into small achievable steps that allow frequent opportunity for reviewing progress/giving encouragement and rewarding success along the way.
- The teacher will avoid allowing the child to become over dependent on him/her and will expect the child in time to cope alone without him/her using a teaching assistant where necessary.
- The teachers will be positive in their approach. They will look for good things that are happening or about to happen through this, the child's self-esteem will be built up by celebrating their strengths.
- If a child displays angry outbursts, the child will be given time to restore his/her dignity.
- Clear boundaries will be established for the children. The teachers will check that the children understand those boundaries, the rewards and the time-scale of the work expected.
- All staff should be role models and demonstrate the standards of courtesy expected from the children (THINK)
- Staff should be consistent with the use of positive reinforcement

  Example: "I am pleased to see John is working quietly"

- Staff should make sparing use of consequences. (These should be phrased in positive terms) Private rather than public whenever possible.
- Continually observe and scan the behaviour of the class.

The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation.

Monitoring Children with Emotional and Behavioural Difficulties

We will use the Zones of Regulation to monitor children's emotions and behaviours. It may be necessary to monitor a child with EBD. A Behaviour Support Plan should be in place if individual input is required to amend a child's behaviour. This must be done daily if support is to be sought. Evidence can then be presented to the SENCO/Senior Management team if support from outside agencies is to be sought. Parental input is critical. Rewards and Consequences will be given at home as well as in school.

Transfer of Discipline Records to Secondary Schools

Records for all children will be discussed at transition meetings and appropriate documentation transferred.

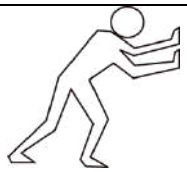
Review and Monitoring of Policy

This policy will be reviewed using a consultative process that identifies teacher and pupil feedback once per year and any amendments will be agreed by the Local Governing Body. This policy should not be considered in isolation and should be read in line with the other policies of the school.

Appendix 1 – Behaviour Reflections Sheet (Behaviour Stage Three)

Name:	Date:	Year Group:

What I chose to do: Tick what happened:

To not be safe	Push	Shout	Kick	Poor learning behaviours	Hurt others	Be un-kind
						

Think about how these behaviours made other people feel:

You:	Other Children:	Adults:

Think about why you have made those behaviour choices and how you feel about them now.

Why? _____

_____

_____

Next time I will:

Breathe	Take a break	Use a fidget	Count	Think	Be Kind	Talk calmly/ Get adult help

Plan for Improvement:

I will _____

_____

_____

Signed child:	Signed Adult:

Appendix 2 – Stage 1 Behaviour Support Plan **(Behaviour Stage Four)**

Child Name:	Plan Number:
List those involved in support plan:	Date:

Assess

What are the behaviours that are causing concern? List a maximum of 3. *Be specific and indicate how often they occur (eg. once a week, twice a day).*	What do you think might be causing those behaviours?

Plan

Write up to two targets for the student to work towards. *Use the format **when... instead of... I will**... Be as specific as possible.*	What whole class strategies will be implemented to support the student? (Maximum of 2) *Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.*

Review (Review date: No longer than 6-8 weeks from today) Date:

What impact did the plan have on the behaviours specified above? *Think about the frequency and severity of the behaviours.*	What should happen next?	
		Plan was effective – student no longer requires support *(plan discontinued)*
		Plan was effective – continue support at current level *(renew plan or write new plan at this level)*

		Student requires additional support (*write plan at Stage 2)*

Appendix 3 –

Stages	Person	Action/Sanctions
Stage 1: • Minor breaches of class/playground rules • Not treating others kindly • Disrespect of school property	Class teacher or witnessing adult	• Reminder • Warning • Related sanction – e.g. clean up mess
Stage 2: • Persistent repetition of stage 1 behaviour • 3 entries on Arbor • Bullying reported by a child • Swearing, obscene or inappropriate actions reported by a child • Deliberate wilful damage of school/personal property	Class Teacher	• Contact parents by telephone to discuss incident • Speak to class generally • Time Out • Moved Place • Record on Arbor once reached Stage 2
Stage 3: • Continual incidents of bullying when witnessed by staff • Continual poor behaviour at playtime or in the classroom • Swearing • Throwing objects • Fighting	Class Teacher	• Contact parents by telephone to discuss incident • Meeting with class teacher • Immediate entry into Arbor • Immediate Playtime Isolation • Speak to class generally • Behaviour Reflection Sheet
Stage 4: • Verbal abuse to an adult • Injuring another child • Bullying continually • Rude Behaviour • Truancy • Vandalism and graffiti • Stealing	Behaviour Lead	• Contact parents by phone to discuss incidents • Immediate lunchtime/playtime isolation with member of SLT • Immediate entry on Arbor • Behaviour lead to speak to class if appropriate • Behaviour Support Plan
Stage 5: • Verbal abuse to an adult heard and reported by another adult • Injuring another child headbutting/head locking • Bullying continually verbally or physically • Consistent Rude Behaviour	Deputy Head	• Contact parents by phone and invite them in to discuss incidents • Immediate lunchtime/playtime isolation with Deputy Head Teacher • Immediate entry on Arbor • Behaviour lead to speak to class if appropriate

		• Involvement of Community Police if necessary • Behaviour Support Plan Stage 2
Stage 6: • Hitting/abuse to a member of staff • Continual verbal abuse to a member of staff • Seriously injuring another child purposely • Stealing/ vandalism after a Stage 5 punishment	Headteacher	Exclusion: • Exited from the classroom • Fixed term exclusion (including from the classroom) • Referral to Governors • Permanent exclusion if necessary where no improvement in behaviour is seen

Stage 2 Behaviour Support Plan

Child Name:	Plan Number:
List those involved in support plan:	Date:

Assess

What are the behaviours that are causing concern? List a maximum of 3. *Be specific and indicate how often they occur (eg. once a week, twice a day).*	What do you think might be causing those behaviours?

Plan

Write up to two targets for the student to work towards. *Use the format **when... instead of... I will**... Be as specific as possible.*	What whole class strategies will be implemented to support the student? (Maximum of 2) *Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.*

Home Strategy

What strategy will be implemented at home to support the student?	

Group Work (Adult led intervention)

What will be the purpose of the intervention *(e.g. improve interpersonal skills, emotional self-regulation)*	
How will the success of the intervention be measured?	

Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?	

Environmental Changes

What environmental changes will be made to support the student?

Other Support

If necessary, write any further support to be offered below.

Support	Purpose

Impact measurement

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

Review (Review date: No longer than 6-8 weeks from today) Date:

	Not achieved	Some Progress	Achieved	Parental Views
1				
2				
3				

What impact did the plan have on the behaviours specified above? *Think about the frequency and severity of the behaviours.*	What should happen next?	
		Plan was effective – student no longer requires support *(plan discontinued)*
		Plan was effective – continue support at current level *(renew plan or write new plan at this level)*
		Student requires additional support Referral to behaviour team – behaviour passport

Appendix 4 – Conflict Resolution in 3 steps

Number 1: Self Check		
Ask yourself. “Are you ready and willing to solve this problem?” Give yourself time to calm down if you are too angry or upset to deal with th e conflict. You’ll know you are ready if you can follow these rules:		
No fighting/arguing	Listen and don’t interrupt	Be honest

Number 2: Honest Communication
Use sentences beginning with ‘I’ to tell your side of the story and make sure you listen to everything that the other person has to say. Remember, everyone’s point of view is different, and it is OK to disagree.
Remember, don’t start arguing about who is right or wrong. Conflict resolution is about listening and understanding to try and come up with a solution to the problem.

Number 3: Find a solution
What can each person do to solve the conflict? Discuss as many solutions as possible before coming to an agreement or compromise on one. Then write a plan of action and make it clear for each person,
Remember, if you are struggling to solve the conflict on your own, you can ask a peer mediator or adult to help.