



Cinnamon Brow C of E Primary School

'For I know the plans I have for you... Plans to give you hope and a future.'

Jeremiah 29:11

[Behaviour & Exclusions Policy]

(Whole School Policy)

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***‘For I know the plans I
have for you...plans
to give you hope
& a future’
Jeremiah 29:11***

Through the prophet, Jeremiah, God spoke to the Israelites when they were in a time of desperation as captives. This was not a promise of immediate rescue from their plight but God's hope of a future to see them through. The Israelites were encouraged to settle in the city that they now found themselves in. This verse is not an assurance to immediately rescue us from hardship or suffering, but rather a promise that God has a plan for our lives and regardless of our current situation, He can work through it to prosper us and give us a hope and a future.

God gave the Israelites a hope that their future would be bright. This is our aim for our school community: children, parents, governors, staff and local community. By providing an excellent well-rounded education, we will give our pupils and their families hope for their future, by enabling them to flourish.

1. INTRODUCTION

We believe that promoting high standards of behaviour through a shared Christian ethos is an intrinsic part of the way in which effective learning takes place. We know that to create an environment to deliver the highest possible standards of education, it is vital that we also create an environment where both our children and parents feel safe, nurtured and respected. Central to this belief, is the importance that the school attaches to developing children's self-esteem, emotional literacy and ability to build positive relationships.

Our behaviour policy has its foundation in our Christian Vision, Values and the Heartsmart principles:



Don't forget to let love in – Hope

Have hope and show kindness



Too much selfie isn't healthy – Compassion and Respect

Listen carefully to others and be respectful



Fake is a mistake – Truthfulness

Tell the truth



Don't hold on to what's wrong – Forgiveness

Forgive each other



No way through isn't true – Perseverance

Persevere in everything

Our chosen Christian values are rooted in the teaching of Jesus Christ and underpin every aspect of our community's life and work. In the daily life of the school, all members of the community are encouraged to demonstrate the Christian values and associated Heartsmart principles, putting them into practice, including when conflicts do arise.

The aim of this policy is to give a clear code of conduct for all adults and children so that there is a consistent approach for promoting positive behaviour and supporting children's emotional health and wellbeing. It highlights the importance that we place on encouraging pupils to behave in a cooperative and self-disciplined manner, developing their sense of what is right and wrong and a respect for themselves, others and their environment with a key focus on forgiveness. It is essential that there are good relationships, where adults and children treat each other with mutual respect.

This policy should be read in conjunction with the:

- safeguarding & child protection policy,
- anti-bullying policy,
- online safety policy.

2. WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2022) requires the Governing board to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. The written statement of behaviour principles can be found on the school's website.

3. AIMS OF THE POLICY

- Encourage a nurturing, purposeful, safe and happy learning environment within our school
- Promote and model positive, caring attitudes towards everyone, where forgiveness is fundamental and achievements are celebrated and valued
- Provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others within a Christian ethos.
- Promote a consistent approach towards developing positive behaviour
- Ensure that expectations of behaviour are clearly communicated to children
- Establish a coherent and fair reward system that acknowledges and celebrates good behaviour
- Establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour
- To foster individual effort and positive thinking, developing resilience
- To support children in developing their social and emotional learning and understanding.
- To give children confidence in themselves and pride in their achievements and their school
- Effectively manage incidents of bullying or prejudice if and when they occur

4. BEHAVIOUR CURRICULUM

At Cinnamon Brow CE Primary School, we aim to continuously develop our positive relationships by ensuring children, staff, parents and carers and governors know they are responsible to not only themselves but to one another.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like.

As a school, we have based our school rules upon our chosen Christian values and the Heartsmart principles. The school rules are below:

I will...

- ✝ **have hope and show kindness**
- ✝ **listen carefully and be respectful**
- ✝ **forgive others**
- ✝ **always tell the truth**
- ✝ **persevere in everything**

Each of the school rules matches with a Heartsmart principle and one of our chosen Christian values. These have been expanded into key stage age-appropriate statements to show what it actually looks like in practice.

An example is below:



No way through isn't true – Perseverance
Persevere in everything

- *I can identify difficult situations and how to overcome these*
- *I don't fear failure and I understand the impact of changing my thinking from 'I can't' to 'I can'*
- *I choose to keep going when I am challenged*
- *I listen to feedback from others and respond positively*
- *I understand the importance of working hard to achieve my targets*

(see appendices for the full behaviour curriculum)

Within classes, the behaviour curriculum will be discussed on a regular basis and will be taught explicitly. Elements will be discussed throughout the day as encouragements to support in every child achieving and when situations arise during the school day that fit with the statement.

Each half term a Heartsmart principle is studied in-depth as part of our PSHE programme. Additionally, the Heartsmart principle is focused on within Collective Worship. There will be an additional 'reset' assembly each half term to support with expectations. This will be an opportunity to build a deeper understanding of each principle and what it looks like in practice.

5. ROLES

5.1. Governor Board Responsibilities

- The governing board has the responsibility of setting down general guidelines on standards of behaviour, and of reviewing their effectiveness.
- The governing board supports the Head teacher and Leadership Team in adhering to these guidelines.

5.2. Headteacher and Leadership Team Responsibilities

- The Headteacher has the day-to-day authority to implement the school's policy on behaviour
- It is the responsibility of the Headteacher and Leadership Team to implement the school behaviour policy consistently throughout the school, and to report to governing board when requested, on the effectiveness of the policy.
- The Head teacher & Leadership Team support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy, including through ensuring that all new staff are inducted clearly into the school's behaviour culture.
- It is the responsibility of the Headteacher and Leadership Team to ensure that all staff have had relevant training including on how certain special education needs, disabilities, or mental health needs may at time affect a pupil's behaviour.
- The Headteacher and Leadership Team will be highly visible across the school day. They will routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- It is the responsibility of the Headteacher & Leadership Team to ensure the health, safety and welfare of all children in the school.

The Behaviour Lead closely monitors behaviour within school and keeps records of all reported serious incidents.

5.3. School Staff Responsibilities

- All staff within school have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships as defined within this behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff should challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils, within their own classes and across the school as a whole.
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- All staff to form positive relationships with parents/carers so that all children can see that key adults in their lives have a common purpose.
- Staff will receive clear guidance about school expectations of their own conduct at school.

5.4 Pupil Responsibilities

- Pupils will learn in an environment that is calm, safe, and supportive and where they are treated with dignity.
- All pupils will be taught the school's behaviour curriculum which explains the standards, expectations, pastoral support and consequences processes.
- Pupils have a duty to follow the school's behaviour policy and uphold the school rules.
- Pupils will contribute to the school's culture
- Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture.

Support for Pupils

- Every pupil will be supported to achieve the behaviour standards and be supported to know and understand the school's behaviour culture.
- All new pupils to the school will have an induction that supports them in understanding the school's behaviour culture. This includes mid-year arrivals.
- Where necessary, extra support will be provided for pupils where behaviour improvement is needed. This will support pupils to understand their own emotional regulation and offer strategies to support them in being able to meet the behaviour expectations of the school and to reengage in meaningful education.
- It is very important to the school that everyone feels they belong with the school community. This means that if it is needed, personalised additional support will be provided to ensure all pupils can achieve and thrive both in and out of the classroom, including those pupils with SEND.

5.4. Parent Responsibilities

- Parents play a crucial role in helping school develop and maintain good behaviour.
- The partnership between school and parents is vital.
- The school will ensure that parents are fully aware of the behaviour policy so that they are able to support with this.
- The school encourages parents to reinforce the policy at home as appropriate.
- The school will keep parents updated about their child's behaviour, including encouragement through celebrating achievements and holding meetings with parents to help them understand the behaviour policy.
- Where appropriate, the school will involve parents in any pastoral work following misbehaviour including attending reviews of specific behaviour interventions in place.

- Where a parent has a concern about the management of behaviour, they should raise this directly with school while continuing to work in partnership with us.

6.0 BEHAVIOUR EXPECTATIONS AND PUPILS WITH SEND

Our school culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. As a school we need to consider how our whole school approach meets the needs of all pupils in the school, including pupils with SEND so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our aim is to create a good behaviour culture with a calm environment which will benefit pupils with SEND, enabling them to learn using de-escalation strategies including sensory toolkits and circuits.

Where a pupil is identified as having SEND, the graduated response will be used to assess, plan, deliver and then review the impact of the support being provided.

The law requires that as a school we take steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Equally, under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND.

As part of this, as a school we must as far as is possible anticipate likely triggers of misbehaviour and put support in place to prevent these.

7.0 RESPONDING TO GOOD BEHAVIOUR

Maintaining a positive culture requires constant work. As a school, we strongly believe that positively reinforcing the behaviour which reflects our Christian vision and values is very important.

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils. Using reinforcement and rewards is an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly that will help to reinforce the routines, expectations and norms of our school's behaviour culture. We will use positive recognition and rewards to reinforce our school's culture and ethos.

7.1 Positive Reinforcement & Rewards

7.1.1 Verbal Praise

Verbal specific praise is instant and very powerful. This will be used regularly across school so that pupils know they are doing well and to encourage good behaviour. If pupils receive recognition for doing the right things, their desire to continue doing the right thing will also continue. It is vital that this is used consistently, regularly and fairly.

Verbal praise needs to be specific so that the pupils know why they are receiving praise. As much as possible, the praise will be specifically linked to Heartsmart principles behaviour curriculum statements.

Examples:

****(name), well done for being patient and listening well to others on your table, you've shown too much selfie isn't healthy*

****(name), you've really shown no way through isn't true by keeping going – well done*

7.1.2 Dojos

Dojo points are awarded for children demonstrating our Christian values /Heartsmart principles in their daily lives in school and for their excellent effort. There is an agreed system in place across the school. It is for effort beyond what verbal praise would normally be given for although this is at the discretion of the teacher. Each child has a 'Dojo' character on an app that each class has set up. This is on the classroom interactive TV at all times. When a dojo point is awarded, it is given to them straight away.

Again, it is awarded for specific things that have been agreed as a whole school and closely linked with our Christian values and Heartsmart values and, importantly, given consistently. Dojos will be awarded for:

- Respect
- Perseverance
- Kindness
- Excellence
- Home learning

The whole class celebrates with the child. Parents are automatically informed each time a child receives a dojo. Whole class targets can be set using the dojo system so the class can aim to work together to achieve something.

*Once a dojo is awarded, it should never be deducted.

The reward system is graded as follows:-

Any noteworthy behaviour	1, 2 or 3 at a maximum for awarding dojos
100 dojos	Children receive a special privilege *
200 dojos	Children receive two special privileges *
300 dojos	Children receive special certificate and three special privileges *

*The first 2 children from a class to achieve 200 dojos, attends an additional treat with a member of the leadership team.

The class with the most progress in dojos each half term receives an extra playtime. This will be announced in Friday assembly.

7.1.3 Stickers

Stickers can be given in addition to verbal praise and dojos, particularly for the younger children as it provides a physical reward. Again, these will be provided to praise and reward demonstration of our Christian values and Heartsmart principles. SLT will verbally praise and also give out Heartsmart stickers to recognise outstanding behaviour. For exceptional achievement, headteacher stickers are given. In the Early Years Foundation Stage (EYFS), children are given stickers as part of the positive praise systems in place which they love to wear proudly during the day.

7.1.4 Whole class rewards – pom-pom jar

Working together is very important to creating communities. Each class will have a selected reward activity that they are working to achieve together. They will work together on a specific target and when the class achieves, they will be given a pom-pom to add to the jar. The target will centre around a whole school approach and vision- respect. When it is full, the whole class celebrate with their chosen reward activity.

7.1.5 Certificates

Each week, in family celebration assembly, a child from each class is nominated by their teacher for a special certificate to celebrate an amazing achievement that week. Additionally, a child from each class is nominated to receive a Christian values certificate for demonstration of that term's Christian value. Our play leaders also share a play award for children who demonstrate the principles of play above and beyond. Parents/carers are invited to celebrate with us.

7.1.6 Communicating praise to parents

All staff are encouraged to speak of positives to parents in the morning and evening at drop off & collection or by telephone or email.

7.1.7 Positions of responsibility

Where pupils demonstrate excellent behaviour, this can be rewarded with roles of responsibility to

recognise their achievements.

7.1.8 Extra Playtime

To reward 100% attendance, classes are rewarded with additional playtime in recognition of this achievement.

7.1.9 Special Achievement Postcards

Postcards are sent home to children and their families in recognition of special achievement. Teachers will send one home weekly and the aim being that over the year, every child will have received a postcard home. In addition, leadership will send home a postcard recognising exceptional achievement linked to our Heartsmart behaviour curriculum.

Class teacher may develop their own novel ways in which to promote and encourage good standards of behaviour such as star tables or crowns for amazingness. These individual approaches must not distract from or replace the whole school behaviour rewards such as the dojo points and will be agreed with key stage leads prior to introduction.

8.0 PROACTIVELY PREVENTING MISBEHAVIOUR

We teach children to identify emotions, what these look like and strategies that we can use to regulate. We use the Balls of Regulation by Mrs Foster in EYFS & KS1 to teach the children about emotions and then move to Zones of Regulation within KS2.

CALM Approach (founded by Ginny Lalieu)

To support children, all staff will use key language and scripts that are centred around regulation and are non-triggering or confrontational. We encourage staff to use the CALM approach.

Connect & Attune – acknowledge their struggle and emotions, name the need, soothing tone and presence.

Limit – state your boundary simply, follow through with action (if needed)

Motivate/move energy – after a choice, something to look forward to, or a more appropriate way to meet the need/express the feeling.

9.0 RESPONDING TO MISBEHAVIOUR

It is vital that when a member of the school staff becomes aware of misbehaviour, they respond predictably, promptly and assertively in accordance with the school behaviour policy. Importantly, it is essential that the first priority should be to ensure the safety of pupils and staff and to restore a calm environment where all pupils can learn and thrive.

Consistency across the whole school is key so that all children know with certainty that misbehaviour will always be addressed. This should be in a consistent, fair and proportionate manner. De-escalation strategies will be used to help prevent further behaviour issues arising and recurring. The school will consistently use pre-agreed scripts and phrases to help restore calm.

The school's response to misbehaviour will be to maintain the culture of the school and restore a calm and safe environment in which all pupils can learn and thrive and to prevent the recurrence of misbehaviour.

To achieve the aim, our response to behaviour will have various purposes:

- Deterrence – sanctions can be very effective deterrents.
- Protection – keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour may be immediate or after assessment of risk. This could be in the form of removing a pupil from a lesson.
- Improvement – supporting pupils to understand and meet the behaviour expectations of school is an effective strategy. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

As appropriate, staff will consider any contributing factors that are identified after a behaviour incident has occurred. Examples of contributing factors could be if a pupil has suffered bereavement or has mental health needs.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet the behavioural expectations. These adjustments may be temporary but where needed will be made proactively and by design.

DSTs / DSPS/Points Systems (PS)

For those children who need further support to regulate / manage their behaviour, we will support with sensory toolkits / circuits and we will identify the children as being on a development support target plan (DST – stage 1).

Where children need a further personalised response, they will be on a Development Support Plan (stage 2) with a pupil passport which details how to support that individual child and is available for all staff or Points system (stage 3).

The children will have individual targets and agreed support systems- this will then be RAG rated each lesson and details included on the celebration of success.

9.1 De-escalation Strategies

Teachers will always use de-escalation / preventative strategies before misbehaviour occurs as much as possible. They will 'anticipate' problems where children are beginning to test the boundaries of acceptable behaviour.

Teachers have a range of de-escalation strategies which are individualised if required to support children in turning their behaviours around including:

- Use of a sensory toolkit and calm area
- Use of a sensory circuit – proactively and when needed
- Other strategies

Initial communication – verbal reminder of expectations in a positive manner - what they should be doing (using RIP&PIP (see appendix) followed by a 'thank you'.

- This is said in an assertive manner fully expecting the child to turn their behaviour around. It is important that the adult walks away and provides some 'thinking time' for the child to make the decision to turn their behaviour around. The verbal reminder could be repeated if the adult feels that this will support them.
- **** name, I am looking forward to seeing you finish this piece of writing, let me see you concentrating now and on task. I can't wait to see it. Thank you.'*
- ****name, come and sit at the construction table and show me what an amazing tower you can build. I can't wait to see it. Thank you.'*

Children who need de-escalation strategies more frequently, will have a more consistent approach put in place so that we are proactively helping them to stay focused and to self-regulate. This will be in the form of a DST or a DSP with pupil passport.

9.2 School-wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied based upon the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

S1 a verbal reprimand and a reminder of expectations / consequences of actions if continued will be the next stage. This is used when a verbal reminder has been given and the child has chosen to continue making the wrong choices.

S2 a verbal reprimand is given
– they will now need to spend a few minutes of break or lunchtime to catch up on their learning (the length of time is dependent on the age of the child). This is always done at the very beginning of break whilst they eat their snack so they don't miss out on playing time or whilst they are eating their lunch. Again, so they don't miss out on playing time.

If this is in the afternoon, they will miss some of the informal brain break time that teachers have the flexibility to use as required or this will be carried over to the next day's morning break.

If S2 occurs at lunchtime, the play lead will ask them to stand in the designated area for a few minutes as thinking time.

S3 This information will be recorded on CPOMS as it is now more serious. Parents will be informed if a number of S3s occur over a period of time. The child will miss their break / lunchtime as above and they will need to speak with a member of the leadership team. Seating adjustments will be considered at the classroom at this stage to support a positive turnaround in behaviour.

If S3 stage occurs at lunchtime, the playlead will request the support of a member of the leadership team who is on duty that day. This will be reported to class teachers to report as above on CPOMS.

S4 S4 call- staff to explain when calling the office which stage is needed-
A- member of SLT to come and support with the class whilst the teacher/TA speak to the child.

B- change of face needed. Member of SLT takes over and supports the plan to get child back into class.

C- Teacher feels an S5 is needed- SLT will come to take over and support before making the final decision and giving the appropriate consequence.

Admin staff will then organise a member of SLT to respond to the call. SLT will have notified the office of the times that they are not available- e.g. meetings, off site.

Parents MUST be informed- call or face to face. Staff member who asked for support puts the information on CPOMS and the SLT member adds information including outcome.

S5 removal from the classroom / playground– the member of SLT who has been called to support will make the decision how long this removal will be for. The child completes their work outside of the classroom – decision made by member of SLT. Parents MUST be informed- call or face to face. SLT member adds information to CPOMS including outcome.

After any S4 call, a short supervision between class teaching team and the member of SLT who responded will take place to reflect on practice and action areas if needed to support. Further support can be planned in when necessary.

If further incidents, or when a child does not turn their behaviour around, parents will be invited into school to discuss their child's behaviour with the class teacher and behaviour lead (when appropriate)

In the case of regular misbehaviour, it will be necessary to consider tailored sanctions. These may include a report style card (points system), behaviour contracts, exclusion from activities, exclusion from playtime and / or lunchtimes (in the most serious of incidents), extended removal from classroom sessions or fixed (short and long term) and permanent exclusions.

There may be occasions that children miss learning time due to behaviours and require some reflection time to take place during free (play) time. This will not affect their playtime and any missed time will take place during the snack (break) or food (lunch) part of the free time. In extreme cases (very rare) the time missed may be extended after consultation with behaviour lead/SLT.

9.3 Explanation of Sanctions

9.3.1 Removal from classroom (S5) – Parents are informed in person or by telephone and this will be uploaded to CPOMS. Pupil has no contact with class or classmates. Due to the serious nature of the consequence, the child has no access to playtimes with peers, extra-curricular or enrichment activities. However, brain breaks and movement breaks will be facilitated.

9.3.2 Fixed Term suspension – Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage, parents will be consulted and a plan for behaviour improvement will be agreed. This is a serious stage and will never be implemented lightly. This will be recorded on SIMS attached to the child's record, the LA paperwork would be completed and it will be added to CPOMS.

9.3.3 Permanent Exclusion - The pupil will be permanently excluded from school. This means that the child will cease to be a pupil at Cinnamon Brow CE Primary School and would need to find another school. This will be recorded on SIMS attached to the child's record, added to CPOMS and the LA paperwork will be completed and process followed.

10.0 BULLYING or PREJUDICE RELATED INCIDENTS

Bullying or any prejudice related incident is viewed very seriously and will not be tolerated. Incidents will be recorded and parents will be informed. Details of our school's approach to preventing and addressing bullying and prejudice related incidents are set out in our anti-bullying strategy.

11.0 RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SEND

It is important that as a school we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

As a school, we must consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

As a school we will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important that as a school we seek to try and understand the underlying causes of behaviour and whether additional support is needed.

12.0 SUPPORTING PUPILS FOLLOWING A SANCTION

Following an S4 sanction, strategies will be implemented to help to understand how to improve their behaviour and meet the behaviour expectations of the school. These may include:

- A targeted discussion with the pupil – what they did wrong, the impact of their actions, how they can do better and what will happen if their behaviour fails to improve. (ABC form)
- A phone call with parents
- Targeted interventions to support the pupil in their improvement in behaviour

- Considering whether the behaviour management being provided remains appropriate and if a more personalised approach is required
- Further support from Oakwood SEND Hub may be requested

13.0 PREVENTING RECURRENCE OF MISBEHAVIOUR

As a school, we have a range of intervention strategies that we use to help pupils to manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils to understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this will be provided as proactively as possible. This support will likely be delivered outside of the classroom in small groups or through one-to-one activities.

Monitoring systems will ensure that the SEMH lead is aware of pupils who are persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

Some of the actions that the school may take are:

- Meetings with parents
- Providing mentoring and coaching and support courses
- Short term behaviour reports or longer-term behaviour plans
- Engaging with local partners and agencies to address specific challenges as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- It will be important that an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The school will employ a graduated response approach to support.
- Where we have a concern about a pupil's behaviour, we will consider whether a multi-agency assessment is required. This could be an early help assessment.

14.0 REINTEGRATION

Where a pupil has spent time out of the classroom due to removal (S5), reintegration meetings will take place between the school pupils and parents and if relevant other agencies. School will consider the support that is needed to help the pupil to return to their classroom and to meet the expected standards of behaviour.

15.0 THE USE OF REASONABLE FORCE

Physical intervention will only occur as a last resort to prevent harm to children or staff. The school follows the Team Teach approach and adheres to Local Authority guidance. Only staff who have been trained in Team Teach will use the strategies. This is called the support team within school.

16.0 BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

The law allows teachers the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. When non-criminal bad behaviour and bullying occurs off the school premises, and which is witnessed by a staff member or reported to the school, the headteacher will make a decision if action is required within school. This will include if any sanctions are to be imposed.

Pupils may be sanctioned if they display inappropriate behaviour under the following circumstances:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing school uniform.

- or in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

17.0 SUSPENSION AND PERMANENT EXCLUSION

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

- In response to serious breaches of our school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

Before a child is suspended or permanently excluded, in most cases, a range of alternative strategies (as outlined in this policy) will be tried. This does not preclude or prevent the Headteacher taking immediate action to exclude to protect pupils and staff.

A fixed suspension or permanent exclusion could (not would or must) be given for a first offence - that involves:

- Physical assault against pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

(this list is non-exhaustive)

Beyond stage 5 on our sanctions list, we have fixed suspensions and permanent exclusions - in most cases (except the exceptions noted above), parents will have been contacted and a support programme put in place.

Our behaviour policy clearly states that at stage 5 where misbehaviour occurs regularly, fixed period suspensions and permanent exclusions may come into place. All other types of sanctions will have been used up to this stage and parents/pupils will have been made aware before this point is reached about the consequences of continuation of the unacceptable behaviour. All efforts will have been made to modify this type of behaviour.

The school does reserve the right to move to suspension immediately at a first offence for very serious acts of inappropriate behaviour (as outlined previously). This will be exceptional and relate to extreme behaviour. This is at the headteacher's discretion.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

The decision would need to be made with the principles of administrative law, i.e. that it is: lawful, reasonable, fair and proportionate.

Our strategies encompass the following guidelines:

- Clear identification with the pupil of the offending behaviour.
- Listen to the pupil taking their views into account
- Establishing appropriate sanctions short of suspension in an effort to discourage reoccurrence of such behaviour.
- Pastoral support.
- Notification to parents of concerns and sanctions taken.
- Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.
- Further notification to parents and parental interview.
- Upon further re-offence, implementation of the suspension process.
- In the absence of the Headteacher, it would fall to the Deputy Headteacher to put in place suspension procedures – otherwise only the Headteacher can start the process.
- The Headteacher must apply the civil standard of proof 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'

The Headteacher will have considered the following points when considering suspension:

- With parents have agreed a clear action plan to support the pupil.
- Have used development support plans if appropriate
- Followed the school behaviour sanctions fairly and consistently.
- Involved appropriate outside agencies, including alternative provision
- Considered disapplication of the National Curriculum.
- Considered external examinations or statutory assessments
- Whether the suspension will be for part of the school day or the whole school day

Parents will be informed immediately a suspension decision has been made. Where a pupil has a social worker or if a pupil is looked-after, the Headteacher will also immediately notify the social worker and/or the virtual school head as applicable. The Headteacher will also notify the Local Authority without delay.

The call will be followed by a letter containing the following information:

- The period of suspension.
- The reason for suspension.
- Arrangements for continuing the pupil's education.
- External advice that may be sought.
- The parents' right to state their case to the Discipline Committee.
- Whom the parents should contact to state their case.
- The time frame for their case to be heard.
- Their right to see the pupil's records.
- The length of the suspension.
- If the exclusion is permanent, all details leading up to the exclusion including fixed- term suspension.

A programme of support will be agreed with parents. It is to help individual pupils better manage their behaviour and will include the following common elements:

- Be school based.
- Have identified precise and realistic behavioural outcomes.

- Have a nominated member of staff as overseer.
- Be automatic for pupils with several fixed-term suspensions.
- Be automatic for pupils at risk of failure or disaffection.
- Will not be used to replace the SEN assessment process.
- Will have involved other agencies where appropriate, such as housing departments, and voluntary organisations
- The programme should be time limited and identify short-term targets.

The LA may be consulted regarding a programme of support. Outcomes of the plan may include:

- Review of learning difficulties.
- Disapplication of the National Curriculum.
- Changing the pupils' class
- Registering the pupil at the school and a PRU (Pupil Referral Unit).
- Move to another school.
- Use of external expert support.
- Placement into a school-based learning support unit.

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year or permanently excluded.

Telling or forcing a pupil to leave the school or not allowing them to attend is a suspension or exclusion. Whenever a pupil is made to leave school or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline Regulations 2012.

Permanent Exclusion

The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breach 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

The Headteacher should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending an alternative provision.

The Headteacher can cancel any suspension/exclusion that has already begun but this should only be done where it has not yet been reviewed by the governing board.

18.0 SEARCHING, SCREENING & CONFISCATION

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps school establish an environment where everyone is safe. The following is taken from the DfE guidance: Searching, Screening & Confiscation 2022.

Before screening or conducting a search of a pupil, it is vital that the school consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by the school (or any public body) must be justified and proportionate.

Searching

Searching can play a critical role in ensuring that school is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards

of behaviour through which pupils can learn and thrive.

The headteacher and the staff authorised by the headteacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that our school rules identify as an item which may be searched for.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- Any article that the member of staff reasonably suspects has been or is likely to be used:
 - To commit an offence or
 - To cause personal injury to, or damage to property of; any person (including the pupil)
- An article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See [Keeping children safe in education](#) and [Working together to safeguard children](#).

When exercising their powers, school staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with SEN and making reasonable adjustments that may be required where a pupil has a disability.

As a school, we may wish to consider using CCTV footage to decide whether to conduct a search for an item. The Headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead deputy.

Before Searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Headteacher or the designated safeguarding lead deputy who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a Search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept on CPOMS.

The Extent of the Search

A member of staff may search a pupil's outer clothing, pockets, possessions, tray or desk. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, trays and bags. A member of staff is able to search trays and desks or other personal spaces at the school for any item provided the pupil agrees. The school can make it a condition of having the tray or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed above and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff,

except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search. The member of staff's power to search outlined above does not enable them to conduct a strip search.

A strip search is a search involving the removal of more than outer clothing (see paragraph 29). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. See the DfE guidance on searching, screening or confiscating for further information.

After a Search

Whether or not any items have been found as a result of any search, the school should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead or deputy as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If any prohibited items are found during the search, the member of staff should follow the guidance set out below on confiscation. If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead or deputy and the pupil should be sanctioned in line with the behaviour policy to ensure consistency of approach.

Recording Searches

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system (CPOMS), including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

The Headteacher may also decide that all searches for items banned by the school rules should be recorded.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Informing Parents

The school will reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The school will consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

The schools' statutory power to make rules on pupil behaviour and their duties as employers in relation

to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

Before considering the installation and use of any technology for screening, the headteacher would consult with the local police who may be able to provide advice about whether installation of these devices is appropriate. If the headteacher decides to introduce a screening arrangement, they would inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

Where a pupil has a disability, the school will make any reasonable adjustments to the screening process that may be required. If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search.

Confiscation

Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

Prohibited or illegal items

Illegal items must be delivered to the police. The member of staff should take into account all relevant circumstances and use their professional judgement to determine where they can safely dispose of items. When staff are unsure as the legal status of a substance, they should treat it as an illegal item.

Where a person conducting a search finds, alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but not return them to the pupil. Inappropriate images may be disposed of unless it constitutes a specified offence in which case it must be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the school rules. The member of staff should consider:

- the value of the item
- whether it is appropriate to return the item to the pupil or parent; or
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device,

avoid looking at the device and refer the incident to the designated safeguarding lead or deputy as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and the school will follow the principles as set out in Keeping children safe in education.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

The schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

18.0 **MONITORING AND EVALUATING SCHOOL BEHAVIOUR**

All stage 4 incidents will be logged on CPOMS and analysed by the behaviour lead. Where stage 3 incidents occur frequently, this will also be analysed by the behaviour lead.

The behaviour lead will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. As a school it is important for us to drill down to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

The policy will be reviewed on at least a 12 monthly basis taking into account analysis from throughout the year, survey results from staff, parents and children and additional or altered government guidance.

APPENDICES

APPENDIX 1 - Praise in Public & Reprimand in Private (PIP & RIP)

- PIP & RIP is an approach which we have found to be very effective. It is really important that children are praised regularly. It is important that children's achievements are recognised and celebrated with the class. It is our belief that as a consequence of children hearing others being praised, they will recognise that they can achieve praise themselves and aspire to gain this. We also believe that praise needs to be specific so that the child knows what they have done well and can therefore support others with knowing what they can do to gain praise.
- If there has been an issue with a child's behaviour, the child should be spoken to in private: not in front of the class. Appropriate sanctions will be applied. Through all aspects of our work with children we seek to resolve problems and enable children to move on and overcome any difficulties that they may have. This is one very practical way that we can demonstrate our Christian value of forgiveness and then also we can facilitate reconciliation. We also emphasise that each day provides a fresh start – as a Christian school we believe we should give everyone the chance to try again.

APPENDIX 2 - GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES

CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Following any report of child-on-child sexual violence or sexual harassment (offline or online), we will follow the general safeguarding principles set out in Keep children safe in education (KCSIE). The designated safeguarding lead (or deputy) will be informed and will manage the response. Each incident will be considered on a case-by-case basis.

Please see the safeguarding and child protection policy for further information.

BEHAVIOUR INCIDENTS ONLINE

The way in which pupils relate to one another online can have a significant impact on the culture of the school. Negative interactions online can damage our school culture and can lead to the school feeling like an unsafe place. Behaviour issues online can be very difficult to manage and can occur both on and off the school premises. As a school, we are clear that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

In appropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding and child protection policy and speaking to the DSL when an incident raises a safeguarding concern.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the culture of the school. Where this occurs and the behaviour poses a threat or causes harm to another pupil, and / or could have repercussions for the orderly running of the school or when the pupil is identifiable as a member of the school or could adversely affect the reputation of the school, then as a school we will sanction the pupil/s involved.

MOBILE PHONES

Mobile phones are not allowed to be used during the school day within school. Where a parent wishes their child to have a mobile phone for the journey to and from school, a confirmation letter must be signed and handed to class teachers. Mobile phones are to be given in to class teacher as soon as the child arrives in school and it will be handed back at the very end of the day.

SUSPECTED CRIMINAL BEHAVIOUR

Where a member of staff or the Headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and recorded on CPOMS. Once the decision has been taken to report the incident to the police, we will ensure any further action taken does not interfere with any police action. However, as a school we retain the discretion to continue investigations and enforce our own sanctions (as long as this does not conflict with police action).

At the same time as making a report to the police, a report to local children's social care will be made as set out in Keeping children safe in education (KCSIE).

APPENDIX 3 Heartsmart Behaviour Curriculum

<https://cinnamonbrow-warrington.secure-dbprimary.com/warrington/primary/cinnamonbrow/site/pages/ourcurriculum/behaviourcurriculum>

APPENDIX 5 - WHOLE SCHOOL APPROACH TO KEY TIMES OF THE SCHOOL DAY

As a school, we have a consistency of expectation. The following are whole school expectations:

Coming into school

Every child will be greeted by name and with a smile by a member of the class teaching team as they arrive in their classroom in the morning. There will be music playing in the classroom which will help to create an inviting atmosphere. The children will come in calmly and place their belongings away in the cloakroom and order their lunches. There will then be set activities for the children to complete linked to phonics, reading and basic skills.

Children will be shown how to behave within the cloakroom areas from day one. They will be expected to place their belongings away and promptly return to the classroom.

End of the day

There will be a well thought out procedure for the end of the day that all staff who work within a class are aware of and follow. Staff will remind the children of expectations. Children will be sent in groups to gather their belongings from the cloakroom. As this happens, the children will be engaged in an organised activity. The end of the day will include a review of the day's learning and a referring to the behaviour curriculum with a positive message for the next day.

Coming in from breaks & lunchtime

It is important that when children enter the classroom, they do this in a calm and orderly manner that enables the smooth transition into the next part of the day. Water bottles and toilets are available throughout break times so there is no need for this to happen at this time. Water bottles are to be kept in the water caddies provided. Water bottle monitors will be assigned to take out and bring in the bottles.

At the end of break times and lunches, a warning whistle will be blown so the children know they have a few minutes of play left. Then three whistles will be blown on each playground asking the children to walk to their classroom door where they will be greeted by a member of their class teaching team and invited to walk into the classroom and to take their seat. If they run, they will be sent back to redo walking. When children enter the classroom after lunch time, there will be calming music playing. Staff will have a calming activity to begin the afternoon with.

Entering the classroom from small group activities and worship

The children will only enter the classroom if a member of staff is present, otherwise they will line up outside their classroom door and wait quietly.

The children will be invited to enter the classroom and will take their seat. They will be ready for the next instruction from their class teacher.

Moving within school

There is an expectation that the children will walk calmly around the school building. We ask the children to walk on the left-hand side of corridors. This aids a calm atmosphere around school. Children are encouraged to talk quietly at these times. This is particularly important down the corridors just outside classrooms.

Worship

All children to walk into the hall in silence or joining in singing the worship song. Children to remain standing in their class line until all children from their class have entered and then they will be invited to be seated. Adults will model high expectations. Children will leave in the same manner.

Lunchtime in the hall

Children will be reminded by staff prior to the start of lunchtime as to how they walk into the hall when it is their turn for lunch. This will be practiced at the beginning of the year with teachers and as required during the year. If they run, they will be asked to redo, walking. They will line up talking quietly whilst waiting to be served their lunch. They will say please and thank you to the kitchen staff. *

Whilst sitting at their table, they will talk with the children around them and stay seated. Once they have finished eating, they will walk to clear their tray and leave the hall walking.

Hall Times

Children to walk into the hall calmly and sensibly and follow the instructions given.

* See separate lunchtime protocol

APPENDIX 5 EYFS SANCTION PROCEDURES

Responding to Good Behaviour

Dojos

During the year, Reception class will begin to use dojos but will begin with stickers only.

Stickers

Stickers will be given to reward children for 'amazingness' with a strong focus on PSHE focus (linked to Heartsmart):

- Kind hands
- Good sitting
- I tried my best
- Good friends
- Good manners
- Good listening

Pom-Pom Jar

EYFS will mark their jar with smaller goals to reach but will follow the same as the rest of the school with appropriate choice of rewards

Responding to Misbehaviour

EYFS is where children develop their understanding of expectations for behaviour as a huge part of the PSED teaching. S1 will be used more frequently to begin with when children are new to our EYFS, especially within Little Browsers.

Initial communication – verbal reminder of expectations using age-appropriate language in a positive manner - what they should be doing (using RIP&PIP (see appendix) followed by a 'thank you'.

The verbal reminder will be repeated (using same wording so as not to confuse).

- | | |
|-----------|---|
| S1 | a verbal reprimand and a reminder of expectations / consequences of actions using age appropriate language if continued will be the next stage. This is used when a verbal reminder has been given and the child has chosen to continue making the wrong choices. |
| S2 | a verbal reprimand is given and a diagonal line is placed in the class book next to their name – they will now have some 'time out' in a quiet area of classroom. This will be an appropriate number of minutes for their age, i.e. 2 minutes for 2 year olds.
If S2 occurs at lunchtime, they will stand with the MDA and have 'time out' as above timings |
| S3 | the diagonal line will be crossed in the book and again 'time out' will be given in a quiet area of the classroom. The teacher will go through with them what they need to do to turn it around.
If S3 stage occurs at lunchtime, the MDA will request the support of a member of the leadership team who is on duty that day. This will be recorded in the class book and they will have 'time out' as above. |