

School Rules:

1. Make safe choices
2. Respect each other
3. Follow instructions
4. Look after our school
5. Reflect and repair



Language for Reporting

Heightened,
escalate/deescalate,
struggling to regulate, finding
it difficult to ..., in crisis,
unable to engage, making
unsafe/unsuitable choices.

How will staff behave?

- Plan adaptive lessons that engage, challenge and meet the needs of all learners
- Build strong relationships with all learners
- Quiet, calm, consistent and emotionally available
- Model positive behaviours
- First attention to best behaviour at all times
- Consistent positive reinforcement and praise
- Relentless routines

All staff every day

- Meet and greet children and smile
- Refer to school rules and values
- Follow up every time and listen to everyone
- Never ignore or walk past a learner who is not following our school rules or values
- Support each other
- Record behaviour on CPOMS and liaise closely with parents
- Refresh consequences at lunchtime or end of day

Phase and Subject Leaders

- Stand alongside colleagues to support, guide, model and show unified consistency
- Complete Phase Leader behaviour referrals
- Teaching behaviours through assembly, circle time and PSHE lessons

Senior Leaders

- Stand alongside colleagues to support, guide, model and show unified consistency
- Identify and target staff training needs around behaviour
- Complete Senior Leader behaviour referrals
- Use behaviour data from CPOMS to analyse and target behaviour
- Support with more complex behaviours

Head Teacher

- Manage staff behaviour to enable staff to manage pupils
- Make informed decision around suspension and exclusion

Stepped Actions

- Step 1 Reminder – Super Strategies such as gentle encouragement, ‘nudge’ in right direction, praise of others, de-escalation, playfulness (PACE)
- Step 2 Reflection – name or photo added discreetly, name the behaviour and consider steps to turn it around, use de-escalation and deceleration strategies where possible
- Step 3 Quiet Time – physical movement in classroom, non-shaming, adult nearby to support, talk privately and give a chance to re-engage with learning, reminder of consequences for not
- Step 4 Restorative Practice - chat about turning negatives into positives with class teacher/HLTA during break/lunch time, empathy draw. record on CPOMS, inform parents and plan for a change

Referrals

- Phase Leader - repeated low level (3 times per week at step 4.) Unpick, reinforce rules and expectations, plan next steps, empathy draw, remind of consequences, inform parents
- Phase Leader - major incident. Unpick, reinforce rules and expectations, plan next steps, empathy draw, remind of consequences, inform parents
- Senior Leader - when a child is still struggling to correct their behaviour. Formal meeting with teacher, parent and SLT to look at long term solutions and targets

Major or frequent

- Escalation - ensure everyone is safe. Trained staff to use positive handling if needed. Refer to Phase Leader or Senior Leader as appropriate. Record on CPOMS. The behaviour will then be dealt with on an individual basis, including statements, 1:1 time with TA to complete missed learning, formal letter or suspension, Hamwic Incident Form
- Specific - bullying, sexism, racism, homophobia- refer to appendix
- Analysis - Identification from CPOMS of regular occurrences will lead to a meeting with teacher and parents, supported by SENDCo, Inclusion Manager or HLTA Behaviour Specialist to put a behaviour plan in place and addition to the pastoral team list, graduated response to behaviour started

Ways to recognise high standards of behaviour that is ‘over and above’

- Praise
- Class reward
- Class tokens
- Phone call home
- Wow Card
- Phase or Senior Leader referral

Restorative conversation questions

1. What happened?
2. How were you feeling when it happened?
3. How are you feeling now?
4. How do you think X felt?
5. What do we need to do to make it better? (apology)
6. What could we do differently next time?
7. How can we do things differently in the future?

What is a major incident?

A serious attack on another pupil

Physically attacking a member of staff

Persistently disruptive behaviour which negatively impacts on the learning of others

Bringing into school an offensive weapon, drugs or alcohol

This is the behavior – what is the consequence?	
Calling out in class, talking when the adult is talking, distracting others, wandering around in learning time, chatting, tapping, not listening	Stepped actions and possible referral with time lost at break or lunch for restorative conversation Meeting with parents for continued behaviours
Friendship issue, falling out, football disagreement, non-discriminatory name calling	Restorative chat immediately with adult who has seen it.
Continued friendship issue, falling out, football disagreement, non-discriminatory name calling	Phase leader to set up community service and parents informed
Moving in an unsafe or noisy way around the school	Practice with adult
Rough play, play fighting, football poor tackles or incidents	Loss of opportunity to play unsupervised at break/lunch
Physical assault against a pupil or adult	Possible internal or external suspension
Damage to property	Contribution to cost of repair Possible internal or external suspension
Theft	Contribution to cost Possible internal or external suspension
Persistent disruptive behavior	Possible internal or external suspension
Bringing offensive weapon or dangerous item, drugs or alcohol to school	Possible internal or external suspension, police involvement and parents meeting in school
Use or threat of use of an offensive weapon	Possible internal or external suspension
Bringing toys, electric games, sweets, chewing gum to school	Confiscated to be returned to parent
Verbal abuse or threatening behavior against a pupil or adult	Possible internal or external suspension
Inappropriate use of social media or online technology	Complete package of learning Possible internal or external suspension
Bullying, sexism, racism, homophobia, abuse relating to disability	Complete package of learning Possible internal or external suspension
Deliberate missing of lunch to gain extra play (not going in when asked)	Teacher to take child straight to lunch the next day and every time this occurs
Graffiti on school property	Wash/clean it off during own break or lunchtime If it happens again parents to support in this after school