POSITIVE BEHAVIOUR POLICY

1. Introduction

Oak Green School seeks to create a happy, safe and secure environment where everyone can experience success, respect for their individuality and realise their unique potential. We believe that positive behaviour is about children learning well and it is essential there is a calm environment with clear routines and high expectations of behaviour both in and out of the classroom.

All adults working with the children share a responsibility for promoting positive behaviour, maintaining good behaviour and dealing with inappropriate behaviour. We promote mutual respect and kindness between staff and children and acknowledge that positive relationships can be built in environments where there is predictability, fairness and trust.

We use the Norfolk Steps approach to behaviour management. This whole-school approach is based on positive relationships with children, understanding children's difficulties and helping them manage their behaviour through clear expectations, rewards and consequences. When children reach a behavioural crisis, staff are able to de-escalate using a wide range of 'positive handling' strategies. We recognise that behaviour is a form of communication.

We have high expectations and believe that these begin when children enter our school and last until the children are home at the end of the day, where we hope there might also be a transfer of our approaches (see appendix 1). Staff play an active role in ensuring behaviour across the school and at all times of the day is monitored, and interventions are used where necessary.

2. Aims:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

3. Rights Respecting School

Oak Green School is currently a Silver Level UNICEF 'Rights Respecting School'; through our ethos and policies we fully support the 'UN Convention on the Rights of the Child' (UNCRC) and the 42 Articles for the rights of children worldwide. With regard to quality of education, behaviour & attitudes and personal development; these might reference Articles 3, 12, 18, 28, 31 & 37. The intention of these Articles is to promote positive actions. Classroom 'charters' are agreed and used to support good behaviour management. Class charters are agreed by the class in the first week of the Autumn Term, the children then sign this and it is referred to during the year.

4. Expectations, rights and responsibilities

We believe that everyone in the school community has rights and responsibilities.

Expectations

- **Governors** are responsible for reviewing and approving policy. They will also review this behaviour policy in conjunction with the Co-headteachers/Deputy Headteacher and monitor the policy's effectiveness. The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. They will support the school in reinforcing the policy and support staff, pupils and parents.
- **Co-Headteachers** will oversee the implementation of the policy, evaluate its success periodically with staff, and ensure that a report on its implementation is presented annually to the Governing Board.
- **Deputy Headteacher** will monitor behaviour through scrutiny of incident records etc, hold monthly meetings alongside the SEN team, analyse behaviour data for patterns and share this information with appropriate professionals, direct the Sun Flower Team (Behaviour Support), review and write the behaviour policy and lead training on behaviour across the school.
- **Assistant Headteachers** will support class teachers and Teaching Assistants in the delivery of the behaviour policy, contact parents regarding behaviour and carry out consequences where appropriate.
- **SENCOs** will use behaviour data to support applications for support around needs and support Class Teachers and Teaching Assistants with in class strategies to support pupils with high levels of need.
- **Sunflower Team** will support pupils in class to manage and regulate their behaviour and respond to calls regarding behaviour around the school. They will also ensure that clear records of behaviour incidents are kept.
- **Class Teachers** will ensure the behaviour policy is followed and apply appropriate strategies (including calling for support when initial strategies have not worked) to manage behaviour and promote positive outcomes.
- **Pupils** will follow adult instructions, show the Oak Green Values, Demonstrate the LET'S GO behaviours and follow the Oak Green Etiquette at all times.
- **Parents** will support the school when dealing with behaviour issues, demonstrate the Oak Green Values, apply appropriate consequences at home when needed and monitor the online behaviour of their children closely.

Rights and responsibilities

Rights of Pupils	**Responsibilities of Pupils**
● To be able to learn to the best of their ability ● To be treated with consideration and respect ● To feel valued ● To feel happy ● To be listened to by adults ● To feel safe ● To be treated fairly	● To be polite, kind and helpful to everyone ● To refrain from behaving in a way that brings the school into disrepute, including when outside school ● To behave in an orderly and self-controlled way ● To show respect to members of staff and each other ● In class, make it possible for all pupils to learn ● To move quietly around the school ● To treat school buildings/school property with respect ● To wear the correct uniform at all times ● To accept consequences when given ● To work well and try their best ● To follow instructions given by staff

Rights of Staff	Responsibilities of Staff
• To be treated with respect by pupils, parents and colleagues • To be treated as professionals • To be able to teach without unnecessary interruption • To feel safe • To be able to come to work without being harmed verbally or physically	• To implement the behaviour policy consistently • To model positive behaviour • To provide a personalised approach to the needs of particular pupils (e.g. Positive Intervention Plan) • To create a safe environment • To treat everyone with consistency and respect • To communicate regularly with parents at a mutually convenient time • To ensure that children know what is expected of them • To record behaviour incidents on CPOMS
Rights of Parents	**Responsibilities of Parents**
• To be treated fairly and with respect • To know their children are safe • To be able to raise concerns with staff • To be supportive and involved if difficulties arise	• To get their children to school on time, ready to learn • To treat staff with respect • To inform the school of any changes in circumstances that may affect their child's behaviour • To discuss any behavioural concerns with the class teacher promptly • To reinforce and support the School Behaviour policy and Positive Intervention Plans • To recompense the school for damages their child makes • To act swiftly on information regarding their child's behaviour out of school and apply appropriate consequences at home • To ensure that online activity of the child/children is monitored and regulations regarding age restrictions are followed closely

5. Our Golden Values:

Honesty:	Respect:	Friendship:	Kindness:	Trust:	Fairness:
We tell the truth and expect others to do the same.	**We show respect to everyone around us.**	**We will be good friends to everyone in our community.**	**We will be kind to everyone around us.**	**We will be trusted to make good choices.**	**We treat everyone equally and expect all children to be treated fairly.**

6. **Rewards include:**

We encourage and promote positive behaviour using a range of strategies. This is not a definitive list - teachers will select, modify, alter and add to them as appropriate.

- Individual recognition -
    - Verbal praise and encouragement
    - Being given the opportunity to show their achievement to other adults and children
    - Sharing of success with parents/ family and community, e.g. after school verbally/school website/school social media
    - House points
    - Stickers/praise pad/postcards
    - Reward charts (individual, decided in liaison with the pupil and relevant staff)

  (Please note -no stampers to be used on a child)
- Collective recognition -
    - Golden coins (KS1/2)(EYFS - to be collected for a treat for positive whole class behaviours(e.g. good tidying up, excellent behaviour in a lesson). The number of coins needed can be decided on a class by class basis.
    - 'Behaviour Celebration' (see below)
    - Celebration in assembly of individual or group achievement, Reception to complete this in their own department for autumn and spring term and join KS1 assembly in the summer term
- As the reception classes head towards the summer term the AHT for Early Years will adapt the systems above to work within the Early Years setting, but prepare them for their transition to Key Stage 1.

'Behaviour Celebration' reward time

Each week a behaviour focus will be shared with children and adults and when this focus is seen by an adult they will reward the pupil with a minute of reward time that will be used at the end of each half term. This will be the class' celebration of their positive behaviour. All children of that class will take part in the reward time regardless of if they have earned any minutes or not.

The focus for each week will be decided by the class teacher, based on what they feel the class needs to develop or selected by the Deputy Headteacher based on collected data and using the school's values. If a particular trend is noticed regarding behaviour, a focus will then be applied to counteract this.

7. **Consequences**

At Oak Green School we believe that inappropriate behaviour contrary to school expectations should be dealt with using consequences, which have opportunities for the child to learn from their actions (see appendix 3). Our system of rewards is balanced by consequences which are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice.

We endeavour not to use punishments which could lead to further negative behaviours. It is important for children to learn that there sometimes needs to be consequences for their behaviour. Staff will always ensure that appropriate consequences follow an incident. Where possible we will use a Restorative Justice approach to incidents, supported by

the Pupil and Family Support Assistant and Emotionally Based School Non Attendance lead (EBSNA). Whole class consequences are not to be used e.g. whole class loss of time.

Consequences include:

- Verbal discussions with class teacher, Assistant Heads, Deputy Headteacher or Co-Headteachers depending on severity of the behaviour incident
- Completing missed learning in own time (break, lunch times and after school)
- Restorative Justice (both victims and perpetrators work with an adult to empathise with each other and find a solution to the issue)
- Time out learning in another class/area of the school
- Missed learning time to be made up after school
- Internal or External suspension (to be decided by senior leaders)

8. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with additional needs, who exhibit behaviour needs, will have a Positive Intervention Plan (PIP) created. These will be reviewed twice a year or after any major incident. The Behaviour Policy will be adapted for their needs so that expectations and consequences are appropriate. For example, if a child has hit someone as a result of an educational need, we will take this into account when issuing a consequence.

Pupils who can show challenging behaviour during less structured times (such as lunch times) will be supported within the Oaks (nurture) provision. The aim of this provision is to support and teach the pupils who attend how to interact positively with others in activities such as eating lunch, playing games and quieter activities such as colouring. This provision is split into three groups- Little Oaks (KS1), Emerging Oaks (Lower KS2) and Mighty Oaks (Upper KS2) and is overseen by the Assistant head for the relevant phase. When the need for a pupil to attend an Oaks group arises, a letter is sent to parents detailing when their child will be attending Oaks. After each half term the progress of the pupils attending Oaks is reviewed and changes to the number of days attended, or whether the pupil needs to attend at all are made. Parents will be informed of the review.

9. Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or travelling on the way to and from school. Schools have the power to sanction pupils for misbehaviour outside of the school premises.

We may use consequences for non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school in the following situations:

• when taking part in any school-organised or school-related activity;

• when travelling to or from school;

• when wearing school uniform;

• when in some other way identifiable as a pupil at the school;
• that could have repercussions for the orderly running of the school;
• that poses a threat to another pupil; or
• that could adversely affect the reputation of the school.

Where a pupil has misbehaved off site, we will follow our in-school behaviour policy to determine the consequences for the behaviour, this may include suspension or permanent exclusion.

10. Positive physical contact

At Oak Green School we recognise the importance of positive physical contact for some of our children to provide comfort, ease distress and signal care. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children and ensure that they are never in a situation where they are alone with a child. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming, reassuring, comforting contact with a child that is upset or injured
- Guiding a child away from a situation or location (with compliance from the child)
- Supporting a child in PE/drama activities
- Using hand on hand/arm support in a lesson

At all times, staff should consider the Norfolk Steps strategies and procedures when dealing with pupils.

Physical intervention/use of reasonable force (see separate Restrictive Interventions, including the use of Reasonable Force policy for more details)

A Restrictive Intervention can be applied by a member of staff in situations where if they did not act more harm would take place than if they deployed a Physical Intervention. These can range from secluding a pupil, guiding a pupil or physically restricting a pupil. If any of these measures are used they must be recorded on CPOMS, parents contacted verbally and a letter sent to them. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to SLT
- Be reported to parents (including in writing)
- Be recorded on CPOMS as a Restrictive Physical Intervention and include the events that caused the behaviour and the behaviour leading to the need to restrain
- Be discussed at regular behaviour and SEND meetings
- Be recorded in data that is shared with governors
- Follow the Step Up approach

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools do not require parental consent to use force on a pupil.

Schools can use reasonable force to:

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

Schools cannot:

• use force as a punishment – it is always unlawful to use force as a punishment

The decision on whether to physically intervene is down to the professional judgement of the adult involved and who has received the appropriate training. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate and necessary to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

Searching, screening and confiscation

Searching can play a critical role in ensuring that our school is a safe environment for all children and staff. It is a vital measure to safeguard and promote staff and children welfare, and to maintain high standards of behaviour through which children can learn and thrive. Co-Headteachers, and staff that are authorised by the Co-Headteachers, have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed below or any other item that our school rules identify as an item which may be searched for. When a child has been searched, this will be recorded on cpoms.
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)

List of banned items include:

- Knives and weapons
- Alcohol or cigarettes
- Illegal drugs
- Lighters and vapes
- Stolen items
- Fireworks
- Pornographic images
- Mobile phones/smart devices (if not handed in)

11. After School Detentions, Suspensions and Permanent Exclusion

We continually work with pupils, parents and other professionals to support any pupils who are struggling to understand and manage their behaviour. In some cases, we may consider it necessary to exercise more severe consequences in the form of after school detentions, suspensions from school for a fixed period of time or permanent exclusion. This decision will be made by the Co-Headteachers and Deputy Headteacher following an investigation of the behaviour and the cause of the behaviour.

Parents will be informed of the reasons for the after school detention/suspension (and the length of suspension)/permanent exclusion, verbally and also in writing (suspensions and permanent exclusions only).

After School Detentions

When an after school detention is issued parents will be informed and the aim will be for it to take place on the same day as the incident. Where this is not possible it will take place on the next appropriate day. The detention will take place either in the pupil's classroom or the buttercup room and during the detention, pupils will complete a reflection sheet and any work that they may need to catch up on or the class teacher feels will be relevant. The detention will take place with either a member of the ESLT, Sunflower Team or Class Teacher. The detentions will not go past 4pm, but may be over more than one day. Parents will be expected to collect their child at the agreed time of the detention ending (no later than 4pm) and children will not be allowed to walk home on their own after the detention.

Suspensions and Permanent Exclusions

Parents are expected to collect pupils as soon as possible once they have been informed of the issuing of a suspension (and length of suspension) or permanent exclusion. If they are unable to collect, they must notify the school of another person who will collect on their behalf. Again, the person must collect as soon as possible. The pupil will not be returned to class whilst waiting to be collected. If a pupil is not collected within a reasonable time then the suspension may be rolled to the next day.

Some examples of reasons for an after school detention/suspension/permanent exclusion are listed below:

- Persistent refusal to follow adult instructions
- Highly disruptive behaviour to learning
- Refusal to complete work
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy e.g. vaping, alcohol, drugs (see list of banned items on previous page)
- Inappropriate use of social media or online technology
- Misbehaviour beyond the school site
- Bullying
- Racist abuse
- Theft
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual abuse or harassment
- Significant or persistent disruption of school life or learning
- Damage to property or the learning environment
- Attempting to, or leaving the school site
- Unsafe behaviours including wilful and repeated transgression of protective measures in place to protect public health

Readmittance after a suspension

After a suspension a meeting will be arranged between the parents, pupil and Deputy Headteacher/ Co-Headteachers to discuss the incident that took place. When able to, and specific to the pupil, after the meeting the pupil will spend the first part of the day (up to break time) working with a member of the Sunflower Team. During this time they will be informed of the work that was covered while they were suspended and complete any essential work. They will also complete a reflection sheet regarding the incident that took place. Pupils will then go out to break with their peers and re-enter the classroom when their class comes in from break and carry on their school day as normal. The application of this process will be based on the pupils maturity and understanding of the reason for the suspension.

12. Bullying and Harassment

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. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy (which can be found on the school's website).

Bullying is, therefore:

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

Child on child abuse (see separate Child Protection policy)

All staff are aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school or online. All staff have been trained to recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Any allegations of child on child abuse will be investigated thoroughly and promptly.

Sexual violence and sexual harrassment are never accepted and will not be tolerated.

Online behaviour incidents that occur off school premises and outside school time are in the realm of parental responsibility. However, we can appropriately sanction children when incidents negatively affect the life of the school.

13. Training

Our staff are provided with training on managing behaviour throughout the school year and it forms part of staff's continuing professional development. The training may take the form of bespoke whole staff training and individual staff regarding specific needs/strategies (Sunflower Team/SENDCo delivered), externally provided training (such as Steps) and the sharing of pedagogy. All staff are provided with de-escalation training through the Step On approach. A small group of staff are provided with Step Up training to enable them to restrain a pupil if needed. A staff training log is kept.

14. Monitoring arrangements

This behaviour policy will be reviewed by the Co-Headteachers/Deputy Headteacher and Full Governing Board every year. At each review, the policy will be approved by the Co-Headteachers and Governors.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions DfE guidance and Bucks guidance
- Child Protection policy
- Restrictive Interventions, Including the use of Reasonable Force Policy
- Anti-Bullying policy

16. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools advice for headteachers and school staff
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Buckinghamshire County Council Exclusion Guidance September 2019 (which is a schoolsweb login required document)
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Learning Behaviours Non-Negotiables

Appendix 1

Oak Green Etiquette (code of polite behaviour)

My teacher (and other adults) will…	I will…
Start of the day (Teacher and support staff) -Greet the children at the door -Give gentle reminders about uniform where needed -Have an activity set out ready -Have a monitor to check the corridor is tidy -Complete the register by 9am	*Start of the day* -Enter school using indoor voices -Years 3,4,5 to use KS2 corridor, y6 to use KS1 corridor -Check my uniform is neat and correct (including taking off hats and hoods) -Hang my coat and bag up neatly -Put my water bottle in the correct place in the classroom -Sit in my seat and complete the task set for me -Answer the register politely
During lessons (Teacher) -Share and read aloud the L.O of the lesson -Select monitors to hand out/collect books/equipment -Give the class movement breaks when needed -Complete the register in the afternoon within 5 minutes of coming in from lunch	*During lessons* -Show my LET'S GO behaviours at all times - Repeat the L.O out loud to my teacher when they ask -Respond quickly to my teacher's countdown from 5 -Put my hand up to ask a question -Stay in my seat unless told not to -Try my hardest
During assemblies (Teacher and support staff) -No talking, only using the RWI 1,2,3 signals -Seat children who need support focusing at the end of rows -Monitor rows and intervene when needed -Face seats towards children	*During assemblies* -Walk into assembly in silence -Make sure I have space to sit before sitting -Keep magnet eyes on my adult to know when to sit -Sit at the end of a row if I need help to focus -Sit silently during assembly -Raise my hand to answer questions - Stand silently at the end of assembly when told to by the adult leading the assembly -Keep magnet eyes to see the 1,2,3 as I leave assembly
At break time (Support staff and teacher) -Lead the class to and from the playground/field -Be on the outside of the play area to see as much as possible -Recognise any potential incidents and step in quickly -Engage in organised games with children (while keeping good	*At break time* -In Owls and Key Stage 1 eat my healthy snack (fruit or veg only) in the classroom -Collect my coat and snack quickly and quietly -Walk in a single line (silently) to the playground/field

visuals of the playground) -Collect the class at the end of break -Be on the playground before the whistle blows. -On the first whistle, children stop and stand silently. -On the second whistle, children walk to class lines and line up in line order in silence.	-Listen to adults at all times on the playground/field -Share equipment -Say please and thank you -Walk quietly and on the left when moving around the school -Only be inside when told to be (or you have asked to go to the toilet) -Complete reflection times when asked to -Stop when the first whistle blows and stand quietly -On the second whistle line up quickly (not running) and quietly
At lunch time (support staff & midday supervisors) -Walk the children down the corridor -Supervise in the lunch lounge over lunchtime to ensure children are following the expectations at all times and go into the lunch hall in silence. -Stop lines if too noisy. -On the first whistle, children stop and stand silently. On the second whistle, children walk to class lines and line up in line order in silence. -Teachers to collect the class at the end of lunch	*At lunch time* - Listen to adults at all times on the playground/field/hall/lunch lounge -Walk in a single line (silently) to the playground/field/hall/lunch lounge -Share equipment -Be polite while eating in the hall and lunch lounge -Use my indoor voice in the hall and lunch lounge -Put my hand up to ask to eat my pudding -Put my tray away neatly -Say please and thank you -Walk quietly and on the left when moving around the school -Only be inside when told to be (or you have asked to go to the toilet) -Complete reflection times when asked to -Stop when the first whistle blows and stand quietly -On the second whistle line up quickly (not running) and quietly
While walking around the school (Teacher and support staff) -Stand at the classroom door while the class leave and they wait for their group to arrive. -Be ready in the corridor to meet the children in their groups. -Make sure everyone is walking on the left of the corridor and use doors that are on the left side of the corridors -All TA's to be in corridors during periods of transition	*While walking around the school* -Always walk on the left of the corridor -Walk silently around the school to not disturb other classes -Walk in single file when walking as a class -Stay in my line position -Keep magnet eyes on my teacher/adult to see their 1,2,3 signals -Silently line up outside my phonics classroom and wait for the adult to tell them to come in. -To go straight to my destination (not stopping off somewhere else including the toilet)
At the end of the day (Teacher) -(KS1&2) select children to tidy classroom and stack chairs. -Check the room and cloakroom including the floor and desks are tidy before leading the children out. -Dismiss children in small groups to collect belongings then return to the classroom.	*At the end of the day* -In Nursery, Pre-school and Reception sit quietly on the carpet while I wait to be collected -If I have been given a job to tidy I will do it quickly and quietly -Go and collect my coat and bag quietly when told to

-Use RWI 1,2,3 silent signals to walk pupils to their pick up point (KS1 & 2) -Only release children to the known adults on the collection list	-Be sensible at all times in the corridor -Wait quietly in my seat with magnet eyes on my adult -Line up quietly in the correct place and use magnet eyes to see my teacher's signals -Walk in silence through the corridor to the playground/where I am dismissed from -Wait with my adult until I am told I can go (because the adult collecting you is here or you walk home)

Appendix 2 (LET'S GO)



Behaviour Consequences: KS1/2 - make link between behaviour and the consequence e.g. clean up the mess made, write an apology		
B	Behaviour	Suggested/potential actions and consequence (context of each incident to be taken into account) Timings: KS1/KS2
1	Calling out, interrupting, silly noises, rudeness, poor/overtly negative attitude towards work	1st verbal warning, Rule reminder Praise those making the right choices, Teacher 'look' or agreed visual sign
2	Repeat occurrence of above after reminder and being informed of a B1 (within the same day) Not keeping hands/feet to themselves (not trying to deliberately hurt), Ignoring instructions, pushing in the line. Disruption to learning, refusals to join in/work, fiddling to cause disruption.	2nd verbal warning Warning and choices, rule/consequence reminder, praise those making the right choices.
3	Repeat occurrence of above after reminder and being informed of a B2 (within the same day) Wandering around the classroom without permission, spitting not directed at someone, swearing not aimed at others. Unkind behaviours such as name calling, not keeping hands and feet to themselves (not incidents of bullying).	*Reflection within own classroom 5/10 mins*
4	Continued occurrence of above (within the same day) Challenge of authority, treating the classroom/school without respect, damaging equipment, petty theft (blu tack etc), unkind behaviours(or repeated unkind behaviours, including physical unkindness), swearing not directed at anyone (or repeated swearing), disruption to learning (or repeated disruption)	*Reflection within own classroom 10/15 mins* Class teacher/member of staff who initially dealt with the incident to record incident on CPOMS, class teacher to contact parent verbally & complete CPOMS parent contact. **ESLT/class teacher** to complete CPOMS action (including parent contact).
5	Leaving room without permission/not being where the pupil should be, continued repeated disruption to learning, continued/excessive challenge of authority, repeated/continued inappropriate or rude language to others, repeated/continued disrespect of classroom/school environment, serious unkind behaviours (including physical unkindness), refusal to complete work, rough play	*Reflection time/ make up time for work missed* **Class Teacher/ESLT** to have conversation with child and **ESLT/Class Teacher** to contact parent verbally. Class teacher/member of staff who initially dealt with the incident to complete CPOMS. **ESLT/class teacher** to complete CPOMS action (including parent contact). * **Sunflower Team** deescalate and reintegrate back into class or call **ESLT** if required
6	Highly disruptive behaviour to learning, unsafe behaviour towards other with intent to hurt, abusive language directed towards other, not handing in a mobile phone	**Sunflower Team** called if required/ **ESLT** if required Removal from class/playground decided by **ESLT** Loss of break and or lunch time/time out of class working in another class/after school detention (decided by **ESLT**). **ESLT** to have conversation with child and reintegrate back into class after agreed time out of class and **ESLT/Class Teacher** to contact parent. **Class teacher/member of staff** who initially dealt with the incident to record incident on CPOMS. **ESLT/class teacher** to complete CPOMS action (including parent contact)
7	Stealing, racist abuse/comment, homophobic abuse/comment, offensive language towards protected characteristics, fighting, threats of extreme violence, disruptive behaviour which impacts the learning of others, bullying (defined by STOP including online, emotional and verbal bullying.	**Sunflower Team/ESLT** called Removal from class/playground decided by **ESLT** Restorative justice between the victim and perpetrator where appropriate Loss of break/lunch/Internal suspension (either with **ESLT** or in another class/the buttercup room)/after school detention/ suspension/ permanent exclusion. **ESLT** to have conversation with child and contact parent verbally. **Class teacher/member of staff** who initially dealt with the incident to record incident on CPOMS. **ESLT/class teacher** to complete CPOMS action (including parent contact).
8	Highly unsafe behaviour (throwing tables, chairs etc to hurt others), violence towards staff, spitting at someone, leaving or attempting to leave the school premises, possession/use of a prohibited substance/item (vapes, tobacco, alcohol, drugs, weapons/dangerous items/offensive materials) child on child sexual abuse, extreme violence that causes significant harm	**Sunflower Team/ESLT** called Removal from class/playground decided by **ESLT** **Immediate removal by ESLT** conversation with child/contact parent verbally & **class teacher/member of staff** who initially dealt with the incident to record incident on CPOMS, **DHT/Co-HT** to complete CPOMS action. after school detention/internal suspension/ suspension or permanent exclusion agreed by **Co-HT/DHT**. *Office/police informed (runners)* **Behaviour Support/ Safeguarding** and **well-being team** involved - supervision to be offered to those affected.

Behaviour Consequences: EYFS - make link between behaviour and the consequence e.g. clean up the mess made- UP UNTIL THE END OF AUTUMN 2 CHILDREN SHOULD BE TAUGHT THE RULES AND EXPECTATIONS AS A TEACHING TOOL. CONSEQUENCES ARE TO THE TEACHER'S DISCRETION IF CHILD UNDERSTANDS THEIR ACTIONS AND CONSEQUENCES

B	Behaviour	Suggested/potential actions and consequence (context of each incident to be taken into account)
1	**Calling out, interrupting, silly noises, rudeness, poor/overtly negative attitude towards work**	Using visuals to reinforce adult expectations/remind rules. Positive praise to others following the rules. *Use as learning tool to teach the children right/wrong and how we expect behaviour at Oak Green.* 1st verbal warning *(If child understands how and why their actions are wrong)*
2	**Repeat occurrence of above after reminder and being informed of a B1 (within the same day) Not keeping hands/feet to themselves (not trying to deliberately hurt), Ignoring instructions, pushing in the line. Disruption to learning, refusals to join in/work, fiddling to cause disruption.**	2nd verbal warning *(1st verbal warning given once learning as been established)* Warning and choices, rule/consequence reminder, praise those making the right choices.
3	**Repeat occurrence of above after reminder and being informed of a B2 (within the same day) Wandering around the classroom without permission, spitting not directed at someone, swearing not aimed at others. Unkind behaviours such as name calling, not keeping hands and feet to themselves (not incidents of bullying).**	*(2nd Verbal warning) If learning has been understood and established* *1 Minute time out immediately sitting with adult during carpet time (deep pressure/fidget toy depending on the child)* Reflection within own classroom with **class teacher** on floor spot Praise those making the right choices . When Child Initiated Learning time follows, child has short time before joining favoured activity.
4	**Continued occurrence of above (within the same day)** **Challenge of authority, treating the classroom/school without respect, damaging equipment, petty theft (blu tack etc), unkind behaviours(or repeated unkind behaviours, including physical unkindness), swearing not directed at anyone (or repeated swearing), disruption to learning (or repeated disruption)**	*5 Mins time out immediately* **Class Teacher** to contact parent verbally & complete record on CPOMs, alert **ESLT** & support Class **Teacher** if necessary. **ESLT/class teacher** to complete CPOMS action (including parent contact). Possible APDR to share shared strategies with parents
5	**Leaving room without permission/not being where the pupil should be, continued repeated disruption to learning, continued/excessive challenge of authority, repeated/continued inappropriate or rude language to others, repeated/continued disrespect of classroom/school environment, serious unkind behaviours (including physical unkindness), refusal to complete work, rough play**	*5 Mins time out with adult immediately* **ESLT/Class Teacher** conversation with child, **ESLT/Class Teacher** contact parent verbally. **Adult** who dealt with incident initially complete CPOMS. **ESLT/class teacher** to complete CPOMS action (including parent contact). Call for **Sunflower Team** depending on the child's needs and understanding Possible APDR to share shared strategies with parents.
6	**Highly disruptive behaviour to learning, unsafe behaviour towards other with intent to hurt, abusive language directed towards other, not handing in a mobile phone**	**Sunflower Team/ ESLT called,** removal from class to quiet area in setting *Appropriately timed exclusion from choosing* Age appropriate Reflection **ESLT** conversation with child & **ESLT/Class teacher** to contact parent. **Adult** who dealt with incident initially complete CPOMS. **ESLT/class teacher** to complete CPOMS action (including parent contact). *Context of hitting and pushing to be case by case basis (physical interactions can be used as communication with others).*
7	**Stealing, racist abuse/comment, homophobic abuse/comment, offensive language towards protected characteristics, fighting, threats of extreme violence, disruptive behaviour which impacts the learning of others, bullying (defined by STOP including online, emotional and verbal bullying.**	**Sunflower Team/ ESLT called,** removal from class to quiet area in setting *Appropriately timed exclusion from choosing or until safe to re-enter choosing* Age appropriate Reflection time. **ESLT** conversation with child, **ESLT/Class Teacher** contact parent verbally. **Class teacher/member of staff** who initially dealt with the incident to record incident on CPOMS. **ESLT/class teacher** to complete CPOMS action (including parent contact). Consideration to be taken with individuals becoming more aware of their bodies and the bodies of others. Teaching and learning to incorporate appropriate and safe behaviour towards others.
8	**Highly unsafe behaviour (throwing tables, chairs etc to hurt others), violence towards staff, spitting at someone, leaving or attempting to leave the school premises, possession/use of a prohibited substance/item (vapes, tobacco, alcohol, drugs, weapons/dangerous items/offensive materials) child on child sexual abuse, extreme violence that causes significant harm**	**Sunflower Team/ ESLT called,** removal from class to quiet area in setting *Appropriately timed exclusion from choosing or until safe to re-enter choosing* or suspension **Immediate removal by ESLT** conversation with child/contact parent verbally & **class teacher/member of staff** who initially dealt with the incident to record incident on CPOMS, **DHT/Co-HT** to complete CPOMS action. **Internal exclusion or suspension** agreed by **Co-HT/DHT**. *Office/police informed (runners)* **Behaviour Support/ Safeguarding** and **well-being team** involved - supervision to be offered to those affected. **Possible permanent exclusion**