



## Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

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<b>Applicable to</b>	School may adopt this policy as a template

## Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed

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## Introduction

At Sileby Redlands, we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils are taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

### 1. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Online -safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy

### 2. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- 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. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [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](#).

## 4. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

## 5. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management and are outlined within this policy.

## 6. Roles and responsibilities

### The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

### The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils

- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils' efforts and achievements
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Pupils**

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

## **7. Rewards**

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Class Dojo (House) points
- ✓ Postcards or phone calls home to parents
- ✓ Special responsibilities given

## 8. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ A Self-regulation Behaviour Chart (appendix 3)
- ✗ Sending the pupil to another class
- ✗ Expecting work to be completed at home, or at break or lunchtime
- ✗ Missing some of their social time to reflect using the Restorative Justice For (appendix 2)
- ✗ Referring the pupil to the phase leader or a senior member of staff
- ✗ Phone calls home to parents
- ✗ A Behaviour Strategy Card (appendix 4)
- ✗ Agreeing a behaviour plan (appendix 5)
- ✗ Meetings with parents/carers with phase leader or senior member of staff
- ✗ Incidents will be recorded on their personal file within CPOMS

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the Phase Leader/SLOT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

## 9. Behaviour system

### **Graduated Behaviour System:**

At Sileby Community Primary School, we follow a graduated behaviour system. Each classroom will have a representation of the coloured stages on display. This helps the children to see how well they

are following the school rules/or how they can improve their behaviour further (Appendix 1). It also allows staff to monitor the behaviour of classes and individual children.

For the effective and fair use of the positive behaviour system applies to the whole day where children are reset back to green behaviours after having the opportunity to work off their red/orange card under the direction of the teacher. If a child is displaying silver or gold behaviours, they will receive a silver and gold card. If children continually achieve gold cards, they will be considered for the Golden Book Assembly at the end of every half term. If a child has a red behaviour, they will complete a Restorative Justice form which will allow them to reflect on their behaviours and how this may have affected others (appendix 2) during breaktime/ 15 minutes of lunchtime. If an incident has occurred during the afternoon, they will spend time that day completing a Restorative Justice form. In EYFS, or where appropriate, a Restorative Justice form needs to be completed immediately or closer to the incident. The graduated system is to be adhered to throughout the whole of the school day and transitions. Under the discretion of the class teacher, to help a child self-regulate their behaviours, they may be given a Self-regulation Behaviour Chart to help them stay on track (appendix 3). If a child has had a red card, teachers will speak to the parent/carer regarding the incident. If it continues/escalates there could be a face-to-face meeting with the child and parents/ carers which may include the Phase Leader. If incidents continue to escalate, they may be at risk of internal seclusion and if this is the case, a meeting will be held and a Behaviour Strategy Card will be agreed within this meeting with the child, parents/carers, phase leader and a if necessary, a member of the SLT (Appendix 4). If the behaviours continue, then a discussion will be had with the Headteacher as there may be the possibility to exclude the child from school. However, in some cases, a child may benefit from having a Personalised Behaviour Plan put into place at the discretion of the Class Teacher and SENDCo (appendix 5).

### **Serious Incidents**

A behaviour displayed by a child may be deemed to be a serious incident. This may include hurting another child or a member of staff or causing an incident in the classroom which leads to the rest of the children having to be evacuated. Other actions may be considered after discussion with the phase leader or member of the senior leadership team. The consequence for this incident may be an internal seclusion of a specified amount of time or a fixed term seclusion. After a serious incident, there will either be a telephone call or a meeting with the SENDCo, Phase Leader or a member of the Senior Leadership Team and parents/carers of the child. A supportive and tailored plan will be put into place actioning the support the child will receive and the timescale of the next review (Appendix 6). The plans are to be reviewed on a regular basis with adjustments made as needed.

### **Clubs and Wrap Around Care**

The behaviour policy extends to clubs and Wrap Around Care. The graduated system will be adhered to in the same way as it would in the classroom. Continuous unacceptable behaviour during this time may result in the child being secluded from the club. It may also result in the child having a fixed term seclusion or being permanently removed from the club/provision if the Wrap Around Care Lead for the Trust and Headteacher feels that the health and safety of the other children and or adults in the club is compromised.



## **Bullying**

At Sileby Redlands Community Primary, we have high standards of behavioural expectations, and we take bullying extremely seriously. This policy promotes respect and tolerance for each other and the school, helping pupils towards the understanding of what is right and wrong and supports everyone in forming good relationships with peers. We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated, and individuals can develop without fear. This includes engaging in everyone's perceptions of bullying and educating the children on what bullying is (several times on purpose) and who they can go to for help. For more information, please see our PSHE, Positive Behaviour Policy and Anti-Bullying policy and strategy.

## **10. Lunchtime behaviours**

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. We offer different activities at lunchtime and we also have our ELSAs who can offer differentiated activities for both Key Stage 1 and Key Stage 2 for our vulnerable children, to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

### **Lunchtime and playtime graduated stages**

Stage 1 The child should be verbally warned and positively reminded of acceptable behaviour.

Stage 2 The child should be verbally warned for a second time.

Stage 3 The lunchtime supervisor will complete a behaviour slip which will be given to the class teacher for them to decide the course of action e.g. red card. However, if an incident warrants, a slip can be written at Sage 1.

Stage 4 If it is a serious incident, immediate support should be requested, and the incident passed onto the Class Teacher for a full investigation. The Lunchtime Supervisor will also complete a Lunchtime Slip stating what they observed before they leave. The adult who has dealt with the incident will complete a CPOMS entry that day.

**Examples of behaviour that would directly go against the school's expected behaviour at playtime/lunchtime (full list of offences can be seen from the Graduated Behaviour Chart (appendix 1)):**

➤ Entering the school without permission	➤ Disrespecting adults
➤ Playing in the toilets	➤ Deliberately seeking confrontation
➤ Going to the toilets without asking for direct permission	➤ Minor aggression
➤ Dropping litter	➤ Name calling

**Behaviour that requires direct support from the class teacher and other members of staff:**

➤ Fighting	➤ Hitting others intentionally
➤ Biting	➤ Plus, all the behaviours displayed in the 'red' section of the behaviour system

## **11. Online Behaviours**

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

## **12. Personalised approach**

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 1) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

## **13. 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 (SENDCo) 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.

## **14. Exclusions and Suspensions**

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

There are three types of suspension/exclusion:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

### **15. Off-site behaviour**

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Causing distress to another child at Sileby Redlands Community Primary School

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

### **16. Malicious allegations**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

### **17. Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. 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 recorded and reported to parents

Our Physical Intervention Policy contains further details.

### **18. Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

### **19. Pupil transition**

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

## **20. Staff development and support**

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

## **21. Review**

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

**Appendix 1 Redland's Graduated Behaviour Chart**

**When you walk through the door, this is how we do it here.**

<u>WHAT BEHAVIOUR LOOKS LIKE</u>		<u>WHAT HAPPENS</u>
<ul style="list-style-type: none"> <li>● Being a self-regulated learner, taking control of my learning</li> <li>● Using your initiate to help others</li> </ul>	<ul style="list-style-type: none"> <li>● Being a behaviour role model</li> </ul>	<ul style="list-style-type: none"> <li>● Gold Privilege Card</li> <li>● Golden Assembly with parents/carers</li> <li>● Positive praise</li> <li>● 5 House Points</li> <li>● Phone call home from Teacher</li> <li>● Gold stickers</li> </ul>
<ul style="list-style-type: none"> <li>● Immediate response to instructions</li> <li>● Modelling/sharing knowledge</li> <li>● Always showing pride in my work</li> </ul>	<ul style="list-style-type: none"> <li>● Always being a good friend</li> <li>● Showing good manners to all in everything we do</li> <li>● Redlands R's Ambassador</li> </ul>	<ul style="list-style-type: none"> <li>● Silver Privilege Card</li> <li>● Three House Points</li> <li>● Redlands R's Certificates/bands</li> <li>● Positive praise</li> <li>● Postcard home</li> <li>● Silver stickers</li> </ul>
<ul style="list-style-type: none"> <li>● Golden rules of listening</li> <li>● Following instructions</li> <li>● Being the best that I can be</li> <li>● Helping others</li> </ul>	<ul style="list-style-type: none"> <li>● Showing manners</li> <li>● Being a good friend</li> <li>● Walking on the left-hand side</li> <li>● Using appropriate voices</li> </ul>	<ul style="list-style-type: none"> <li>● Positive praise</li> <li>● Achievement Certificates</li> <li>● End of day, one House Point</li> <li>● Sharing good work with the SLT</li> <li>● House points</li> </ul>
<ul style="list-style-type: none"> <li>● Refusing to wash their hands when asked by a member of staff</li> <li>● Refusing to social distance</li> <li>● Bringing inappropriate equipment into school</li> <li>● Lack of respect/attention to others and school property</li> <li>● Sharing equipment with other pupils when asked not to do so</li> <li>● Wandering around unnecessarily during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Throwing/flicking items</li> <li>● Talking over adults and children</li> <li>● Refusing to work</li> <li>● Making silly noises</li> <li>● Disrupting learning</li> <li>● Running in school</li> <li>● Inappropriate play</li> <li>● Forgetting your manners</li> <li>● Being disrespectful</li> <li>● Swinging on chairs</li> </ul>	<ul style="list-style-type: none"> <li>● Stop and think card</li> <li>● Verbal reminder of expectations</li> <li>● 5-minute reflection time</li> <li>● Confiscating offending items</li> <li>● Reinforce positive behaviour "Well done for making the right choices" etc.</li> </ul>
<ul style="list-style-type: none"> <li>● Persistent Yellow Behaviour</li> </ul>		<ul style="list-style-type: none"> <li>● Stop and think card</li> <li>● Miss 5 minutes of break/lunch</li> <li>● Reinforce positive behaviour "Well done for making the right choices" etc</li> <li>● Potential phone call home</li> <li>● Conversation with Phase Leader</li> </ul>
<ul style="list-style-type: none"> <li>● Any behaviour that is likely to increase the risk of infection of Covid-19 or cause alarm to others of risk of infection</li> <li>● Threatening to cough/spit/bite</li> <li>● *Bullying</li> <li>● *Homophobic language</li> <li>● *Racist/sexist comments</li> </ul>	<ul style="list-style-type: none"> <li>● *Verbal abuse to adults/ child</li> <li>● *Damaging property</li> <li>● Stealing</li> <li>● Biting</li> <li>● Spitting</li> <li>● *Indecent behaviour</li> <li>● Violent behaviours</li> </ul>	<ul style="list-style-type: none"> <li>● Automatic Red Card</li> <li>● Sticker sent home in reading diary/ teacher ring parents</li> <li>● Miss 15 mins of lunch (Friday)</li> <li>● Complete behaviour log and record on online systems (CPOMs)</li> <li>● Call for the pastoral team if required</li> <li>● If child is moved straight to red, all the above applies and: <ul style="list-style-type: none"> <li>● Parents contacted</li> <li>● Short fixed term exclusions</li> </ul> </li> </ul>

Staff and Children have the right to work in a happy, secure and safe environment. You have the responsibility to make sure that this happens at all times. You will have consequences for your actions. SLT monitor your behaviour every day!

**Appendix 2 Redland's Red Card Form**



# Restorative Practice

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Child's name: \_\_\_\_\_ Class: \_\_\_\_\_ Others involved: \_\_\_\_\_

Tick the appropriate below:

<input type="checkbox"/>	Being disrespectful towards adults and children
<input type="checkbox"/>	Disrupting learning
<input type="checkbox"/>	Leaving the room without permission
<input type="checkbox"/>	Refusal to follow instructions
<input type="checkbox"/>	Verbal abuse to an adult or child
<input type="checkbox"/>	Disrespecting Redlands Rs
<input type="checkbox"/>	Damaging property
<input type="checkbox"/>	PREVENT
<input type="checkbox"/>	*Homophobic language/ abuse and bullying
<input type="checkbox"/>	*Physical abuse to an adult
<input type="checkbox"/>	*Physical abuse to a child
<input type="checkbox"/>	*Racist incident

Where did this take place?	Parent informed? Time? Who by?
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Internal seclusion in days:	Exclusion in days:
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What happened?

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What were you thinking about at the time?

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What have your thoughts been since the incident?

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Who do you think has been affected by your actions? In what way were they affected?

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What do you need to do now to put things right?

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Reported by:	Entered on SP:
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**Appendix 3 Redland's Self-Regulation Behaviour Chart**



**Self-Regulation Behaviour Chart**

Name: \_\_\_\_\_

**When I walk through the door, this is how I do it here.**

Morning	Monday	Tuesday	Wednesday	Thursday	Friday
Comments					

Afternoon	Monday	Tuesday	Wednesday	Thursday	Friday
Comments					

## Appendix 4 Redland's Behaviour Strategy Card

Redlands Learning Engagement Strategy Targets



<b>Name:</b> AN EXAMPLE		<b>Start Date:</b>		<b>Review Date:</b>		<b>Week:</b> 1 / 2 2 / 2
<b>Target:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Adults Involved:</b>
To stay in the classroom and only leave when ***** has permission.						
To not distract the learning for other children.						
To not use negative physical interaction with others.						
<b>Rewards:</b> iPad time with a friend for positive day – 10 minutes. Communication with parent/carer with positive message. Time with *****. All relevant staff aware of behaviour plans for overuse of positivity throughout the day. Board games available for rewards.			<b>Consequences:</b> Communication with parent/carer for any negative behaviours. Negative verbal choices (explicit language) – internal exclusions. Negative physical choices (hitting including any physical harm) – external exclusion.  Repeated exclusions are recorded on internal behaviour systems and can result in permanent exclusions.  <b>Action:</b> Any additional actions will be placed here.			<b>Documents completed:</b> Boxall: <input type="checkbox"/> SDQ: <input type="checkbox"/> Outside agencies:
<b>Overview/next steps:</b> <b>Strategies to help:</b>	Classroom time – expectation that ***** stays in the class stay in their seats with no movement without teacher's instruction = behaviour ladder used. When he/she has completed the above, he/she can have time with *****. Truth must be used when bad choices have been made = escalate to SLT. Home school book used with ***** Daily catch up / emails with parent/carer regarding behaviours at school.					

Redlands Learning Engagement Strategy Targets



Any behaviour chart use will be recorded on the internal systems. Decision to move to white behaviour sheet if consistent behaviours are seen. INITIALS OF PERSON WRITING THIS FORM
---

Pupil: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

SLT: \_\_\_\_\_

Parent: \_\_\_\_\_

Phase Leader: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix 5 Redland's Personalised Behaviour Plan**

Personal Behaviour Plan			
<b>Name:</b> *****	<b>Class:</b>	<b>Date of Plan:</b>	<b>Review Date:</b>
<b>Background:</b>			
<b>Identified triggers include:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Escalating behaviours can look like:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Crisis Behaviours can look like:</b>	
<b>Identified Motivators:</b>	<b>Interventions:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Key information:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>If ***** is escalating his <u>behaviour</u> please fetch a key adult:</b> 			

**Appendix 6 Exclusion Meeting Template**

**Reintegration Meeting**

**Date of Meeting:**

**Present:**

<b>Pupil Details</b>		
Pupil Name:		Class:
Circle all that apply: Pupil Premium   LAC   Child Protection Plan   SEN		
External agency involvement: i.e. Social services, Police, GP, OT, Pediatrician, PRU other.		
<b>Exclusion Details</b>		
Reason for exclusion:		
Date of exclusion:	Date of return to school:	Total number of days excluded:
<b>Review of current attendance</b>		
Attendance this term		Attendance this year
Number of days absent:		Number of days absent:
Attendance (%):		Attendance (%):
<b>Targets for behaviour and learning</b>		
Target areas for development:		
Pupil:	Parent:	School:
1)	1)	1)
2)	2)	2)
3)	3)	3)
What strategies will be used?		
How will behaviour/progress be monitored and celebrated?		

Review date(s):		
Additional Comments		
Pupil Comments:	Parent/guardian's comments:	School's comments:

Signed \_\_\_\_\_  
(pupil)

Signed \_\_\_\_\_  
(Parent/Guardian)

Signed \_\_\_\_\_  
(School – SLT)

## Appendix 7 Exclusions Process Flowchart

*Responsibilities regarding the consideration and review of exclusions is delegated to the Trust Pupil Discipline Committee.*

