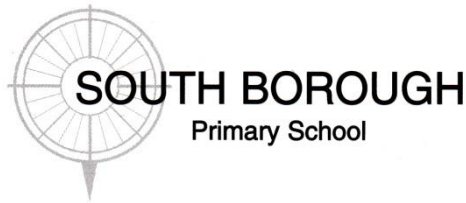


BEHAVIOUR POLICY

Approved: September 2019

Review Date: July 2020

Confirmed:



SOUTH BOROUGH PRIMARY SCHOOL Behaviour Policy

Mission Statement

To develop, stimulate and inspire children to become confident, determined and independent learners by providing a professional, supportive environment with high expectations that provides opportunities for a learning ladder for life.

Our Behaviour Policy has been agreed by staff and pupils in order to support the ethos and values of our school. It underpins the school mission statement and describes the structures and strategies within the school which will enable us to manage the children's behaviour and encourage good behaviour for learning. We will provide children with strategies to be able to manage their own behaviour.

As part of the monitoring process, we will ensure that:

- the policy is reviewed annually
- staff, governors, parents/carers and pupils are consulted

Our expectations are that pupils will:

- be considerate of each other and of adults
- develop good inter-personal and social skills
- develop emotional maturity and stability
- accept that we can make mistakes but that we need to learn from them and move forward
- follow the school rules throughout the school day, inside and outside of the school building as well as the journey to and from school and other educational visits
- be resilient towards problems and show perseverance when faced with difficulties

To facilitate positive behaviour staff are expected to:

- support pupils and colleagues
- establish good relationships and be positive role models
- create a learning environment with high expectations

Rights and Responsibilities

All stakeholders in South Borough Primary School have rights and responsibilities directly linked to our mission statement and our positive behaviour ethos.

Children	
<p>Rights:</p> <ul style="list-style-type: none"> • To feel safe • To be able to learn to the best of their ability • To be treated fairly with consideration and respect • To be listened to by adults in the school • To know what is expected of them • To gain self-esteem and confidence • To experience progress and achievement 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • To care for and take pride in the school environment and equipment • To support and encourage each other • To treat others with consideration • To follow instructions from staff • To take responsibility for their own actions • To resolve difficulties, seeking appropriate help if needed • To do their best and allow others to learn

Children will be regularly reminded of these rights and responsibilities in order to support them to meet our behavioural expectations.

Staff and Governors	
<p>Rights:</p> <ul style="list-style-type: none"> • To feel safe • To be treated with respect by pupils, parents/carers and colleagues • To work within a supportive and understanding community • To know what is expected of them 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • To create a safe environment • To provide learning opportunities to engage all children • To have high aspirations for all children • To treat pupils with respect at all times • To foster good relationships, leading by example • To involve parents and carers when children are finding it difficult to meet expectations of behaviour • To develop a consistent approach, working as a team to support and encourage each other

Parents and Carers	
<p>Rights:</p> <ul style="list-style-type: none"> • To know their children are safe and happy • To be sure their children are treated fairly • To be able to communicate with staff easily • To be informed about their child's progress and behaviour 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • To ensure children attend daily, arrive on time and are well-prepared for the school day • To support the school policies and strategies • To promote good behaviour, politeness and consideration for others • To inform the school of any issues that may affect their child • To encourage children to have high aspirations for their future • To respond and support the school when contacted about a child's behaviour

The School Core Values

The aim of the South Borough Primary School core values is to ensure all children understand what is expected of them, inside and outside of school and to give them a visual reminder of what they can do to make South Borough Primary School a happy, safe and positive place to learn. The core values allow children to develop skills to 'learn how to learn things they do not yet know'.

The South Borough Primary School core values will be displayed throughout the school environment. They will be used as a discussion point between staff and children to encourage positive behaviour for learning.

Core Values:

For children to show

- Sincerity
- Bravery
- Perseverance
- Support

Children need to be taught and to learn how to behave appropriately. They need to know that mistakes can be made but that they can be learned from. Our success is measured not by the absence of problems but by the way in which we deal with them.

Each class teacher will display the core values in their classroom:

Sincerity	Bravery
Perseverance	Support

Stickers with these words on will be awarded to children who are showing the Core Values – Sincerity, Bravery, Perseverance, Support.

We are committed to teaching our children by example how to apply and take ownership of our school rules. We provide clear guidance through written and displayed rules for classrooms, playgrounds, the public areas of our school building and for when the children are 'out and about' on educational visits and journeys, including the journey to and from school.

These rules have been agreed by the whole school community and are displayed as follows:

IN CLASSROOMS

Thank you for keeping our school rules by:-

- Always doing your best
- Listening and learning
- Asking, if you don't understand
- Being fair, polite and considerate of others
- Congratulating and encouraging each other
- Working quietly
- Helping to make sure your room is always tidy
- Enjoying your work

AROUND SCHOOL

Thank you for keeping our school rules by:-

- Always being polite and courteous
- Walking quietly and sensibly
- Taking care of the school environment (buildings, gardens, playgrounds)
- Helping to make sure our rooms and corridors are always tidy
- Looking carefully at displays

IN THE PLAYGROUND

Thank you for keeping our school rules by:-

- Playing safely and sensibly
- Remembering everyone is a friend
- Helping anyone who is lonely or unhappy
- Taking care of the school grounds
- Standing quietly when the whistle is blown
- Lining up with your class sensibly and quietly
- Having fun

OUT AND ABOUT

Thank you for keeping our school rules by:-

- Being proud to represent the school
- Being polite and sensible
- Enjoying and caring for the environment
- Staying safely with an adult
- Crossing roads carefully and sensibly
- Looking, listening and learning
- Enjoying your visit

Managing Behaviour:

To support children staff will:

- Ensure that a smile is the first point of contact with a child
- Approach all situations in a calm manner
- Be aware of their own non-verbal messages through facial expression and body language
- Provide opportunities for children to put their 'side of the story' and discuss incidents in which they are involved by asking the following restorative questions:-
 - **What happened?**
 - **How did you feel/what were you thinking at the time? How are you feeling now?**
 - **Who else has been effected?**
 - **What needs to be done to repair the harm?**
 - **What could be done differently next time to prevent this from happening again?**

These questions can be found in Appendix A.

- Establish the facts by listening to all those involved
- Address the problem
- Avoid confrontation
- Make a judgement only when facts have been established.
- Use consequences appropriately and according to the agreed behaviour policy
- Ensure that children make amends wherever possible using a restorative approach

Rewarding Good Behaviour, Effort and Personal Achievement

When children keep our school rules they will:

- Uphold the core values in class
- Always be kind to others
- Work hard
- Be polite to everyone everyday
- Listen carefully and follow instructions
- Walk quietly along corridors and around the school
- Take good care of the school environment, its buildings, gardens and equipment
- Stay in the correct areas at playtimes
- Respect others and their opinions
- Be a good sport
- Remember to share
- Sort out disagreements sensibly
- Play safely without bullying, teasing or frightening others
- Value and celebrate the individuality and differences of all the children and adults who work at South Borough Primary School

Our reward for good behaviour and personal achievements consists of:

Verbal praise and encouragement

This should be given as frequently as possible. (More time is spent drawing attention to positive rather than negative issues).

Certificates

A core value certificate (two per class) linked to the school core values will be handed out to named children in celebration assembly each week.

The named children will also appear in the weekly newsletter which is sent to all members of the school community.

Stickers

These are awarded by all staff which reflect the schools' core values outlined above.

If a child receives all four core value stickers then they will have earned a *Head teachers' Award sticker* which is a further special commendation.

House points

These can be awarded by all staff at any time to children who are keeping and upholding the school rules detailed above under the headings:

IN CLASSROOMS
AROUND SCHOOL
IN THE PLAYGROUND
OUT AND ABOUT

These will be totalled up weekly and displayed in the hall, shared celebration assemblies and with the school community within the weekly newsletter. The winning house will receive a reward at the end of each term.

In-class rewards

These are individual to each class, i.e. Table points/Marbles in a jar and are sometimes used to support learning and behaviour for individual classes.

Behaviour Management Plans (Appendix I) (Detailed further under the heading 'Additional Behaviour Support')

Children who are supported by the above programmes may receive individual rewards which are in addition to the 'normal' classroom rewards other children receive. It is important to remember that when dealing with all children (especially those with more complex needs) that treating everyone fairly is not necessarily treating everyone in the same way. Most children want to adhere to the school rules and don't want to sit outside of the normal day-to-day rewards that other children receive. They want to come to school, work hard, try their best and be kind.

'We are delighted' letters to Parents (Appendices B and C)

Special 'good behaviour' letters are sent to parents and carers when staff are particularly impressed by commendable behaviour, and once each term one of these letters should be sent to parents and carers of children who make consistent efforts to keep the school rules.

Head Teacher's Tea Party

Two children from each class per term will be selected to attend this special event in recognition for the efforts towards their learning and/or core values.

Unacceptable Behaviour and Resulting Sanctions

All staff will respond to unacceptable behaviour as sensitively and positively as possible.

Any behaviour which does not fit in with our school rule is not acceptable and will be dealt with appropriately. The following types of behaviour fall in to this category:

- Preventing other children from learning
- Being disruptive in the classroom
- Disobedience
- Lying
- Racism
- Bullying
- Name calling and teasing
- Spitting
- Swearing
- Violence towards others e.g.: punching, kicking, pinching
- Rudeness and answering back
- Inappropriate gestures
- Fighting, including play fighting
- Stealing
- Lack of respect for property belonging to the school or to children and adults
- Bringing inappropriate items into school
- Inappropriate touching of other children's bodies
- Explicitly sexual behaviour
- Truancy

Sanctions for Unacceptable Behaviour

There is an agreed system of sanctions at South Borough which operates at 3 stages.

The aim of all our sanctions is that the child will understand what went wrong and why. The child will accept responsibility for the harm that he/she has caused. The expectation is that behaviour will improve.

Stage A

Irregular or minor incidents of unacceptable behaviour

Examples are:

- Constant chatting
- Shouting out in classrooms or corridors
- Unfinished or unacceptable work due to time wasting
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtless 'rough' play
- Interrupting the teacher
- Running in the corridor

Stage A incidents will be dealt with by a class teacher, peer mediator, Restorative Approach Champion, support staff or play leaders depending on the time of day, and will be discussed with the child. Parents/Carers will be informed by their class teacher if incidents are regularly repeated.

Stage A Sanctions

- Reprimand – for a first or minor offence
- Finishing work or repeating work in own time (either at home or at playtime supervised by an adult), preferably in an area that is not open to public scrutiny
- Removal from the group – sitting separately, but within the classroom and with work to do. *Despite the lack of space in some classrooms, a work area and spare chair must be readily available for 'Time Out', and this space should be readily identifiable in each classroom.*
- Missing a playtime or part of a playtime supervised by an adult.
- Punishment to fit the crime e.g.: tidying up
cleaning graffiti

An apology from the child and recognition that a rule has been broken will also be expected.

Stage B

More serious incidents or regular repetition of Stage A behaviour. Unacceptable behaviour at Stage B is more serious or as a result of regular Stage A behaviour and will be reported to the Leadership Group (initially Phase Leaders).

Examples are:

- Stage A behaviour consistently repeated after adult intervention
- Racist remarks or behaviour (see separate policy)
- Bad Language
- Dangerous behaviour (e.g. throwing stones, climbing high railings, walls, running up or down flights of stairs)
- Spitting
- Biting and other forms of physical assault
- Inappropriate touching of other children's bodies
- Repeatedly preventing other children from learning after adult intervention
- Fighting
- Stealing
- Bullying (see separate policy)
- Truancy

These incidents will be dealt with by one of the members of the Leadership Group and the action taken will be recorded (see Appendix D). Parents and carers will be informed by the class teacher in the first instance or by one of the Leadership Group. If parents/carers are not available at the end of the school day contact will be made by telephone or a brief letter (via the contact book) asking parents to contact the school as soon as possible. Racist incidents are recorded on a racial incident record form and the victim's parents are informed as well as the perpetrators. (See the Swale Academies Trust Policy- [Equality Objectives](#))

Stage B sanctions are:

- Writing a letter of apology
- Loss of playtime
- Home-school contact card to show good behaviour for the following five days
- 'Time out' of class to work supervised elsewhere
- Exit Letter (Appendix E)
- Loss of privileges, e.g. participation in school clubs

If a class teacher finds it necessary to remove a child from the class group for a 'time-out' period, the pupil may be sent to another class within the year group and provided with work to do. See Appendix F. If this occurs, parents/carers will always be informed of the inappropriate behaviour and the action taken. During the 'time-out' period, children should complete a time-out form relevant to their age group/ability (Appendix F).

Stage C – Extremely serious incidents or regular repetition of Stage B behaviour

Unacceptable behaviour at Stage C is very serious and very few children will ever reach this stage at South Borough. Outside agencies are frequently involved e.g. Behaviour Support Team, Education Welfare Officer, or Educational Psychologist. The primary aim of such agencies is to provide support and expertise in order to help the child improve his/her behaviour.

Examples are:

- Regular repetition of Stage B incidents
- Refusal to accept school rules or school authority
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children which does not improve after adult intervention
- Physical aggression towards a member of staff
- Taking up a disproportionate amount of management time
- Extremely violent behaviour resulting in injury
- Repeated racist behaviour

These incidents will be dealt with by the Head of School and the action taken will be recorded.

Stage C strategies are:

- School Support Programme (Appendix G)

A meeting will be arranged at the earliest opportunity between the parents and the class teacher to agree a period of close contact, during which an agreed support programme is followed at home and school. The class teacher, parents/carers and the SENCO will all be fully involved in setting appropriate targets for the child.

- Pastoral Support Programme (Appendix H)

For pupils at risk of permanent exclusion, a Pastoral Support Programme (PSP) is drawn up. A PSP is a school based strategy designed to help pupils manage their behaviour more successfully. For pupils whose behaviour does not improve after a fixed period of exclusion and who are therefore possibly at risk of permanent exclusion from school, a PSP is drawn up.

A PSP will be particularly important for those pupils whose behaviour is deteriorating rapidly, and it will identify clear and realistic behavioural outcomes as targets for the child. It will usually last for 16 weeks with a review after 8 weeks. The SENCO will be the school's representative in matters relating to the implementation of a PSP. (Appendix G and H).

Additional Behaviour Support

There will sometimes be occasions when some pupils find it difficult to work within the identified system of sanctions and rewards. These pupils require additional behaviour support. Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs. At this point the child will be placed on the school SEN register and a range of strategies and resources will be considered.

These may include:

- Behaviour Management Plans (Appendix I)
- Pastoral Support Plans (Appendix H)
- Outreach Support Services such as Early Help
- Assessment by the Educational Psychology Service and possible referrals to outside agencies as appropriate

It is vital that records are kept of all behavioural incidents, these will be recorded on an 'ABC' (Antecedent, Behaviour, Consequence) record sheet and kept on the school drive and shared with the SENCO and members of the Leadership Group each time it is filled in. The SENCO will be informed of all serious behaviour incidents. This helps to safeguard children and to build a full and accurate picture of their needs.

Exclusion from School

For some Stage C incidents an **internal** or **fixed** period of exclusion is likely to result. It is expected that exclusion, when there has been no previous history of serious inappropriate behaviour and where parents and carers are not already involved in dialogue with the school, will be an extremely rare occurrence. However, the Head teacher will use the sanction of exclusion for a first offence if the incident is sufficiently serious to merit this. (Full details of the exclusion procedures are available from the Head teacher some of which is detailed below).

Internal Exclusion means a period of time in school isolated from the school community.

Fixed Period Exclusions: The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. A record of fixed term exclusions is kept and the governing body as well as the local authority are updated and informed every term.

Permanent exclusion from South Borough is very rare. It is a final step in the process of dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. It is an acknowledgement that the school, despite its investment in supporting and encouraging a child to modify his/her behaviour, is no longer effective and does not have the capacity to bring about the desired change. The decision to permanently exclude a child will also need to take into account the impact of the child's behaviour on the other pupils in the school, and whether the entitlement of the majority to an education without disruption, is being put at risk.

The Control and Restraint of Pupils

For any child who loses self-control or places him/herself or others in danger during any incident, the use of reasonable force may be used in accordance with the Department for Education's 2013 publication 'Use of reasonable force'. For further reading please click [here](#).

Use of Reasonable force

Power to use reasonable force or make physical contact.

The use of corporal punishment in any form is illegal under Section 548 of the Education Act 1996 and cannot be authorised under any circumstances.

School Trips

Should children show unwanted behaviour on a school trip they will have a consequence as deemed appropriate by the class teacher at the time. This will be discussed with the SENCO and parents on returning to school. Children will only be 'excluded' from school trips if they have displayed unsafe behaviour in school and the class teacher feels that they would display this behaviour whilst out of school.

Lunchtime Arrangements

The school expects the same high standards of behaviour and self-discipline at lunchtimes as throughout the remainder of the school day. The Behaviour Policy applies throughout lunchtime, which is currently between 12.00p.m. and 1.00 p.m. Stage A behaviour is dealt with by the Restorative Approach Champion, Teaching Assistants, Play Leaders and Peer Mediators on duty. Whereas more serious incidents that would fall into the Stage B behaviour category or the Stage C category are reported to and recorded by members of the Leadership Group in line with the agreed policy.

Information about inappropriate Stage A behaviour at lunchtime is discussed between the member of staff on duty and the class teacher at the end of the lunch period. If the class teacher feels that they need to make a referral to the Restorative Approach Champion or Peer Mediators to resolve an incident between children then a referral form (Appendix J) should be completed (pink for lunchtime/ blue for morning play time). The Restorative Approach Champion will determine which referrals will be dealt with by the Peer Mediators on duty. A mediation log (Appendix K) will always be completed and when appropriate a mediation agreement form (Appendix L) may also be completed.

The school recognises that for some pupils lunchtimes present particular difficulties and therefore during the lunchtime period, a classroom or office can be made available for the supervision of those pupils required to undertake 'time-out' as a result of Stage B category incidents or repeated Stage A incidents. A record will be kept of pupil referrals and result of Stage B category incidents. A record will be kept of pupil referrals and regular referral, is likely to lead to the pupil to have lunch 'off-site'. The sanction would only be implemented following previous involvement of parents and the implementation of different strategies to help the pupil improve his/her behaviour. In the event of a pupil being required to have lunch 'off-site', arrangements will be made for the school to provide the pupil with a meal, if he/she is entitled

and parents will be notified in writing two days in advance of the implementation with details of the number of 'off-site' lunchtime sessions that apply.

A 'Quiet Club' is also made available for some children (led and run by the Leadership Group) which is implemented to support children in having a successful lunchtime. This is not a sanction but a strategy to support children with various needs which change throughout the course of the academic year.

The Lunchtime Lead Supervisor leads a team of Teaching Assistants, Play Leaders and Peer Mediators and ensures the safety and well-being of pupils. Each day, one member of the school's Leadership Group is on lunch duty in the school hall and is available to pupils and lunchtime staff if the need arises.

All lunchtime duty staff play a positive role in encouraging and helping children to play together and develop their social skills. Certificates and stickers are given for good behaviour and positive attitudes, and pupils are encouraged to help each other. Lunchtime staff are aware of the needs of pupils who may require special attention or support.

Class teachers and lunchtime duty staff liaise closely each day. There is written guidance/organisation for 'wet playtimes' when younger children are supported by older pupils in addition to an allocated member of lunchtime duty staff or class teacher. If lunchtime concerns need to be shared with parents, this will be undertaken by the child's class teacher.

Lunchtime behaviour reminders for lunchtime duty staff:

- Verbal praise, stickers and certificates will reward children at playtimes. It is expected that all lunchtime duty staff focus on the positive behaviours seen and demonstrated in accordance of our school rules.
- Incidents of Stage A, B or C behaviours will be responded to as sensitively and positively as possible by all members of staff.
- The behaviour policy should be followed at all times.
- The Restorative Approach questioning should be followed consistently- see Appendix A- when finding out about what happened and a solution of how to repair the harm caused should be discussed with both parties
- Children should be encouraged to use the equipment to play with safely and all staff members should aim to be playing a game and engaging with the children.
- Play leaders will ensure they are engaged with children by setting up/creating games on the playground.
- If a child demonstrates unwanted Stage A behaviours they are to be reminded of the expected behaviour and given their first warning. The expectation is that the child from that point on will modify/change his/her behaviour. Praise should be given 5- 10 minutes later if the child has done this. Staff should aim to seek these children out and catch them making the right choice.
- If the child does not modify/change his/her behaviour and he/she still continues to make the wrong choice they will have to go to a 'time out' area (picnic benches) for 1, 3 or 5 minutes depending on the nature of the behaviour incident.
- There will always be a member of staff in this area who will time the children.
- Incidents of Stage B and C behaviour should be reported to the Leadership Group

- If a child repeatedly demonstrates unwanted Stage A behaviours they will receive 'time-out' and removal from the playground during the lunchtime period.

Our Commitment to Social Inclusion

South Borough recognises the importance of social inclusion and our Behaviour Policy is one of a range of strategies designed to support all our pupils.

The school's curriculum is broadly based and aims to provide all its pupils with opportunities for personal and social growth within and beyond the context of the National Curriculum. South Borough is very much committed to the importance of citizenship and the development of each child as a responsible member of the school and the wider community and our teaching in all National Curriculum Subjects and in Religious Education reflects how important we believe this to be.

Our learning programme, beginning with the Foundation Curriculum in our Early Years classes, places due emphasis on the teaching of Personal, Social Health Education and Citizenship and all curriculum policies relating to the teaching of pupils up to year 6 encompass inclusion identifying a number of key principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessments for individual and groups of pupils.

To promote social inclusion we draw on the following key principles which are committed to: setting good habits early; early intervention; rewarding achievements; supporting behaviour management; working with parents/carers; involving pupils; equal opportunities; identifying areas of difficulty, and supporting learning.

Other school policies are very closely linked to the Behaviour and Discipline policy, i.e. [Equality Objectives](#) which promotes equality irrespective of: Age; Disability; Sexual orientation; Race (including nationality; ethnic or national origin); Gender (including gender reassignment); Marital Status including civil partnership; Religion or belief. [Anti-Bullying](#), and [Special Educational Needs and Disability](#).

APPENDIX A

- **What happened?**
- **How did you feel/what were you thinking at the time? How are you feeling now?**
- **Who else has been effected?**
- **What needs to be done to repair the harm?**
- **What could be done differently next time to prevent this from happening again?**

APPENDIX B

Letters to parents/carers for pleasing behaviour

SOUTH BOROUGH PRIMARY SCHOOL
Postley Road, Maidstone, Kent. ME15 6TL

Date:

Dear Parent/Carer

I am delighted to be able to inform you that

has impressed us today by

.....

.....

.....

.....

.....

.....

We are sure that you too will wish to celebrate this achievement.

Yours sincerely,

Mrs T Oakley
Head of School

APPENDIX C

SOUTH BOROUGH PRIMARY SCHOOL
Postley Road, Maidstone, Kent. ME15 6TL

Date:

Dear Parent/Carer,

I am delighted to be able to inform you that’s
behaviour in school has been consistently good for a significant period of
time, particularly in relation to keeping the underlined section/s of our School’s Core Values:

SINCERITY

BRAVERY

PERSEVERANCE

SUPPORT

We are sure that you too will be pleased, and will encourage
to maintain this high standard.

Yours sincerely,

Mrs T Oakley
Head of School

APPENDIX D**REFERRAL TO LEADERSHIP GROUP – UNACCEPTABLE BEHAVIOUR**

Use this form to report **Stage B & C** incidents. These will be dealt with by the Leadership Group

Name of child/ren:.....Class:.....Date:.....	
Name of child/ren:.....Class:.....	
Name of child/ren:.....Class:.....	
Name of child/ren:.....Class:.....	
Reported by:.....To:.....	
BRIEF DETAILS OF INCIDENT (to be completed by the person reporting the incident):	
ACTION TAKEN/SANCTIONS IMPOSED (to be completed by the Leadership Group member who dealt with the incident):	
PARENTS/CARERS INFORMED BY:	DATE:

How to deal with incidents of unacceptable behaviour

Stage A incidents are to be dealt with in class by the class teacher or, if at lunchtime, by the lunchtime supervisor. These DO NOT need to be reported to the Leadership Group.

Examples of Stage A incidents are as follows:

- Constant chatting
- Shouting out in classrooms or corridors
- Unfinished or unacceptable work due to time wasting
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtlessly 'rough' play
- Interrupting the teacher
- Running in the corridor

Stage B and C incidents are to be reported to the Leadership Group using this form and will be dealt with by the Leadership Group. Examples of Stage B and C incidents are as follows:

Stage B:

- Stage A behaviour consistently repeated after adult intervention
- Racist remarks or behaviour
- Bad Language
- Dangerous behaviour (e.g. throwing stones, climbing high railings, walls, running up or down flights of stairs)
- Spitting
- Biting and other forms of physical assault
- Inappropriate touching of other children's bodies
- Preventing other children from learning
- Fighting
- Stealing
- Bullying
- Truancy

Stage C:

- Regular repetition of Stage B incidents
- Refusal to accept school rules or school authority
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children which does not improve after adult intervention
- Physical aggression towards a member of staff
- Taking up a disproportionate amount of management time
- Extremely violent behaviour resulting in injury
- Repeated racist behaviour

APPENDIX E**SOUTH BOROUGH PRIMARY SCHOOL****EXIT FORM**

You have been sent out of class for a reason. You will read this form carefully and fill it in neatly. **Think about what you are writing.** You do not go until a member of the Leadership Group gives you permission to do so.

NAME:	CLASS:
What I did:	
What rule I broke:	
What I can do to fix it:	
Signed:	Date:

APPENDIX F

Informing Leadership Group of 'Time-out'

SOUTH BOROUGH PRIMARY SCHOOL

INFORMATION FROM CLASS TEACHER TO LEADERSHIP GROUP

DATE:

FROM: (Teacher)

TO:

A 'Time out' visit to another class was necessary today for:

Name:

Class visited:

Time:

Reason for 'time out':

I will notify parents/have already notified parents

By meeting (informal/formal)

telephone call

letter

to be discussed with Leadership Group

(Please delete or circle as appropriate)

- Copy to be kept by class teacher
- Copy sent to designated Leadership Group member

TIME OUT KS1- (Verbal explanation of what to do given by an adult)

- What are you doing?
- Who is being affected?
- Are you making a good choice?
- What could you do to make things right?

APPENDIX G

SOUTH BOROUGH PRIMARY
SCHOOL SUPPORT PROGRAMME

Name	D.o.b.	Class	SEN Stage if appropriate	Date:
Area of concern, and previous interventions:				Review date:
				Present at review:
Pupil Target 1	Support from school: Support from home:		Rewards and sanctions:	Review:
Pupil Target 2	Support from school: Support from home:		Rewards and sanctions:	Review:

APPENDIX H

PASTORAL SUPPORT PLAN AND RISK ASSESSMENT

If this PSP is a robust document which reflects fully on the risk posed by the pupil, then a separate Risk Assessment is <u>not</u> required.					
NAME	GENDER	ETHNIC ORIGIN	DOB	SEN SUPPORT/ CiC/EHCP	UPN
SCHOOL	CLASS / TEACHER		START DATE OF PSP	CO-ORDINATED BY	

PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN	HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'? (ongoing recognition of weekly success)

PUPIL PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL

PUPIL COMMITMENT	PARENTAL COMMITMENT
Signed.....	Signed.....

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Signed.....	Signed.....

PROACTIVE (How will adults know that I'm calm, relaxed and ready to learn?)	ACTIVE (How will adults know that I'm on the edge/ becoming anxious?)	REACTIVE (How will adults know that I'm that I'm ready to explode?)	RECOVERY (How will adults know that I'm returning to my calm feeling?)
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?

HOW WILL I KNOW THAT I'M DOING WELL?	WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?

Review dates (to be written in from the beginning of the PSP process)	
	Actions from the review meetings
Week 1: Date...	

APPENDIX I

SOUTH BOROUGH PRIMARY SCHOOL

BEHAVIOUR SUPPORT TARGETS

Short-term Targets	Comments	Review Date
Child's targets:		
School targets:		
Family targets:		
Other Agencies' targets:		

Signed

School Representative:..... Parent/Carer :..... Date:.....

SOUTH BOROUGH PRIMARY SCHOOL: BEHAVIOUR SUPPORT

Pupil Name:

Class:

Date:

1. What has happened?	2. What were you thinking/feeling at the time?
3. What have you thought/felt since?	4. Who has been affected by this? How?
What needs to be done to put things right?	

APPENDIX J

Blue Morning Break time/ Pink Lunchtime Referral/ White- All other times of day

MEDIATION REFERRAL

Name of children:

_____ and _____

Need help with a conflict:

___ Immediately

___ Scheduled

This incident happened:

___ In the playground

___ On the way to/from school

___ In the classroom

___ In the dining hall

___ Other _____

Requested by (staff member): _____

Date: _____

This referral form should be left clearly visible in the classroom for the Restorative Approach Champion to collect at 11:40am and 1:30pm every day.

APPENDIX K**MEDIATION LOG SHEET**

Disputant: _____ Mediator: _____

Disputant: _____ Mediator: _____

Date: _____

Type of Conflict:

- ___ Friendship issues
- ___ Speaking unkindly to each other
- ___ Falling out over property
- ___ Teasing/ Name-calling
- ___ Threatening each other
- ___ Pushing

Other: _____

Notes:
