

At Lobley Hill Primary School we aim to ‘Be the Best We Can Be’ through being curious, adventurous and respectful in order to achieve personal excellence.



Lobley Hill Primary School Relationships and Behaviour Policy

Linked Policies:
Staff Code of Conduct
Staff Handbook
Teaching and Learning Policy
Induction Policy
Safeguarding Policy

Approved by:	Governing Body	Date: October 2023
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Last reviewed on:	October 2023
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Next review due by:	October 2024
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School Vision

We want to provide an inspirational and welcoming environment where all children are respected, feel happy, safe and secure in their learning. We promote an inclusive and effective learning community where we celebrate diversity and have high expectations for all.

We want to enhance children's life chances through a stimulating supportive partnership with parents and carers that nurture each child to achieve his/her full potential and we achieve this through a creative holistic approach in all that we do.

We want our children to become responsible, confident members of a global society who can apply their experiences gained at Lobley Hill Primary School to all future learning.

Shared Ownership

All those involved in the life of the school have a responsibility for ensuring and maintaining good behaviour. This includes all staff, teaching and non-teaching, Governors, parents, carers and children.

Promoting and sustaining an acceptable standard of behaviour and respect for each other relies upon us all being positive role models.

Key Behaviour Principles

- Children learn best in a stimulating and enriching environment
- This is achieved when expectations of work and behaviour are high and the rewards or consequences are made explicit and applied consistently
- The self-esteem of most children is enhanced by praise, reward and celebration
- A growth mindset approach is adopted by all staff and children in school
- Children need tangible recognition for effort, progress and achievement
- This policy enables the correct behaviour for learning for all children to become successful independent and confident learners
- When our children think about behaviour, we would like them to focus on the positive and aim for this to be what our school celebrates

Behaviour for Learning

- Positive relationships and mutual respect between children and staff can impact positively on children's learning.
- All staff are to act as consistent role-models for behaviour
- Children who consistently display positive behaviours for learning are regularly celebrated and rewarded.
- Rewarding success, effort and progress however small, is important.
- We encourage children to support one another, recognising and respecting their individuality
- To promote independent learners, we encourage children to seek support from their peers/friends/talk partners before they approach the teacher. This gives the children the opportunity to use a strategy to work together to solve problems and overcome issues. This enables children, particularly those more reluctant in large groups, to clarify their thinking and ask questions in a safe environment. This strategy contributes to this and is monitored as part of our enabling environment
- We want children to become autonomous learners, able eventually to pose and solve problems with a high level of independence
- Every child should feel his or her contribution is valued in a supportive climate.

- The attitudes of courtesy, kindness, consideration and respect for others should always be encouraged and demonstrated
- Children learn best when they are well-rested, punctual and attend school consistently
- Staff have a secure understanding of the variety of factors that contribute to effective learning and act on these as necessary

Enabling Environment

- All children are entitled to access their education
- The school environment is purposeful and engaging
- We have a ‘no shouting’ policy that applies to all staff across school
- We have high expectations and want the best from every child.
- We continually aim to raise self-esteem and develop resilience within the supportive classroom environment.
- All learning areas are child-centered, promoting age-appropriate challenge and learning opportunities.
- Accessible resources enable children to be active, curious, independent and supportive learners.
- Positive behaviour for learning is supported and celebrated within the school environment with consistent ‘Be the Best You Can Be’ classroom displays.
- We enable children to lead their own learning in a climate that promotes independence and encourages resilience.
- Children are motivated to learn due to the lesson preparation, delivery and child-awareness of our teaching staff

CARE Rule

We all adhere to one rule, at Lobley Hill Primary School ‘We CARE’:

Co-operate
Achieve
Respect
Enjoy

This rule is consistently reinforced and forms the structure of certificates awarded in our weekly ‘Champions’ Assembly. The rule is displayed in every classroom and is referred to during the school day to promote an understanding of appropriate behaviour and a climate for learning.

It also forms part of our home-school vision that is given out at the beginning of every academic year for children and parents/carers to be aware of. The vision is also printed in the children’s home learning journal and year group booklets. We encourage parents/carers to discuss the school rule with their child, what it means to them and how important it is.

Be the Best You Can Be

This is a dedicated 15 mins (approx.) each day in every class when children are given the opportunity for the following:

- Share their personal achievements from outside of school
- Reflect upon the CARE rules,
- Share their hobbies
- Carry out 'Special Person' – with pupil/adult contributions linked to CARE (the chosen child stating the Enjoy element)
- During this time, four children will be recognised for following one of the CARE rules. Two of these will be chosen by Special Person and two by staff within the classroom. These children will be awarded one of the Bee stickers linked to the CARE rules.

Special Person

This is an important and vital part of 'Be the Best You Can Be' as it enables children to reflect upon each other and verbalise what makes us special. Each child should be given:

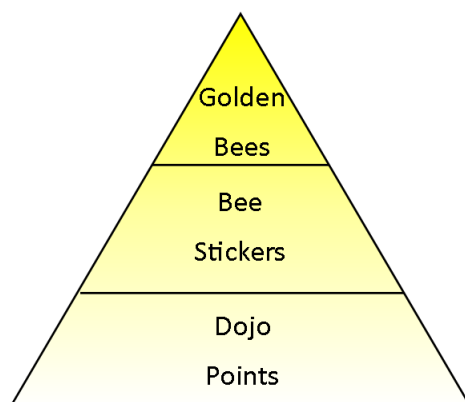
- A Special Person sticker to wear (this sticker has been designed by our children) – the significance of this is so other children and staff in school can acknowledge that child throughout the day and engage in conversation. It also allows parents/carers to know when their child has been special person.
- A Special Person Certificate. This should be a high-quality certificate, produced and displayed within the classroom detailing comments from the children, staff and the child themselves stating why they are special. This must be written in first person.
 - **I am** special because...
- It is extremely important that this certificate is produced in a way that the children will appreciate and want to take home to share with their parents/carers. This certificate will be designed at the beginning of the academic year by the class and include the names and/or pictures of all the children in the class. If new children join the class throughout the year, the certificate will be adapted to ensure they are included.
- Key responsibilities – the child who is chosen to be special person can take on any special responsibilities or duties within the class that day, e.g. choosing the class story, taking the register etc.
- The children in early years (Nursery and Reception) will take home Bertie Bear on the day they are special person – they can then record in his book what Bertie has done on his visit to their house.

Rewards

Our school philosophy is to help children develop and grow into independent learners who see their own achievements as the greatest reward. We encourage the children to be proud of all they do in every aspect of their learning. To provide ongoing encouragement from school and from home we use a range of strategies to help children recognise their achievements.

It is important that the emphasis should always be on a positive approach of encouragement and praise, rather than the more negative one of criticism and punishment. Praise can be given in many ways e.g. an encouraging smile, high five, thumbs up, positive comment to parents. Such rewards need to be given immediately.

The school reward system is in place to enable consistency throughout school. Our school reward system is:



School Rewards

- Dojo points are given out instantly throughout the day for effort, achievement, positive behaviour, following the CARE rules etc. Each class dojo winner weekly will be celebrated during our weekly 'Champions' assembly.
- 'Bee' stickers linked to our CARE rule can be handed out as when staff see fit. Examples include: good reading, good piece of work, improved effort, being polite and courteous, helping others. These will also be awarded on a daily basis as part of BTBYCB time. The aim of this reward system is to identify for the child exactly what they have achieved in but also to promote a conversation between child and parent/carer at the end of the school day.
- Golden bees can be awarded by the Headteacher or Deputy Headteachers – these can be given for an outstanding piece of work completed in or out of school, a personal achievement or consistently following the CARE rules.
- The Maths leader will reward children with the multiplication badge for those children who can quickly recall facts up to 12 x 12.
- The English leader will reward children with a Pen Licence.
- Champions' assembly will recognise 1 champion from each class linked to our CARE rule as well as acknowledging the weekly Dojo winner.
- A record will be kept by each class teacher of which children have been recognised as champion/dojo winner. All children should be chosen at least once each academic year.

‘Be The Best’ Display Board (see Staff Handbook for further details re: display)

This is a display board in each class that contains the following:

- CARE rules
- Special Person certificates
- Attendance certificates
- Photographs of children’s personal achievements
- Outstanding pieces of work
- Champion for the week
- Dojo winner for the week

Additional Awards

We have two awards that we give out at February half term and in the summer, these are the ‘Billy Chopra Sporting Achievement Award’ and the ‘Mark Lloyd Creativity Award’. We ask for nominations from parents/carers, staff and children and each is considered for their individual merit. These are awarded in our end of term assembly and the winners get to keep the award shield at home.

Positive Communication

We want the children to be celebrated and to ensure our communication with parents/carers reflects the positive nature of behaviour in our school. We aim for 3 positive communications a day. These can be done verbally, via email, a phone call or a note home in a homework journal.

Parent Newsletter

Each half term a newsletter containing information and celebrations linked to the CARE rule will be sent out as a paper and electronic copy to parents and carers.

Consequences

Consequences are about making a connection for the child between the appropriate behaviour and the outcome we provide. Children must learn to accept the consequences of their behaviour so that they are able to manage their own behaviour with increasing independence. For some children this is a difficult process, particularly for those with specific behavioural needs.

Our school consequence system is:

1. **First and foremost** - employing a **range** of positive behaviour strategies to encourage children to behave in line with the CARE rules. This should be the focus for behaviour management in school with teachers and teaching assistants ensuring, through their knowledge of the children in their care, they seek to use the most appropriate strategies to encourage behaviour for learning. These strategies include:
 - Acknowledge and display CARE rules in all modelled behaviour and interactions
 - Consistent and fair, clearly communicating expectations
 - Being proactive not reactive
 - Maintaining eye contact and smiling/positive interactions/showing a genuine interest
 - Being compassionate/empathetic
 - Praising effort and progress
 - Positive body language and tone of voice

- Positive comments to parents/carers
2. **Verbal warning** - an initial reminder about following the CARE rule, identifying with or for the child which rule they are not following. Followed using positive role models to encourage the children and instant reward/recognition when the child begins to display behaviour for learning. Depending on the situation, a maximum of three verbal warnings may be given
 3. **Reflective Conversations** – will happen with the appropriate staff dealing with any incidences of misbehaviour. These should take place in a quiet environment, once emotions have calmed and it should be a conversation that enables the child or children to calmly explain what has happened, how they are feeling and consider how a reoccurrence could be avoided. The staff dealing with the reflective conversation must ensure they validate the feelings of the child or children involved. The staff will then decide on an appropriate sanction (if required) e.g. loss of break/lunch time, thinking time, spending time with a designated member of staff, removal of a privilege or time within the nurture group. At no time should the children be reprimanded without being given the opportunity to explain and discuss what has happened from their point of view. Children should only receive one consequence for their actions.

Possible Techniques for a verbal Reflective Conversation

Ask children the following four key questions:

- What the child did/said.
- How they/others feel about it.
- Which aspect of CARE rule the child broke.
- What the child can do to prevent a reoccurrence.

Many children will require time to themselves to become calm. Do not attempt to begin a reflective conversation until the child is ready to. Children may need thinking time in a quiet space to become calm with immediate effect. It is essential that a member staff is still within sight/sound of the child if they have been given thinking time.

Within Foundation Stage we encourage the children to start to manage their own behaviour using conflict resolution and reflective conversations. The sand timer will be used within this phase. Reflection time for Early Years to be incorporated at any appropriate time in their school day and should link with the Conflict Resolution process that the children are encouraged to follow (Ref: Appendix 2 for the flow chart for behaviour and the steps to conflict resolution). This strategy is then embedded throughout school

4. **Use of conflict resolution.** (Ref: Appendix 2)
5. Loss of break time or lunch time can be given to allow time for reflective conversations to take place. The amount of time lost should be appropriate for the age and needs of the child. Children should not be left alone in a classroom. If a child is losing their break or lunch time or having a privilege removed, their parents/carers must be informed. The Nurture Classroom (provided by FSW) will be used when deemed appropriate and discussed with the FSW to enable reflective conversations to take place with the child.

Follow up Action/Communication

- Parents/carers must be informed if there is a change in their child's behaviour.

- All behaviours requiring a consequence or contact with parents/carers must be recorded on Behaviour Watch.
- Ideally all consequences should be given on the same day as the initial behaviour, however it is recognised that this is not always possible or appropriate.
- Once a consequence has been carried out a ‘fresh start’ must then be applied for the child.

Please record low and high incidents on Behaviour Watch according to the table below:

Low Level Incidents	High Level Incidents
<ul style="list-style-type: none"> ▪ Answering adults back ▪ Throwing objects (not at a person) ▪ Telling lies ▪ Refusing consequences ▪ Damaging resources/display/work ▪ Ignoring staff instructions/refusal to work ▪ Name calling ▪ Play fighting ▪ Disrespectful speech towards adult/child 	<ul style="list-style-type: none"> ▪ Physical violence – kicking; hitting; biting; pushing; pinching; spitting ▪ Actual or perceived threat ▪ Persistent refusal to follow instructions ▪ Inappropriate use of the internet ▪ Racism (to be reported to the LA) ▪ Homophobia (to be reported to the LA) ▪ Property damage ▪ Self-mutilation ▪ Absconding ▪ Repeated targeted behaviour (Bullying)

See Appendix 1 for possible reasons for behaviours linked to the Thrive approach.

De-escalation

Use a range of de-escalation techniques if appropriate. These techniques may include:

- Validate their feelings, not their actions
- Be aware of your body language and tone of voice
- Make sure you are on the same level as the child
- Limit verbal communication if child is dysregulated/argumentative
- One voice if more than one adult present.
- Distraction to help regulate
- Thinking time/sand timer/own space from others
- Avoid making demands
- Change of location
- Deep breathing exercises/mindful moments or exercises
- Non-verbal gestures
- Use of sensory aids as appropriate for the child
- Offering praise and referring to previous experiences, e.g. “Remember when you were great at .../Remember yesterday when you helped a friend and it made them really happy?”
- Count down
- Use praise
- A song to help them to carry out a task, e.g. ‘A circle, a circle...’
- Make reference to something personal you know about the child
- Making things into a game, e.g. tidy up time
- Refer to what their friends are doing to encourage them to become involved.
- Adults modelling how to carry out an action and being involved/taking turns with the child.

The following behaviours should be reported to and dealt with by a member of the SLT:

- Physical actions which cause harm and endanger others
- Swearing that is severe and directly impacts on the children
- Racism
- Homophobic behaviour
- Any verbal, emotional, physical or sexual abuse
- Inappropriate use of the internet in school
- Repeated targeted incidents (bullying)

Parents/carers will be informed if their child's behaviour has been dealt with by a member of the SLT. This will be carried out with a telephone call and/or the parents/carers will be invited into school to discuss the situation. This will be recorded in detail on Behaviour Watch (High Incident Form). Any Racist and Homophobic behaviour will also be recorded and appropriate action taken. All information and actions will be recorded on Behaviour Watch.

Home School Links

Parents/carers who require additional support with children's behaviour at home are invited to discuss any issues with our Family Support Worker. This would be an opportunity for parents/carers to discuss and share strategies used in school and have dialogue of how these could work in a home environment. This may lead to parenting support sessions through family Thrive or Early Help Intervention for the family.

E-safety sessions offered parents/carers each academic year with bitesize sessions shared if concerns arise within the year. In addition, should other issues linked to children's behaviour, relationships and safeguarding arise in the year, this will be supported by school through workshops to parents.

Additional Behavioural Needs

We recognise that all children may not respond to the same strategies or that behaviours may change throughout the year depending on the child's individual circumstances or needs, however the behaviour policy should be suitable for most children in our school or for most of the time. At times, we may need to target challenging behaviour using a different strategy.

The following procedure should be followed when a child is not persistently responding to the school behaviour policy:

- Discuss the strategies employed in your classroom with relevant DHT. Take advice if necessary.
- Inform parents/carers of any changes in behaviour and subsequent concerns to understand if there has been a change in circumstance or similar patterns at home.
- Ensure a daily/weekly log is recorded on Behaviour Watch
- Start a Behaviour Chart with the child with clear targets for improving behaviour. (Ref: Appendix 3)
- Charts should be matched to the child's needs.
- Ensure successful days/weeks/sessions are celebrated with a bee sticker
- SENDCo will refer to external agencies for additional support if appropriate following a series of logged behaviours (see SEND policy for further details)
- Create an individual risk assessment for the child with support from SENDCo if appropriate. (Ref: Appendix 4)
- Temporary Internal Exclusions (Removal from class - 1:1 (Ref: Exclusions Policy))

The Thrive Approach

The Thrive Approach compliments our Behaviour and Relationships Policy and is designed to support a small minority of children who require additional support because they have other factors influencing their behaviour. These factors could be social, emotional, psychological, physical, medical or linked to their vulnerability. It enables the early identification of emotional development need so that differentiated provision can be put in place by the staff working closely with the individual child.

These children may require 1:1 support to increase their self esteem, discuss their feelings, channel their emotions or identify ways in which to deal with their feelings. In these cases, the Thrive Approach will enable their individual needs to be identified and a detailed action plan will be put in place to support.

The Thrive Approach covers six developmental building blocks in emotional development and provides support when 'interrupted development' occurs within one or more of these blocks which may make it difficult to face challenging situations. Prior to meeting with our Family Support Worker, the following procedure must be followed:

Thrive procedure

If you are concerned about a child's emotional and social development:

- All worries and concerns need to be documented on Behaviour Watch
- Within class try addressing any issues through PSHE, Circle times or 1:1 - documenting them in planning and record any further concerns on Behaviour Watch.
- Remember to use mindful moments, brain breaks, movement breaks. (Please refer to resources shared by FSW and saved on the school server for ideas/resources).
- A meeting can be arranged with our FSW to discuss any ideas/strategies that can be implemented in class.
- If the concerns still arise, then a Thrive assessment can be carried out – these happen at the end of each half term. Class teachers need to do the assessment to see if the child is implementing what they are using/talking about in the Thrive sessions.
- Thrive sessions can be carried out by the FSW, class teacher or teaching assistant
- Thrive sessions in class should be timetabled twice a week for 15 – 30 minutes sessions depending on the child.
- Session evaluations should be recorded on Behaviour Watch for each session – this can be done after the session or at the end of the week.
- Assessment takes place at the end of every half term.
- Class teachers will receive an action plan with strategies and activities to follow and complete in their sessions.

If an issue has come from home and parent/carers have contacted school:

- This needs to be documented on Behaviour Watch (Comms Log)
- Class teachers can advise parents to visit the Family Support page of the school website for suggestions for support strategies
- Any further communication with parent/carers must be recorded on Behaviour Watch
- Parents can also do an assessment if it is a home issue which we do not see in school. This will be emailed out or a hard copy passed to them following a meeting with the Family Support Worker

Safeguarding (see Safeguarding Policy/KCSIE 2023)

All staff must be vigilant of any significant changes to behaviour from children and seek to understand possible reasons for these. Changes in circumstances may contribute to the child's behaviour. If there are any concerns

about the child, these should be discussed with the Designated Safeguarding Lead – Johanna James or other DLSs in school (Andrew Beattie, Lorna Wood-Williams, Sarah McHugh, Kathryn Jobling).

Safeguarding updates and refreshers will be shared throughout the academic year to ensure all staff remain vigilant and question changes in a child's behaviour/presentation.

Staff Development

As a school, we are aware of the need for ongoing training to develop awareness and to discuss effective behaviour management strategies. At the start of each academic year this policy will be reviewed and shared and distributed with all staff including Lunchtime Supervisors.

We are also aware that within our school we have a range of experience and a wealth of knowledge. We promote a collaborative ethos where all children in our school are our responsibility. Staff are encouraged to seek support and advice on any behaviour management issues or support with appropriate strategies. It should be common practice for any staff member to praise positive behaviour for learning as well as challenge any inappropriate behaviour. This should be recognised as a shared responsibility in ensuring the consistently high expectations of behaviour.

Throughout the year, continued professional development and coaching for all staff linked to positive behaviour management will be an ongoing focus and it will be a key action point in the Induction Policy for new staff. New staff will have an allocated mentor who can support in ensuring this policy is represented in practice.

Key Expectations

Area	Strategies
Corridors Morning Entry	<ul style="list-style-type: none"> ▪ At 8.45 doors are to be opened and children welcomed into school ▪ Staff to monitor corridors and role model greetings ▪ Children to put away coats and enter the class to a planned activity
Movement During Lesson Times	<ul style="list-style-type: none"> ▪ Children are to be calm and quiet in corridors to enable learning in other classrooms ▪ Children are to walk at all times
Toilets	<ul style="list-style-type: none"> ▪ Children are only to leave the classroom to use the toilets if really necessary or if they have specific medical needs ▪ Children go to the toilet one at a time
Water	<ul style="list-style-type: none"> ▪ Children are encouraged to bring in and use water bottles (kept in a central space, not on desks) ▪ Children can fill/refill their water bottles at break and lunchtime
Corridors Play Times (break and lunch)	<ul style="list-style-type: none"> ▪ Children walk to the yard calmly and quietly supported by class teacher ▪ All children are to be outside during play times unless requested by a member of staff/being supported by FSW in the nurture area. ▪ Children notify the staff on duty when they are accessing the toilets ▪ Children are to go to the toilet by themselves, not in friendship groups ▪ The end of playtime is to be signalled with hands up/message ▪ Children will line up before entering school ▪ When signalled children are to walk to their class calmly and quietly ▪ All staff to be present to supervise calm entry into school and classrooms ▪ Teachers to collect their classes promptly from the yard after break ▪ Dojos, bee stickers and Be the Best You Can Be Time to be used for rewards
Hall Lunch Times	<ul style="list-style-type: none"> ▪ Designated staff to use the hands up/message technique to stop children. ▪ Children are to request their meals politely, using their manner appropriately ▪ Children are responsible for clearing up all of their belongings after their meals ▪ Children are to ensure their area is tidy before leaving ▪ Children are to use cutlery safely ▪ Designated staff are to support the children eating their meals appropriately ▪ Children are able to talk quietly on their tables
Corridors Lunch Times	<ul style="list-style-type: none"> ▪ Designated staff to escort the children to the appropriate place ▪ Children will walk quietly and calmly to the play ground/lunch hall ▪ Teachers to collect their classes promptly from the yard after lunch time
End of Day	<ul style="list-style-type: none"> ▪ Children are to collect their personal belongings in small groups ▪ All staff to supervise children at the end of the day ▪ Children are to move around school calmly and quietly ▪ All staff to accompany their children outside with the intention of having positive conversations with parents/carers
Corridors	<ul style="list-style-type: none"> ▪ All children and staff are responsible for the care of the corridors in order to provide an enabling environment
Early Years Garden	<ul style="list-style-type: none"> ▪ All staff to use the hands up/message technique to stop children ▪ Two hands up indicates everyone to stop
Key Stage One Yard	<ul style="list-style-type: none"> ▪ All staff to use the hands up/ message technique to stop children. ▪ Two hands up indicates everyone to stop

	<ul style="list-style-type: none"> ▪ Staff to supervise and to actively engage in play in their area ▪ Children are not to be stood at the fence as a consequence
Key Stage Two Yard	<ul style="list-style-type: none"> ▪ The whistle will blow at the end of break/lunch times. ▪ Members of staff will ask the children to tidy up the equipment and line up. ▪ Year groups will line up on the yard.
After School Clubs	<ul style="list-style-type: none"> ▪ After school clubs are enriching for the child ▪ The school rewards and sanction procedures to be applied constantly ▪ The staff running the club is responsible for monitoring changing etc and ensuring a tidy environment after the club has finished particularly when Third Party providers are utilised during the activity of the After School Club
Outdoor learning environment	<ul style="list-style-type: none"> ▪ The school rewards and sanction procedures to be applied consistently ▪ Staff and children to be responsible for keeping all areas tidy
Wet play	<ul style="list-style-type: none"> ▪ Teachers to make decision about break time before started and to send a message to all classes ▪ Class teachers are to be responsible for their own class during wet break times ▪ Class teachers to provide a range of activities for the children during wet play time ▪ Teaching Assistants on duty to monitor corridors and toilets to ensure calm and quiet movement around school
Assembly	<ul style="list-style-type: none"> ▪ Teacher to be responsible for a quiet and calm exit from the classroom. All staff to walk classes to assembly and settle in places ▪ Children to walk in lines, and silently along the corridors ▪ All children to enter assembly in complete silence and remain so for the duration of assembly ▪ All staff to be present during 'Champions' assembly ▪ There is a collective responsibility for all staff in any assemblies to positively reinforce behaviour expectations ▪ Trainee teachers are to be supported in assemblies by class teacher
Staffroom/Office	<ul style="list-style-type: none"> ▪ Children are not permitted in the staff room or office area unless supervised by a member of staff. Children should not be collecting printing from any printers or going to the office
Educational visits/swimming	<ul style="list-style-type: none"> ▪ The Behaviour and Relationships policy is to be implemented during visits off site and referenced in Risk Assessment if necessary

Exclusion

The school acknowledges that a small minority of children may for whatever reason lack the maturity, ability or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for Education and Health Care Plans for SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents/carers are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

Behaviour books/reports. Both show when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved. Daily feedback on progress should be given and targets reviewed fortnightly either:

- To make targets more realistic as behaviour improves
- To set new targets
- To remove completely from report

The following must be adhered to before exclusion:

- Clear specific rules which the child must uphold in order to remain in class/school
- Further sanctions as an immediate consequence of breaking the contract
- Reviewed weekly
- Parents and Chair of Child Discipline Committee
- Consider completing a CAF.

Seclusion

Children will be removed from their peers for periods of time that they are finding difficult to manage or in order to provide support for their behaviour. This may include being placed in a different area at playtime or being taught in another room with 1:1 support for a given period of time.

Internal Exclusion (5 days or more)

- Parents and Chair of Child Discipline Committee informed by letter
- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activity.

If behaviour improves return to class on a Behaviour Contract. If not move to the following step:

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Child Discipline Committee, LA Officer informed by letter
- Parents may make representations to Child Discipline Committee
- Child Discipline Committee may meet but cannot reinstate
- Upon return to school, child stays on Contract for a minimum of four weeks.

If behaviour does not improve move to the following step:

Fixed Long Term Exclusion (up to 45 days per year)

- Parents, Chair of Discipline Committee, LA Officer informed
- Discipline Committee meet (parents/child or representative may attend/make representations)
- LA Officer must be invited to attend but may not reinstate
- Discipline Committee either reinstate or uphold the exclusion
- Upon return to school or if reinstated child stays on Behaviour Contract for a minimum of eight weeks.

If behaviour does not improve move to the following step:

Permanent Exclusion

- Parents, Chair of Child Discipline Committee, LA Officer informed
- Child Discipline Committee meets and considers all representations and reports (parents/child may attend)
- Child Discipline Committee either reinstate or uphold exclusion
- Parents notified of right to appeal.
- If appeal successful, or reinstated, child stays on Behaviour Contract for the maximum sixteen weeks.

- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious and deliberate damage to school property

Appendix 1 -

Possible Causes of emotional and behavioural difficulties linked to the Thrive Approach

(The developmental experience; a healthy development; interrupted development and adult role to support the child)

Being – the needed developmental experience:

- Safety
- Having needs met
- Being special

Healthy development will be a child who is confident and can trust appropriately, receptive to new experiences, open to relationship and willing to have a go. They are aware of their own needs, can signal when distress and ask for help.

A child is in the Being, interrupted development could look like a child being timid, withdrawn, fears change, finds it hard to trust or inappropriate trusting, aggressive behaviour, out of touch with their own needs, unable to voice needs, can't ask for help or reach out, repetitive oral behaviours and easily distracted.

As an adult we need to:

- Be the regulator/container
- Provide a positive experience of dependency
- Mediate the child's experience of the world
- Build up trust so they can trust themselves and others
- Provide a lovable, safe environment

Doing – the needed developmental experience:

- Explore safely, know body limits
- Experience doing
- Learn about options

Healthy development will be a child who is curious, creative, takes initiative, active, easily stimulated, seeks sensory experiences. They enjoy investigating and get involved.

A child is in Doing, interrupted development could look like a child being passive, quiet, hanging back or a child being unable to settle or focus and having extreme responses.

As an adult we need to:

- Be a co-adventurer
- We accompany the child in seeking and exploring
- Ensure safe boundaries
- Give choices
- Give meaning to their feelings and discoveries and the world

Thinking – the needed developmental experience

- Thinking about feelings
- Learning about cause and effect
- Express a view

Healthy development will be a child who can name, express and handle feelings, understand cause and effect, understand why we have rules and can think for themselves.

A child in Thinking, interrupted development could look like the child is oppositional, acts tough, directs others, over-react, be demanding or can act powerless.

As an adult we need to:

- Be a co-structure of meaning
- Name and create opportunities for safe expression of feeling
- Lend the thinking brain to develop language and help the child make sense
- Provide safe boundaries the child will test limits and push boundaries
- Listen and enjoy and support independent thinking

Power and Identity (Early Year and KS1) – the needed developmental experience

- Develop individual identity
- Learn responsibility for behaviour
- Distinguish between fantasy and reality

Healthy development will be a child who has a positive sense of self, individual identity. They have positive relationships with different people and understands consequences and contexts.

A child in Power and Identity, interrupted development could look like they have low self-esteem, can be threatening or can lie. They can use their reputation to bolster self.

As an adult we need to:

- Be the facilitator of individuality
- Help a child to learn responsibility for behaviour and to distinguish between fantasy and reality
- Be role models on how to use power in relationships
- Support children to find out who they are, what they like to do
- Support growing independence but also let children know they can still ask for help

Skills and Structure (KS2) – the needed development experience

- Acquire new and extended skills
- Understanding the need for rules
- Know what is right for you

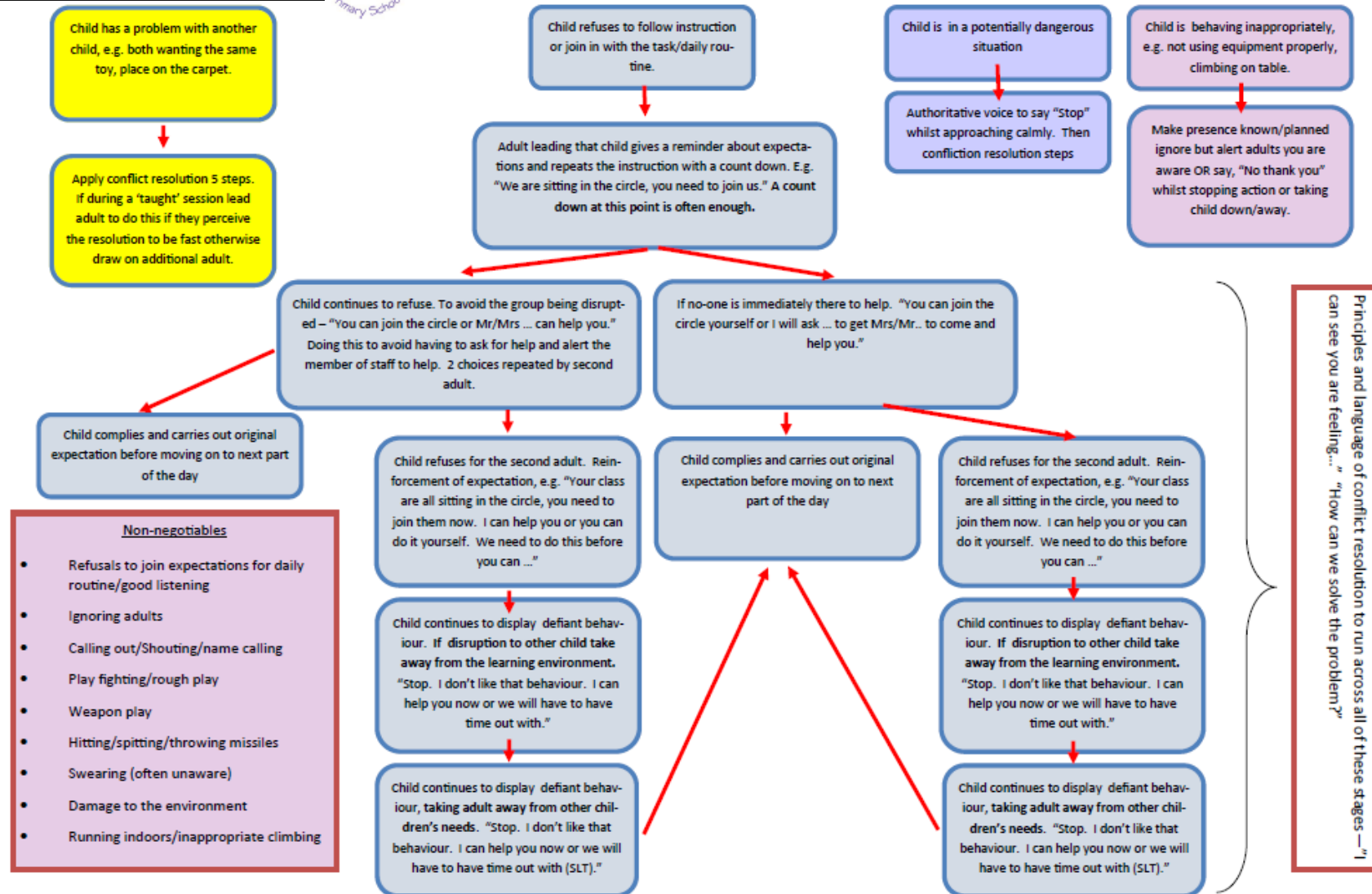
Healthy development will be a child who enjoys diversity, difference and new skills. They will have emerging values and morals and individual ways of doing things. They understand the need for rules and regulations and are developing their negotiation skills. They enjoy sharing their opinion and using their skills.

A child in Skills and Structure, interrupted development could look like they are anti-authority and rules, they could have a mismatch of expectations to skills or over casual and does not complete tasks.

As an adult we need to:

- Encourage and support extension of skills
- Introduce children to diverse experiences and people
- Act as a role model for values exploration
- Allowing children to share their opinions

Appendix 2 Behaviour Flow – EYFS/KS1



Appendix 2 (continued)

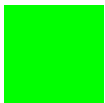
Confliction Resolution Steps

- 1. Approach calmly, stopping any hurtful actions**
 - ⇒ Place yourself between the children, on their level.
 - ⇒ Use a calm voice and gentle touch
 - ⇒ Remain neutral rather than take sides
- 2. Acknowledge children's feeling.**
 - ⇒ "You look really upset." If they can't say how they feel, "Are you feeling ...?" or "I can see you are feeling..." (Remember , do not make any judgement about blame.)
 - ⇒ Let the children know you need to hold any object in question—neutralise it.
- 3. Gather information**
 - ⇒ "What's the problem?" Always avoid using 'why?' questions.
- 4. Restate the problem in the children's words.**
 - ⇒ "So the problem is..."
- 5. Ask the children for solution and choose one together.**
 - ⇒ "What can we do to solve this problem?"
 - ⇒ Encourage children to think of a solution.
 - ⇒ Note—this may not seem like a fair solution but it is important to go with what the children agree.
- 6. Be prepared to give follow-up support.**
 - ⇒ "You solved the problem!"
 - ⇒ Stay near the children.

Appendix 3 Behaviour Chart

The number of session and the length of sessions will be age appropriate. Agree a target to reach each day in order to be awarded a bee sticker. This should be created for and with the individual child.

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Golden Bee	Reward from home
Mon								
Tues								
Wed								
Thurs								
Fri								



I have had a really good lesson/activity and am proud of my behaviour and what I have achieved



I have had some good parts to my lesson/activity but there was room for improvement with my behaviour



I did not have a good lesson/activity and need to think about ways in which I can improve my behaviour

Appendix 4 Individual Risk Assessment

Name:	Year Group: Year	Date:
Trigger situations, know individual risks and situations	▪	
What the behaviour looks like	▪	
Non-physical support strategies	▪	
Positive/praise strategies	▪	
Medical and Emotional Factors	▪	
De-escalation Techniques	▪	
Preferred Handling Strategies	▪	
De-brief Structure	▪	
Other factors to be considered	▪	
Plan/Strategies in place to support	▪	
Additional information	▪	