



St Mary's Priory Catholic Infant and Junior Schools

Love one another

Always do our best

Take care of ourselves and the world around us

Behaviour Policy

Approved: Spring 2026

Contents

1. Aims
2. Legislation, research, statutory requirements and statutory guidance
3. Roles and responsibilities
4. Staff induction, development and support
5. Bullying
6. School behaviour curriculum
7. Responding to behaviour
8. Serious sanctions
9. Responding to misbehaviour from pupils with SEND
10. Social, emotional and mental health (SEMH) needs
11. Supporting pupils following a sanctions
12. Pupil transition
13. Training
14. Monitoring arrangements
15. Links to other policies

Appendices:

1. Level 3 behaviour incident letter
2. Pupil reflection sheet
3. Behaviour Record
4. Behaviour Support Plan
5. The Anchor Approach
6. The Anchor Consequences and Interventions chart

“Never have any grudges against others or lose your temper, or raise your voice to anyone, or call each other names or allow any sort of spitefulness. Be friends with one another and kind, forgiving each other, just as in Christ, God forgave you” Ephesians 4:31-32

Statement of intent

At St Mary’s Priory Catholic Infant and Junior Schools (St Mary’s Priory), we provide a caring environment where high standards of behaviour are expected and encouraged. We are committed to promoting behaviours and relationships, which make the school safe and supportive, allowing children to develop their full potential, and an environment where exemplary behaviour is at the heart of productive learning. This policy is based on promoting the use of praise and celebration of success. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. How we conduct ourselves as adults is a really powerful factor in determining how pupils behave. Our behaviour policy guides staff to teach self-discipline and appropriate behaviours. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At St Mary’s, we are an inclusive school where every individual is valued: children and adults. As such, deliberate personal insults based on race, gender, religion or disability will not be tolerated. Any such incidents will be referred directly to the Senior Leadership Team. The school recognises its legal duties under the Equality Act (2010) in respect of safeguarding and in respect of pupils with Special educational needs and disabilities (SEND).

Reasonable and proportionate sanctions will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Aims

We aim to:

- follow Jesus’ footsteps by: listening to God, making the right choices, valuing and respecting each other, showing forgiveness and being kind, honest and thoughtful;
- to foster a calm, purposeful school community where children and adults are supportive and respectful of each other and the school environment, within a climate of trust;
- to prioritise the most vulnerable;
- to create an environment in which ALL children are happy, safe and learning;
- to encourage a happy, caring and safe atmosphere throughout the school and to develop a sense of empathy, understanding and responsibility amongst the children;
- to enable coherence in response to positive and negative behaviour at whole school level;
- to describe ‘what we do’ and be explicit about ‘how we do it’.

2. Legislation, research, statutory requirements and statutory guidance:

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

- [Equality Act 2010](#)
- [Education Act 1996](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Health Act 2006](#)
- The Education Endowment Foundation: Improving Behaviour in Schools: Guidance Report 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2024) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2024) ‘Mobile phones in schools’

- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

3. Roles and responsibilities

As a school community, we each have a responsibility to work together to implement the St Mary's Positive Behaviour Policy and embed its principles.

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log 'My Concern' is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO
 - Headteacher.
 - Senior Leadership Team/ Pastoral Team
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- That they have a duty to follow the behaviour policy
- **The behaviour curriculum 'The St Mary's Priory Way'**: the school's key rules and routines
- **Pupil expectations**: the expected standard of behaviour they should be displaying at school
- **The 'Good to be Green' behaviour system**: the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will

be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Anti-Bullying Alliance agreed definition.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Cyberbullying includes the use of harmful messages, images, or AI-generated content intended to cause distress.

* Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

6. School behaviour curriculum

'St Mary's Priory Way' Curriculum

At St Mary's Priory, we create a culture that promotes excellent behaviour through the 'St Mary's Priory Way' curriculum - our agreed understanding of expected behaviours. The curriculum defines the

behaviours and habits that we expect our pupils to demonstrate. The St Mary's Priory Way curriculum is used as a teaching tool by all members of our school community and is taught explicitly to pupils alongside the traditional National Curriculum subjects (See curriculum overview below). As the DfE 'Behaviour in Schools' advice states, "Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like." (Sept 2022) We believe that through the explicit teaching of behaviour and the practice of these behaviours, pupils know how to thrive at St Mary's Priory and will grow to be kind and hard working adults.

'The St Mary's Priory Way' Behaviour Curriculum Content Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from Year 1 to Year 6	Explicit teaching of the full 'St Marys Priory Way' curriculum content	On-going revision of content Assessment Task Teacher focus	Explicit teaching/ recap of the full 'St Marys Priory Way' curriculum content	On-going revision of content Assessment Task Teacher focus	Explicit teaching / recap of the full 'St Marys Priory Way' curriculum content	On-going revision of content Assessment Task Target setting for new academic year

* Details of our school's behaviour curriculum are set out in our St Mary's Priory Way Behaviour Curriculum document (see links to other policies)

Consistency of Approach

Staff at St Mary's Priory are trained and supported in using 'preferred practices' for behaviour management. These preferred practices include:

- positive framing
- giving wait time
- expecting compliance
- indirect correction
- responding to poor behaviour with calm
- taking a restorative approach
- use of the Anchor Approach to guide responses

Staff meet at least every half term to discuss and review the use of preferred practices, sharing successes, offering and accepting help and support where needed. Behaviour is a standing item at staff meetings. We understand that in order to achieve high standards of behaviour and consistency, all staff need continued training, coaching and support. With a consistent, positive approach to behaviour management, adults are empowered and children feel safe.

At St Mary's Priory, we follow two golden rules:



**We are kind
We work hard**

Pupil expectations

At St Mary's Priory, pupils are expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner;
- Follow instructions given by adult;
- Behave in a reasonable and polite manner towards all staff and pupils;
- Show respect for the opinions and beliefs of others;
- Complete classwork as requested;
- Hand in homework at the time requested;

- Report unacceptable behaviour;
- Show respect for the school environment.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

We recognise the need for use of mobile phones as a safety measure for our children in Year 5 and 6, who walk to and from school alone. To ensure safe management of these devices, these practices are in place:

- Mobile phones are prohibited in classes.
- Mobile phones are seen as a safety measure only for children, in Year 5 and 6, who walk to and from school alone.
- Only children in Year 5 and 6 children who walk to and from school alone can bring a mobile phone into school.
- Mobile phones are kept in a locked cupboard in the classroom.
- Mobile phones are distributed to 'home alone' children, as they leave the school premises.

7. Responding to behaviour

Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information (Section 14).

The Anchor Approach

The Anchor Approach underpins our school's behaviour culture. All staff have been trained in the Anchor Approach, and its principles guide how we understand, respond to, and support behaviour across the school.

Developed and adopted by the London Borough of Haringey, the Anchor Approach is a relational and resilience-based framework that supports children's emotional development and wellbeing. Central to this approach is the Resilience Wheel, which helps staff recognise the protective factors that support pupils to manage their emotions, build positive relationships, and thrive in school.

This relational approach focuses on building strong, positive connections with pupils to support emotional regulation, inclusion, and long-term behaviour change. We recognise that behaviour change takes time and requires consistent, compassionate support. Our practice prioritises prevention, the development of resilience, and responses that strengthen rather than damage relationships.

The Anchor Approach is rooted in the values of equality, diversity, and respect, and is fully embedded in our daily interactions, classroom practice, and whole-school systems. Key themes can be found in Appendix 5.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Carefully planned lessons and good classroom management are conducive to good behaviour. Routines are taught and practised regularly – nothing is left to chance. Each child is individual and has their own individual needs. Staff will use their professional judgment at all times. Teaching and support staff are responsible for setting the tone and context for positive behaviour within school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Start each half term with clear sets of rules and routines that are understood by all pupils through the SMP behaviour RESET
- Use the 'Managing Misbehaviour' chart to establish sanctions
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.

- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Create regulation zones / calm corner where appropriate within the classroom for ALL pupils
- Display in classrooms the behaviour curriculum, the 'Good to be Green' behaviour system and golden rules and refer to when managing behaviour and apply consistently
- Communicate expectations clearly, visually and refer to these frequently - routines are regularly rehearsed
- Clearly communicate behaviour expectations to set up ALL to be successful (staff and students) – both in the short & long term through explicit teaching of 'The St Mary's Priory Way' curriculum.
- Explain to the children what we do want e.g 'We listen in silence to others' rather than 'I don't want to hear any talking'
- Promote a 'Going for Gold' attitude and praise/reward pupils who are displaying positive behaviours
- Lead by example - positive relationships between staff and children encourages better behaviour and learning for ALL.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

The SLT/ Pastoral Team will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

SLT/ Pastoral Team will engage with external partners and specialist agencies to access further appropriate support when required.

Resources and systems

Good to be Green Behaviour System

The 'Good to be Green' behaviour system has been allocated to staff to manage behaviour. This is a behaviour tool used within Year 1 to 6. All children begin the day with a green card displayed on the class "Good to be Green" behaviour chart. If a child is not following the rules they receive a 'stop and think card', this is placed in front of their green card. If that same child continues to not follow the rules, they receive a warning card. If a child receives 2 warnings then a consequence card is given. The consequence is 10 minutes (per consequence card) of playtime missed. A child can earn their way back up to a green card, but the consequence will remain. The card remains at the back of their wallet on the display chart until the end of the school day. If a child is on a warning and improves their behaviour they can earn their green card back, the warning card remains behind the green card on the display chart until the end of the school day.



Going for Gold

To encourage children in making good behaviour choices, we have a 'going for gold' approach. Every child who is green at the end of the day (without having received a warning or consequence) is eligible for a golden ticket (**maximum of up to 3 tickets per class per day**). Class teachers will award golden tickets to children who show exemplary behaviour at all times. When a child is awarded a golden ticket, they have the opportunity to write their name in the class 'Golden Book'.

Should a child achieve:

- 10 golds - a congratulatory postcard from the Headteacher will be sent home to parents/carers
- 25 golds - a golden lunch
- 50 golds - afternoon tea with the Headteacher

Certificates will be awarded to children who have remained “green” throughout the half term (having never received more than 2 consequence cards) during the last Celebration Assembly of each half term.

Teachers, including PPA teachers, will use this behaviour system. Support staff can recommend children for a gold, a warning or a consequence. Supply staff do not use this system.

Rainbow Chart

This is a behaviour tool used in Early Years Foundation Stage. The chart consists of weather symbols - a rainbow, a sunshine and rain. All children begin the day with their name on the rainbow. During the course of the day, children’s names may move up to the sunshine or down to the rain depending upon the behavioural choices made. Teachers will decide upon the consequences if a child’s name is on the rain.

Reasons for a child moving their name up can include:

- being kind to others (e.g sharing resources, taking care of someone when they are feeling sad)
- helping others (e.g. picking things up from the floor, holding doors open for others)
- following instructions straight away (line up, coat on, eyes on me etc)
- having a positive attitude when things are difficult (not giving up)

Reasons for a child moving their name down can include:

- being unkind to others (e.g saying mean things, hitting, pushing etc)
- persistently not following the class rules (e.g. calling out during teaching time, not keeping hands to themselves, arguing over resources)
- distracting others during teaching sessions

Children are given a verbal reminder before their name is moved down, so that they have an opportunity to change their behaviour. If the behaviour does not change, they move to the warning cloud and if it still continues then it is moved again and the child will have 5 minutes reflection time.

Responding to good behaviour

All adults aim to create a positive, inclusive climate with realistic expectations. Our behaviour policy is based on the reinforcement of good behaviour. A consistent approach to behaviour management is vital. When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

The following are examples of rewards used through the school:

- Verbal praise
- Child sent to other adults in the school for praise
- Informing parents/carers about good behaviour
- Celebrating achievements through stars, stickers etc
- Stars awarded at weekly star assembly*
- Saints’ house points**
- Postcards sent home
- Good to be Green certificates
- ‘Golden’ Lunches and ‘Tea’ with the head teacher

***Celebration Assembly. Each Friday stars are awarded at assembly by class teachers. These stars can be for any achievement the child has made including exemplary behaviour and kindness.**

** House Points. There are four houses, each with a Saint figurehead: St Terese; St Vincent; St Josephine; St Francis. Each child belongs to a team. Year 6 Team captains are voted for at the start of the school year. House points are given out by all members of staff at any time. Each week the total is announced at

star assembly. Each half term the winning team receive a treat (e.g. extra playtime). At the end of the year the team with the most house points have a special team treat.

Responding to misbehaviour

Although we believe it right to adopt a positive approach to promoting good behaviour, children should be taught what is unacceptable behaviour and be aware of sanctions which may be said. If a child behaves inappropriately, **it is the act that he or she does which is unacceptable and not the child.**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as early, relational interventions guided by the Anchor Approach. (See Appendix 6)

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.


When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.



Early Interventions and Graduated Responses (Anchor Approach)

We follow the Anchor Approach model of early, short interventions to reduce escalation and support pupils to get back on track. Staff use a graduated response—from low to medium to high interventions—depending on the level and persistence of the behaviour. The full Consequences and Interventions chart can be found in Appendix 6.

Staff may use the listed sanctions in response to unacceptable behaviour (see table below). These are to be used as guidelines – Staff will make a professional decision based upon individual circumstances and context. The 'types' of behaviour and associated sanctions are to be linked with our 'Good to be Green' behaviour system to aid communication with our pupils and uphold our established behaviour culture.

Table showing types of behaviour at each level and sanctions

Level.	Type of Behaviour	Sanction
Level 1	Calling Out Distracting others-muttering, fidgeting, fiddling Pushing in line (playground, assembly, lunch queue) Making inappropriate noises Dropping litter Entering school building without permission Eating in places not permitted.	Verbal warning by adult. Links to 'Good to be Green': STOP and THINK 
Level 2	Persistent/repetition of level 1 behaviours Being disrespectful to an adult e.g. answering back – if this is persistent over time this will lead to level 3 sanctions Drawing on tables and chairs (school property) Throwing equipment in anger Very poor sportsmanship Misbehaving in toilets	Time Out - 5 minutes Class teacher will be made aware of this if behaviour is repeated Links to 'Good to be Green': 1 st & 2 nd WARNING

		
Level 3	<p>Being extremely disrespectful to an adult (also see level 2)</p> <p>Ignoring instructions</p> <p>Fighting</p> <p>Swearing-offensive language or gestures</p> <p>Physical violence</p> <p>Damaging property intentionally</p> <p>Spitting deliberately</p> <p>Throwing equipment at others</p> <p>Stealing</p> <p>Confrontational behaviour</p> <p>Inappropriate use of technology</p>	<p>Involvement of a member of the senior leadership team (SLT). Parents/carers will be informed Lunchtime will be missed and a reflection sheet completed with a member of SLT. If this type of behaviour is repeated parents/carers will be invited to a meeting with the class teacher, SLT member and class teacher. (Appendix 1)</p> <p>Links to 'Good to be Green': Consequence</p>  <p>10 minutes reflection – using reflection sheet (Appendix 2)</p>
Level 4	Premeditated physical violence.	<p>Head Teacher to inform parent/carer of incident supported by letter. If situation warrants the Head Teacher will take necessary steps to exclude.</p>

All significant incidences of unacceptable behaviour including racism will be recorded on the child's individual class behaviour record via 'My Concern' and/or the SLT behaviour record. If a child is a victim of extreme behaviour i.e. physical violence or racism, the parents/carers of those children will be informed. The records will be retained in the school until the child transfers to another school. These records will not be passed on to another school.

If a child's behaviour causes concern over a period of time, it may be deemed necessary to follow an individual behaviour plan which meets the needs of the individual, parents will be fully consulted in this process. (Appendix 4)

Guidelines for Using Sanctions Effectively

- Make clear distinctions between minor and more serious incidents;
- Indicate which sanctions are likely to be appropriate to a particular behaviour;
- be clear about the precise behaviour being sanctioned;
- apply sanctions calmly and consistently;
- respect pupils' self-esteem.

Persistent Low Level Disruptive Behaviour

If a child continues to disrupt the learning of others, he/she may be asked to work in another classroom for a short period of time. The child should be accompanied by another child to the class if an adult is not available.

If, over time, a child's behaviour continues to be disruptive, the class teacher, the parent/carer and child (if appropriate) will meet to discuss the behaviour and work in partnership to discuss strategies to move forward. Examples of strategies which may be introduced could include the introduction of a behaviour record, behaviour support plan or a home-school communication book.

Following this, if improvements in behaviour are not made it will be necessary to refer the matter to a senior member of staff. Where appropriate, external agencies may be involved to assess the needs of pupils who display continuous disruptive behaviour.

It is important to note that *persistent* low level disruptive behaviour, which continually impacts upon the learning of the other children, may ultimately lead to exclusion.

Behaviour Record

A Behaviour Record is a tool used to document a child's behaviour throughout their time at school. It serves as a valuable resource for teachers, parents, and school leaders to track patterns, identify trends, and make informed decisions regarding the child's well-being. Behaviour records are based on factual, objective observations rather than assumptions or judgments. This ensures accuracy and fairness in documenting a child's conduct. To make this system clear and accessible for our pupils, we use a rating system that aligns with our 'Good to be Green' behaviour system. This rating system provides a consistent and easy-to-understand framework for assessing behaviour at different times.

Rating Scale:

5 (Gold) - Outstanding Behaviour: This rating reflects exceptional behaviour. Pupils receiving a 'Gold' rating consistently go above and beyond in displaying positive conduct. It is recognition of exemplary behaviour that sets a commendable example for others.

4 (Green) - Good Behaviour: A 'Green' rating indicates good behaviour. Pupils receiving this rating consistently meet behavioural expectations and contribute positively to the learning environment. It is recognition of consistently good conduct.

3 (Blue) - Behaviour Needs Improving: This rating signals that there is room for improvement in behaviour. Pupils receiving a 'Blue' rating are encouraged to reflect on their actions and work towards consistently meeting the expected standards.

2 (Yellow) - Poor Behaviour: A 'Yellow' rating indicates behaviour that falls below the expected standards. Pupils receiving this rating are prompted to reflect on their actions and make efforts to improve their conduct.

1 (Red) - Unacceptable Behaviour: This rating is reserved for behaviour that is deemed unacceptable. Pupils receiving a 'Red' rating are required to reflect on their actions and work closely with teachers and support staff to address and rectify their behaviour.

Teachers communicate regularly with parents about the contents of the behaviour record. This open dialogue fosters a collaborative approach in addressing behaviour concerns and ensures that parents are actively involved in their child's development.

Behaviour Support Plan

We are committed to creating a positive and nurturing learning environment where every child can thrive. In instances where a child may face challenges in their behaviour, we implement a Behaviour Support Plan (BSP) to provide personalised assistance. A Behaviour Support Plan is a tailored approach designed to understand and address the specific needs of a child, promoting positive behaviour and enhancing their overall well-being. (Appendix 4)

How it Works:

The process begins with a thorough assessment of the child's behaviour, considering factors such as triggers, patterns, and individual strengths and challenges. Teachers, parents, and relevant school staff work together to create a Behaviour Support Plan. This collaborative effort ensures a holistic understanding of the child's needs and allows for a unified approach in supporting positive behaviour. The plan outlines strategies that focus on reinforcing positive behaviour while addressing any underlying issues contributing to challenging behaviour. These strategies may include targeted interventions, rewards for positive actions, and consistent communication between home and school. Progress is continuously monitored, and the Behaviour Support Plan is adjusted as needed. Regular reviews involve discussions with the child, parents, and educators to ensure the effectiveness of the plan and make any necessary modifications.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Offensive Weapons

The school does not condone the possession of offensive weapons on the school site by members of the school. Consequently severe action will be taken in all cases.

Our policy is as follows:

- Any student found carrying what is considered an offensive weapon on the school site will be excluded for a minimum period of 5 days, and could face permanent exclusion.
- Any student using or threatening to use an offensive weapon in a threatening manner to others will be permanently excluded and the police will be involved.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the September 22 DFE advice as outlined in the document '[Searching, screening and confiscation guidance: advice for schools 2022](#)' will be followed.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. Cyberbullying includes the use of harmful messages, images, or AI-generated content intended to cause distress.

* Details of our school's Online Safety procedures can be found in our Online Safety policy (see links to other policies)

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

8. Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the pupil may be removed from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Suspension and Exclusions

Suspension and/or exclusion are a last resort at St Mary's Priory. We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2008, updated September 2021) and the school will refer to this guidance in any decision to exclude a child from school. The decision to suspend or exclude a child from St Mary's Priory School can only be made by the Headteacher.

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion; however, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

A decision to exclude a pupil permanently will only be taken:

In response to a serious breach, or persistent breaches, of the school's behaviour policy; and Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, we will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

We will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

SEND Haringey Local Offer Support and Services

Address:

Special Educational Needs and Disabilities Team

5th Floor, 48 Station Road

Wood Green

London, N22 7TY

Telephone: 02084891913

* Details of our school's support for SEND pupils are set out in our SEND policy (see links to other policies)

10. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

11. Supporting pupils following a sanction

Following a sanction, we will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reflection time (10 mins)
- Regular /daily communication with parents to include written communication
- Reintegration meetings to involve parents and relevant staff
- Daily contact with member of SLT or other assigned member of staff
- Use of behaviour resources for example visual reminders, behaviour chart
- Behaviour contract
- Team around the child meeting including SENCo and Lead Behaviour Professional
- Referral to external support
- Structured timetable for Lunchtimes
- Rag rated hierarchy of behaviour shared with all staff to ensure consistent behaviour management

12. Pupil transition

Inducting incoming pupils

We will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. At this point pupils are introduced to our behaviour systems (see Resources and systems 7.3)

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and are provided with a transition leaflet or booklet (SEND pupils only) to review over the summer holiday. In addition, staff members hold transition meetings to hand over key information to aid pupil transition. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Our behaviour curriculum 'The St Mary's Priory Way'
- Our behavior system 'Good to be Green'
- The SEND and SEMH needs of pupils at the school

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

15. Links to other policies

This behaviour policy is linked to the following policies and documents:

Anti-bullying Policy
Good to be Green procedures for parents and children
Child-on-child Abuse Policy
Child Protection and Safeguarding Policy
Special Educational Needs and Disabilities (SEND) Policy
Online Safety policy
Suspension and Exclusion Policy
Complaints Procedures Policy
Behaviour Action Plan

Appendices:

1. Level 3 behaviour incident letter
2. Pupil reflection sheet
3. Behaviour Record
4. Behaviour Support Plan
5. The Anchor Approach
6. The Anchor Consequences and Interventions chart

Appendix 1: Level 3 behaviour incident letter

'Where great lives begin...'



St. Mary's Priory Catholic Infant & Junior Schools

<https://www.stmaryspriory.co.uk>

Level 3 behaviour incident letter

Date:

Dear parent/carer,

Today, your child _____ received a lunchtime detention (Level 3 behaviour sanction) for _____.

Please speak to your child about their behaviour choices today.
Kind regards

Senior Leadership team

.....

Please sign and return this to your child's class teacher:

I confirm I am aware of my child's lunchtime detention sanction, and have spoken to them about their behaviour choices.

Name: _____

Signature: _____

Date: _____

Appendix 2: Pupil Reflection Sheet

Reflection Sheet

Name

Date

What happened?

What did I do?

What did other people do?

How did I feel?

What could I have done differently?

What did I achieve by acting in this way?

What could have gone better?

What have I learned?

Appendix 3. Behaviour Record



Pupil Name:

Date/WC:

Behaviour Record

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Lunch					
Lesson 4					
Lesson 5					
Home time					

5 – **GOLD** Outstanding behaviour / 4 – **GREEN** Good behaviour / 3 – **BLUE** Behaviour needs improving / 2 - **YELLOW** Poor behaviour / 1- **RED** Unacceptable behaviour

Targets:

- 1)
- 2)
- 3)

Notes, comments and next steps:

Appendix 4 – Behaviour Support Plan

Pupil Name:		Class:
Date plan starts:	Medical conditions/ needs:	
Date of Review:	Staff working with pupil:	
Challenging Behaviour		Targets:
What does it look like?	What are we working towards?	
What triggers it?		
Strategies for positive behaviour		Regulation/ Calming down strategies
Agreement :		
Parent signature	Senior Leader	
Date	Date	
Pupil Commitment:		
Pupil Signature:		
Behaviour	Response	Who
	<ul style="list-style-type: none"> Calm reminders of rules (visual cues) 	CT/TA

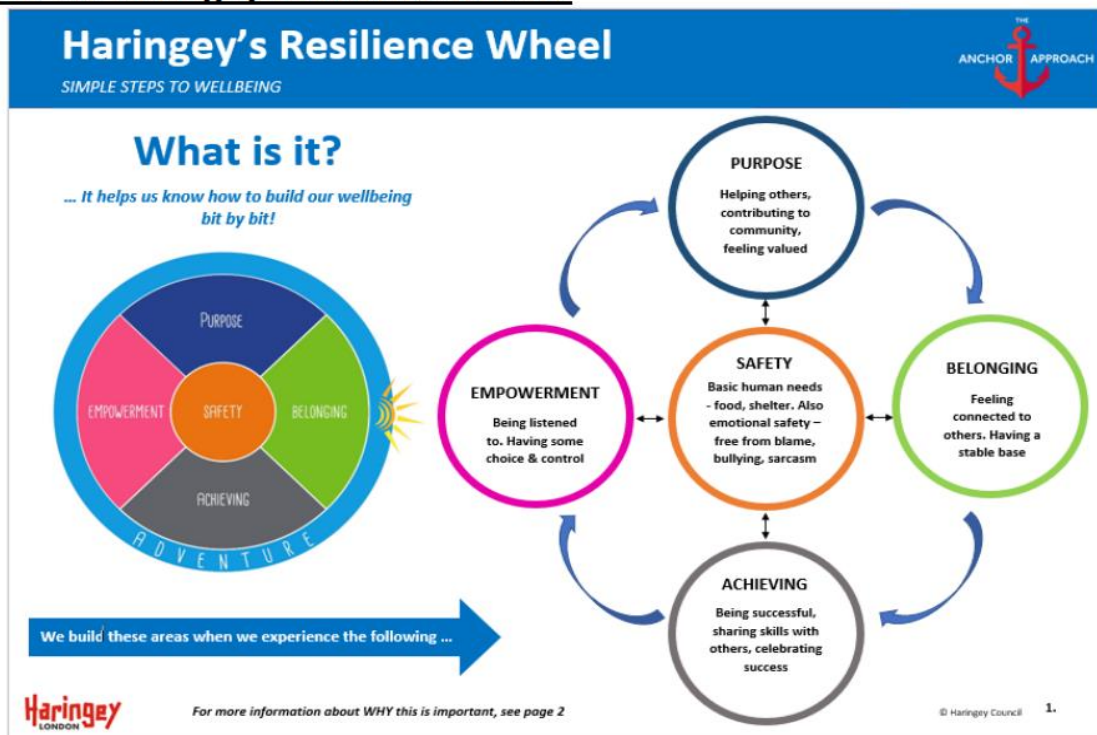
<p><i>Example:</i></p> <p>Showing signs of disruption</p>	<ul style="list-style-type: none"> • Offer 'break card' (1x per lesson) 5 mins in safe space (book corner and timer) • Tell 'Child A' what to do <u>not</u> what not to do • Reminder of reward chart/choosing time if task completed • Offer reward/praise when 'Child A' has made the right choice. 	

BSP evaluation and next steps:

How effective is the plan? Record suggestions to be considered when this plan is reviewed.

Haringey Resilience Wheel

What is the Haringey Resilience Wheel?



Meeting developmental needs:

The Haringey Resilience Wheel is based on the work of Brendtro, Brokenleg and Van Brokern. The Haringey Resilience Wheel has been adapted with agreement from the authors. The work of the Haringey Resilience Wheel fits within the work of Maslow's hierarchy of needs (1943). For all of us to thrive and reach our potential, developmental needs must be met. When the four bio-social needs below are met children generally do well and are able to manage difficulties and build resilience to persist and have good mental health.

The areas of the wheel:

Belonging

children have relationships based on trust and respect. The human need for attachment is met

Achieving

children are given opportunities so that their thirst for mastery and learning is met. They are able to solve problems, develop skills and knowledge and celebrate success

Empowerment

children and young people are empowered to be inter-dependent, to make decisions, develop a sense of agency in their lives and take responsibility

Purpose

children's sense of altruism and generosity is nurtured. They recognise when others help them and when positive things happen. They have a sense of purpose.

In addition, the Haringey Resilience Wheel recognises adventure and safety as bio-social drivers. They apply across all of the bio-social needs as above and support the building of resilience. **Safety** - builds the child and provides an opportunity for feedback and learning

Adventure – provides appropriate opportunities for new experiences and challenges

EMOTION COACHING - High Empathy/High Guidance

Emotion coaching was developed by John Gottman. It works with the anatomy and physiology of the brain to support the development of emotion regulation.

It assists pupils to be better able to control their emotions, delay gratification, self soothe when upset and pay attention. Emotion coached pupils will be better able to achieve academically and make positive social connections. They will have fewer behaviour problems, fewer infectious diseases and be more emotionally stable and more resilient.

Step 1 – Empathise – name the emotion. Recognising the pupil's feelings and empathising with them, to sooth and to calm. This time can teach the pupils about the world of emotions 'in the moment' and support the building of trusting and respectful relationships with pupils

Step 2 – Validating the feelings and labelling them. Accepting negative emotion as normal, providing some language for emotions and wondering what they may be

Step 3 – Setting limits on the behaviour (if needed) Using moments of negative behaviour as opportunities for teaching. Offer guidance, reflecting on what happened

Step 4 – Problem-solve with the child. Helping the child to find solutions to deal with ups and downs, what they could do to change the outcome

The steps can be cyclical in nature and may require repeating.

Whole school culture to support the wellbeing of pupils

As a school community we recognise that we all need to build the culture of the school. As school staff we work together to support the following aspects of our school culture focused on wellbeing for attainment.

Regulate physical state

- We create a space where children feel safe to talk about how they feel
- We enable all our children to feel safe to express their cultural identities
- We enable all pupils to feel safe, aspirational and accepted for who they are
- We put in place additional support for children depending on need (e.g. key adult)
- We understand that change and transitions can be difficult for children
- We provide a quiet safe space to support children to regulate if needed
- We have plans in place for children who have specific needs

Communication style

- We use Emotionally Friendly Communication (EFC)
- We welcome pupils on their arrival in the playground and classroom, ensuring it is inclusive
- We communicate respectfully avoiding confrontation, understanding that how we interpret and perceive situations does have an impact on outcomes
- We repeat and reinforce instructions and provide prompts e.g. visual
- We reframe feedback positively
- We praise pupils or find ways to acknowledge contributions by using clear and explanatory statements
- We view mistakes as part of the learning process

Developing a 'sense of self'

- We think about children and young people when we are not with them and let them know by asking them how they got on at an activity we've talked about previously
- We make sure we acknowledge them at the start of the day/the lesson
- We say goodbye and wish them well at an activity or event we've talked about previously
- We support pupils to feel they have some control by giving them some choice
- We listen to pupil's ideas
- We acknowledge all pupils', understanding that some may require more acknowledgment than others

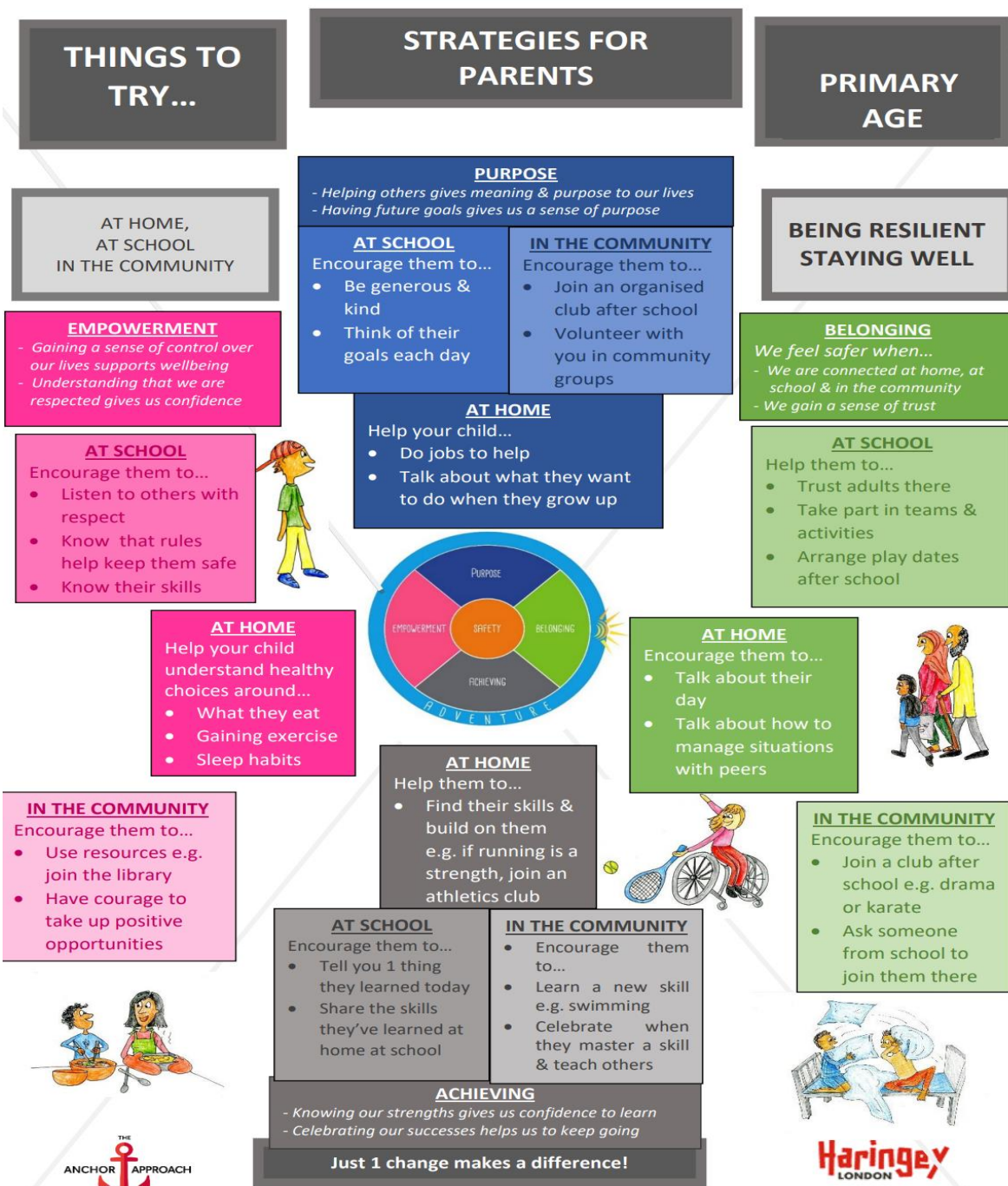
- We are aware of and respect the different cultural needs of our pupils
- We help pupils to think about and understand their behaviour – ‘wondering aloud’
- We remember pupils - activities and achievements are talked about

Our classrooms are supportive for learning, including engaging lessons

- We are aware of the sensory needs of pupils - noise, light, smell, colour, tactile experiences - as some pupils have more acute body responses to these
- We work as a team and ask for support and help, particularly when dealing with pupils’ who reject support and assistance

RIST

Haringey have also created the RIST tool (Resilience Indicator and strategy tool to help schools to identify areas of need and strategies that can be added to behaviour support plans for individuals and classes. It has a section for parents that will enable school and home to work together.



Appendix 6 – The Anchor Consequences and Interventions chart

Code of Conduct & Consequences and Interventions:

	Pupils will	Adults will
Safety	<p>Keep each other safe</p> <ul style="list-style-type: none"> → Move around the school safely, calmly and quietly → Not bring any personal items into school → Only leave the classroom with permission from the teacher. → Sit on their chair properly → Make sure physical contact is appropriate → Feel safe, aspirational and respected for who they are. 	<p>Keep themselves and pupils safe</p> <ul style="list-style-type: none"> → Hold pupils in mind - use eye contact, proximity and their name → Make sure physical contact is appropriate. → Use proximity to facilitate emotion regulation → Acknowledge difficulty staying in class sometimes – formulate a plan → During 1-2-1 intervention - adopt strategies to de-sensitise to shame and to reduce impulsivity → Enable pupils to feel safe to express their cultural identities.
Belonging	<ul style="list-style-type: none"> → Wear the correct uniform at all times. → Be on time to school and to lessons. → Talk to members of staff about any problems or concerns → Be in the right place at the right time. → Be careful with our belongings and the belongings of others → Only take our own belongings → Respect each other and school → Listen when someone is speaking. → Value and respect the cultural and religious beliefs of others → Allow other students to work without interruption → Invite lone children to join your group 	<ul style="list-style-type: none"> → Be consistent & fair to build trust → Look out for defence against shame or hyper-vigilance - use emotion coaching techniques to support emotion regulation → Be mindful of seating → Discuss and demonstrate adaptations to behaviour → Listen to pupils → Let pupils know they are thought about when not with them → Help lone children to become part of the school community

Achieving	<ul style="list-style-type: none"> → Work hard to the best of our ability → Follow instructions quickly → Work with others sensibly, sensitively and seriously → Avoid distracting and disturbing other pupils from learning → Positively engage with learning and extra-curricular experiences → Be curious and creative when approaching learning → Learn from mistakes → Complete all set work on time → Listen to others, especially adults. → Arrive on time and be prepared. 	<ul style="list-style-type: none"> → Be clear on what is expected - how it looks, break it down, this can be individual or with whole class → Use proximity to help students regulate and focus → Set tasks that are within capability & interests → Create joy in learning → Celebrate and clarify successes - being specific → Help pupils to learn from mistakes, seeing them as opportunities for learning
Empowerment	<ul style="list-style-type: none"> → Strive to give of one's best and celebrate creativity → Effectively review others' work and acknowledge their achievements. → Make the most of all opportunities to keep healthy in mind and body. → Make use of all the support available in and out of school → Take pride in our school and ourselves by trying our best, wearing the correct uniform → Keeping the school clean and tidy and a happy place to be → Engage with others positively → Try our best in everything we do. → Try to think before we act and if it's difficult, work towards this goal. → We take responsibility for our actions and understand there are consequences → Play fairly, share and take turns on equipment 	<ul style="list-style-type: none"> → Create opportunities for pupils to help others → Support pupils to have choices, to make decisions; these need to be limited and not fully open → Support pupils to critique each-other's work and acknowledge the achievements of others → Encourage pupils to work together, to benefit from each other's skills and contributions → Value and encourage individual skills and talents

Consequences and Interventions- Behaviour Policy

Anchor Approach includes early short interventions to reduce escalation

An intervention is a proactive task or activity that promotes change, it is usually structured and led by an adult or trained peer. It can be 1-2-1 or in groups. An intervention will support understanding, reflection and planning with an awareness of the need for emotion regulation and cognitive processing.

<p>Low intervention</p> <p>A low-level intervention would be pursued by staff when a child is exhibiting low level attention-needing responses to a situation such as:</p> <ul style="list-style-type: none"> → loss of concentration → fidgeting behaviour → distracting behaviour → out of seat behaviour making noises <p>We recognise that these behaviours are communicating an unmet need.</p> <p>When we respond to these behaviours in class early, we can avoid an escalation of behaviour.</p>	<p>Teacher/Adult actions:</p> <p>Use Emotionally Friendly Communication.</p> <ul style="list-style-type: none"> → Verbal clarification of expected behaviour to whole class → Non-verbal signs or private reminder to gently remind them of desired behaviour → Positive reinforcement of appropriate behaviour → Use proximity to facilitate emotion regulation → Use of eye contact and name → Use humour to remind child of the behaviour – assume they have forgotten as opposed to being deliberate → Acknowledge difficulty they seem to be experiencing without judgement or blame e.g. staying on seat/ in class sometime – formulate a plan with them. → Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation: → Avoid saying that they have made a wrong or poor choice <p>Discussion with pupil using Emotion Coaching:</p> <p>Step 1 – Empathise – name the emotion</p> <p>Step 2 – Validating the feelings and the labelling them</p> <p>Step 3 – Setting limits on the behaviour</p> <p>Step 4 – Problem-solve with the child</p> <ul style="list-style-type: none"> → Assessment of what they say and do to establish any unmet bio-social needs. Using the resilience wheel - what do they need? → Recognise the impact of impulsivity on behaviour and the fact that impulsive actions are not deliberate and are not chosen Possible responses implemented through discussion. Support with an intervention to reduce impulsivity → Behaviour is captured so patterns could be identified. → Moving the child to a different seat/area of the classroom – done without causing shame i.e. 'let's have a think, sometimes it can help focus if we move (giving a choice of seat can help if the child is unlikely to comply - you can sit here or here). → Repetition of task/ completion of work in own time, with support. → Link with parents with non-judgement or blame - invite to resilience workshops → Repeat setting out expectations for behaviour → Hold the child in mind to build trust and support emotion regulation → Adults find opportunities to spend positive time with the child to strengthen relationship
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Medium intervention</p> <p>A medium-level intervention would be pursued by staff when a child is exhibiting medium level attention needing responses to a situation such as:</p> <p>Persistent</p> <ul style="list-style-type: none"> → loss of concentration → fidgeting behaviour → distracting behaviour → out of seat behaviour → making noises <p>Additionally</p> <ul style="list-style-type: none"> → talking over the teacher → calling out in class 	<p><u>Teacher/Adult actions:</u></p> <ul style="list-style-type: none"> → Continue to adopt low level strategies as above → Review of bio-social needs use resilience wheel, what do they need? → Assessment of emotion regulation, including observation to identify common patterns of behaviour → Identify areas of relative strength and areas for development in terms of bio-social needs <p><u>Discussion with pupil using Emotion Coaching Step</u></p> <p>1 – Empathise – name the emotion</p> <p>Step 2 – Validating the feelings and the labelling them</p> <p>Step 3 – Setting limits on the behaviour Step</p> <p>4 – Problem-solve with the child</p> <ul style="list-style-type: none"> → Recognition of impact of attachment and trauma → Use of an intervention proforma to record a plan that promotes relationship, dialogue and monitors progress → Put in place an intervention to teach the pupil how to recognise physiological changes in the body for early self-recognition of anxiety/dis-regulation → Discuss and review of needs and emotion coaching strategies with pupils, considering what has had an impact and what has not. <p><u>Possible responses implemented through discussion</u></p> <ul style="list-style-type: none"> → Class teacher arranges meeting with parent and LT → Child given a home/school communication book → Child uses ‘time’ to try to make amends e.g. repairing property. → Relevant staff work with key adult or safe adult to discuss ways forward → If impulsive, continue to run interventions to reduce impulsivity → Adults find opportunities to spend positive time with pupil to strengthen relationships. → Rewards should involve positive adult time → Avoid removing privileges as this does not facilitate behaviour change because it creates shame and rage → Encourage pupils to help others to build a sense of purpose. → Focus on positive things they do for others and the positive things others do for them – discuss at the end of the day (do this for several days). → Pupils taught about trauma, to understand their own responses → Employ interventions to support the integration and adaptation of ideas. → Avoid exclusion to reduce feelings of rejection, and the impact on relationships, & feelings of safety. → SENDco should be informed of behaviour and a discussion held to consider if the pupil does have special educational needs that can be addressed in school. <p>Four categories of SEN:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and or physical needs
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>High intervention</p> <ul style="list-style-type: none"> → Hurting others → Bullying → Damaging/destroying school property 	<p><u>Teacher/Adult actions:</u> Continue to adopt low and medium level strategies as above Review of bio-social needs, what do they need? Acknowledge difficulty they seem to be experiencing Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation:</p> <p><u>Discussion with pupil focused on:</u> Step 1 – Empathise – name the emotion Step 2 – Validating the feelings and the labelling them Step 3 – Setting limits on the behaviour Step 4 – Problem-solve with the child</p> <ul style="list-style-type: none"> → Recognition of impact of attachment and trauma → Use of an intervention proforma to record a plan that promotes relationship, dialogue and monitors progress → Put in place an intervention to teach pupil how to recognise physiological changes in the body for early self-recognition of anxiety/dis-regulation → Discuss and review of needs and emotion coaching strategies with pupils, considering what has had an impact and what has not. <p><u>Possible responses implemented through discussion.</u></p> <ul style="list-style-type: none"> → Class teacher arranges meeting with parent, and SLT → Child given a home/school communication book → Child uses 'time' to try to make amends e.g. repairing property; Relevant staff work with key adult or safe adult to discuss ways forward → If impulsive, continue to run interventions to reduce impulsivity Adults find opportunities to spend positive time with pupil to strengthen relationship → Rewards should involve positive adult time → Avoid removing privileges as this does not facilitate behaviour change because it creates shame and rage → Encourage the pupil to help others to build a sense of purpose. → Focus on positive things they do for others and the positive things others do for them discuss at end of the day (do this for several days). → Pupils taught about trauma, to understand their own responses Employ interventions to support the integration and adaptation of ideas. → Avoid exclusion to reduce feelings of rejection, and the impact on relationships, & feelings of safety → SENDco should be informed of behaviour and a discussion held to consider if the pupil does have special educational needs that can be addressed in school. <p>Four categories of SEN:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and or physical needs
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Serious intervention	<p><u>Teacher/Adult actions:</u></p> <ul style="list-style-type: none">→ Review of bio-social needs, what do they need?→ Acknowledge the difficulty they seem to be experiencing without judgement or blame.→ Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation: <p><u>Discussion with pupil focused on:</u></p> <p>Step 1 – Empathise – name the emotion Step 2 – Validating the feelings and the labelling them Step 3 – Setting limits on the behaviour Step 4 – Problem-solve with the child</p> <p><u>Possible responses implemented through discussion.</u></p> <ul style="list-style-type: none">→ Ensure a familiar/safe adult is available to deal with the situation→ Recognise that time will be needed for emotion regulation before discussing what has happened.→ Recognise the impact of exclusion on relationships and the need for a piece of work to repair relationships or property→ Avoid exclusion if you can; find alternatives if possible.→ Find ways to minimise the impact of the sanction on relationships where you can→ Meeting with parent with class teacher, pastoral team and member of the senior leadership team→ Lunchtime exclusion→ Internal exclusion→ Headteacher intervention→ Governor panel understand and recognise the impact of trauma
-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------