



# Willenhall Community Primary School

## Behaviour Policy



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## 1. Principles

- Children have the right to learn and play in a calm, safe and supportive environment free from distractions.
- Teachers have the right to teach in a calm, safe and supportive environment free from distractions.

We believe that a whole school, consistent approach is necessary to promote good behaviour in our school. We have high expectations for our children's behaviour, which contributes to developing positive relationships throughout the school. Our policy is value based and prepares our children to live in their local community and the wider world, now and in the future. Good behaviour is modelled by all staff and conflict resolution and restorative conversations are key to promoting a culture of kindness, tolerance and respect.

### 1.1. Aims

- To create an environment in which all members of our school community feel valued, safe and secure.
- To consistently and fairly apply a clear system of rewards and sanctions.
- To enable children to develop self-knowledge, self-esteem and self-confidence, providing them with a clear set of values and the education they need to make a positive contribution to their community and modern Britain.

## 2. Our Values

Willenhall Community Primary School has five values which underpin the curriculum that is delivered, what we want for our pupils and what we expect to be demonstrated through staff and pupil behaviour.

### 2.1. Our School Values are:

**Kindness** - In our community we care for and look after each other.

**Honesty** – In our community we are truthful.

**Respect** – In our community we welcome and celebrate everyone.

**Responsibility** - In our community we readily accept responsibility for ourselves, each other and the world around us.

**Growth** – In our community we learn and work together to be the best we can be.

The theme that encircles these values is '**community**'. Belonging to a school community makes a difference to pupils' outcomes and behaviour through:

- **Positive, consistent relationships with staff:** where children and young people believe that adults in the school care about their learning and about them as a person. They feel accepted by and able to talk to staff.
- **Positive peer relationships:** children and young people feel accepted and included by other pupils – the school has low levels of bullying and conflict

and these are dealt with effectively when they occur.

- **School engagement:** children and young people feel committed to and actively participate in their learning.
- **A respectful and nurturing environment:** the school generates a 'sense of community,' (drawing together parents, children, school staff, outside agencies) creating a respectful, tolerant, safe environment where staff genuinely care for the pupils and families.
- **Feeling listened to:** children and young people feel that they have a voice and that what they say matters. They can voice their concerns and worries and we will listen and take action where appropriate.
- **Celebrating diversity:** The school creates a community where everyone feels welcome, respected, valued and celebrated.

### 3. Rewards for good behaviour

Positive behaviour management strategies, as detailed below, are the foundations of our behaviour management policy. All staff will use positive behaviour management strategies to reward children for making good choices. Children will be rewarded and told what they are being rewarded for.

#### 3.1. Marvellous Me

Children will be rewarded with a '**thumbs up**' for positive learning behaviours or conduct which can be linked to our school values. This may include but is not limited to:

- Picking litter up from the floor (community)
- Readiness to learn (growth)
- Telling the truth about a situation (honesty)
- Supporting someone else who may be struggling (kindness)
- sitting beautifully (responsibility)
- walking along the corridor sensibly (responsibility)
- tidying up quickly and quietly (responsibility)
- contributing to classroom discussions (growth)
- demonstrating perseverance or resilience (growth)
- playing well with their peers (kindness)
- opening the door for a visitor (respect)
- admitting when they have done the wrong thing (honesty)

Thumbs up are something children should feel proud of and therefore staff should give these publicly with verbal praise explaining why the thumbs up has been rewarded. If in the classroom, the thumbs up can be added directly to their Marvellous Me profile, however staff should still clearly state why it has been given. It is important that these are issued to children who regularly demonstrate good behaviours as well as those who find it more difficult to demonstrate our school values.

Early Years/ KS1 and KS2 have different systems thumbs up. These are explained below.

For children who go above and beyond or consistently demonstrate our values, they may receive a Marvellous Me badge. This can be awarded by anyone. The correct badge should be selected and a message added. The badge will be added to the children's profile and parents/carers will receive a notification on a linked device stating that their child has received a badge. It will also send them the message written.

### **3.1.1. Early Years and Key Stage 1**

Children will use a rainbow system in KS1. When children reach 50 marvellous me thumbs up, they will receive a certificate for the first colour on the rainbow. They next 50 means they receive the next colour up and this continues until they reach the top of the rainbow. Once at the top of the rainbow, children will have afternoon tea with the headteacher.

### **3.1.2. Key Stage 2**

Children will move to a shop system in KS2 where thumbs up equate to 'Willenhall Pounds'. Children will choose to spend or save their pounds. The minimum spend is 50 Willenhall Pounds. A shop rota will mean children get the opportunity visit the shop weekly to spend their pounds. Items at 50 pounds will be small but items will become bigger and more exciting as the price increases. This is to support children in understanding the importance of saving money. An example price list is available in each KS2 classroom to support children in making the 'spend or save' decision.

## **3.2. Community Champions**

In addition to the aforementioned thumbs up and badges, one pupil from each class is selected once a week as the community champion. This pupil is selected through them clearly demonstrating one or more of the schools' core values within their behaviour. A separate certificate is given in the awards assembly and the pupil features in the school newsletter. The pupil's parents are informed of their child's achievement and invited to assembly to each them receive their certificate.

## **3.3. Achievement award**

As with the Community Champions, one child per week will be chosen for a specific achievement. This may be a learning achievement, sporting achievement or a different achievement. Children receiving the award will receive a certificate in assembly and where possible, work will be shown with teachers giving a brief explanation for why children have received the award. The pupil's parents are informed of their child's achievement and invited to assembly to each them receive their certificate.

## **3.4. Assemblies**

Whole school and Key Stage assemblies take place each Tuesday and Friday.

### **3.4.1. Themed assemblies**

Themed assemblies take place each Tuesday and focus on a particular topic or

subject. However, one of these assemblies will be dedicated to our school values half-termly.

### **3.4.2. Celebration assembly**

The celebration assembly is held each Thursday (KS1) and Friday (KS2) and is a chance for pupils to celebrate positive behaviour and learning across the school. It is in these assemblies that pupils receive their Marvellous Me certificates, their community champion certificates and their achievement awards. This assembly also celebrates whole class attendance and reading awards. If there are any sports awards across the school, these can be shared within the celebration assembly. There are separate assemblies for each key stage to celebrate their successes from the previous week.

### **3.5. Individual class based rewards**

Creating a positive ethos and building relationships within the classroom is of paramount importance and staff are encouraged to develop their own class based rewards, such as stickers, table points etc. These may be based on specific class targets and should compliment the school based systems, not replace them.

### **3.6. Consistently Good behaviour**

To ensure that consistently good behaviour is rewarded, children will continually receive thumbs up and be praised for always demonstrating the school values. They will also receive badges on Marvellous Me. Each half term, those children who have consistently shown good behaviour and had no consequences for inappropriate behaviour, will be rewarded with a hot chocolate treat with a member of SLT.

## **4. Dealing with inappropriate behaviour**

### **4.1. Inappropriate behaviour**

Inappropriate behaviour is any behaviour that shows a lack of respect towards others, an unwillingness to take part in learning or actions that go against our five school values. It is important that pupils feel that incidences of poor behaviour are dealt with firmly and fairly. Given the positive ethos of the school - there should be a limited need for formal consequences. All inappropriate behaviour is addressed so that classrooms can remain positive learning environments. In addition to this, it is important that our pupils are able to feel safe in all areas of the school.

At Willenhall Community Primary School pupils are given every opportunity to make positive choices that are rewarded. However, sanctions will be given for poor behaviour. The sanctions are presented as Steps and these should be given as a last resort and viewed with seriousness. Once a child has completed their Step then a fresh start begins. In most circumstances there will have been at least one warning given before a Step is received however, there may be incidences where warnings are not appropriate.

Children may still earn rewards for good behaviour even if they have received a Step. The Steps are designed to enable children to reflect on their behaviour choices and make better choices next time.

Each step is linked to a colour and these are displayed in the classroom to support children with knowing the steps and understanding which step they may be on.

This approach must be consistently applied and supported by all adults in school. Communication with and support from parents/carers is crucial in supporting children to make the correct choices in school; therefore, adults will endeavour to communicate with parents/carers regarding concerns about a child's behaviour.

Colour step	Consequence	Action	Examples of behaviour
<b>Green</b>	Marvellous Me!  Verbal warning		Making positive choices Verbal warning for not following school rules eg. Shouting out, not listening, answering back
<b>Yellow</b>	Time to think within class Opportunity for child to correct their own behaviour and make positive choices		Continuation of not following school rules, verbal warning has not changed their behaviour
<b>Orange (first time on Orange)</b>	Time in- break/lunch or in another classroom Restorative conversation After consequence, return to yellow	Conversation with parents/carers at the end of the day and behaviour logged on Bromcom by class teacher If children walk home, parents/carers must be called	Name calling, lying, swearing (unintentional), disrespectful towards a member of staff, continuation of not following school rules
<b>Orange (second time on orange)</b>	Reflective conversation with pastoral team or Repeat previous orange consequence Children remain on orange but have the opportunity to work back up	Conversation with parents/carers at the end of the day and behaviour logged on Bromcom by class teacher If children walk home, parents/carers must be called	
<b>Red</b>	Loss of whole lunchtime spent with a member of staff in the reflection room	Class teacher to speak to parents/carers via telephone Behaviour logged on Bromcom by class teacher unless at lunchtime where the reflection room member of staff will complete it.	Fighting, Damage to property, swearing with intent, continuation of not following school rules

<b>MLT/SLT</b>	Extreme inappropriate behaviour must be reported to MLT/assistant headteachers in the first instance.	MLT/SLT to speak to parents/carers MLT / SLT will record on Bromcom	Racism, bullying, homophobia, fighting with intent to hurt someone else, behaviour deemed as dangerous, physical assault against a child or adult
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In the event of a child presenting a danger to themselves or others as a result of continued poor behaviour, they may not be allowed to attend a class trip or year group event. Each event will be risk assessed for the individual child.

The member of staff who is dealing with any of the above should ensure that a discussion takes place with the child and that there is a clear understanding of what has happened. There is flexibility within this policy in that other appropriate actions might be taken if necessary. Members of staff dealing with inappropriate behaviour should use their professional judgement as to what behaviour constitutes what consequence. As a school community we will not tolerate bullying or racism of any kind including cyberbullying, prejudice based and discriminatory behaviours (including homophobic comments) and therefore these are automatically given a Red or be taken directly to SLT.

#### **4.2. Monitoring of behaviour**

Behaviour will be predominantly monitored using Bromcom. Inappropriate behaviour will be recorded ONLY for the pupil that has demonstrated the behaviour. Any actions taken regarding that behaviour will be added as additional notes to the original recording. All times must be recorded accurately even if the recording of an event takes place at a later date/time.

This method of recording allows the school to track any common trends in the types of behaviour, locations of behaviour issues and specific times that behaviour issues occur. This further allows the school to put interventions in place to support with any behaviour issues.

A record of attendance for the reflection room, as well as reflection sheets are kept so that pupils who repeatedly visit can be identified and further provision for supporting behaviour can be put in place.

#### **4.3. Involvement of senior leadership**

Any pupils that reach a red step or beyond must be seen by a member of the senior leadership team. However, if a member of the senior leadership team is not available this matter may be managed by the class teacher or by a member of the school's extended SLT until they can be seen by the appropriate member of staff. If the pupil is presenting a danger to themselves or others, Senior leadership must be informed as a matter of urgency.



## 5. Equality of Opportunity

Our approach to behaviour management is underpinned by our commitment to Equality of Opportunity. There is a regular monitoring of any stages and rewards to ensure they are fair and consistent across groups of children and throughout the school.

All children should believe that they have been treated fairly and consistently.

## 6. Health and Safety

Staff are trained in the use of positive handling techniques and staff who are authorised to do so by the Head teacher should use appropriate handling techniques should a child or group of children be in immediate danger of harm. De-escalation should be used where possible but staff should be prepared to respond to any situation quickly and calmly. Following discussions by HT/ DHT/ AHT/ Inclusion manager, a child may require an Individual Behaviour Plan with a Positive Handling Plan as well. Staff should refer to the 'Positive Handling Policy' for further guidance and all incidents of positive handling being used will be recorded.

**Statement on Searching, Screening and Confiscation Advice for schools taken from (DfE July 2022)**

### 6.1. Searching

- The Headteacher and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Reasonable grounds for suspicion may include other pupils talking about the item or a staff member may notice the pupil behaving in a way that causes them to suspect a prohibited item is being concealed.
- Where possible, a member of the same sex as the pupil will conduct the search with a second member of staff as a witness. Where possible this will also be a member of the same sex as the pupil being searched. The exception to this will be in the case of there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Searches that are conducted without consent of the child and/or parent can only be carried out where the staff member is in charge of the pupil, for example, on an educational visit.
- Searches may involve the removal of "outer clothing" (clothes not worn next to the skin) for example, hats, coats, shoes, gloves, scarves and jumpers where a t-shirt is worn underneath. A search may also involve looking in pockets or a desk or bag.
- Staff will not under any circumstances conduct a strip search of the child.
- Any searches conducted will be recorded onto CPOMs, whether or not an item is found.

- Parents/Carers will always be informed if a search has taken place and notified of the outcome and any sanctions applied.

#### **6.2. Prohibited items:**

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

#### **6.3. Confiscation**

- The Headteacher and staff authorised by her can seize and confiscate any prohibited item found as a result of a search, any item that poses a risk to staff or pupils or any item that may be used as evidence in relation to an offence.
- Any prohibited items confiscated from the list above (other than tobacco, cigarette papers, fireworks and alcohol which can be disposed of safely) will be delivered to the Police.
- The Headteacher or a delegated member of staff by her will inform the pupil's parents or guardians of the search and the necessary action as a consequence of the findings.

#### **6.4. Safeguarding**

If a pupil is found to be in possession of a prohibited item or any item that poses a risk to staff or pupils or any item that may be used as evidence in relation to an offence, then the Designated Safeguarding Lead (or Deputy) should be informed and they in conjunction with the Headteacher will decide on a course of action as a consequence in line with the school behaviour policy to ensure consistency of approach. School may also liaise with the necessary agencies (Police, MASH, NSPCC etc...) to ensure both the child and their family receive the necessary advice and support.

#### **6.5. Banned Items**

Banned items are any item that the school deems necessary to disallow in school due to its negative effects on learning or safety and should not be brought into school. These items are:

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes

- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- unnecessary money
- e-cigarettes, shisha pens or liquids for these

If brought into school, these items will be confiscated, kept safe in school and then returned to the child's parent / carer at the end of the day.

## 7. Restorative conversations

From yellow step of our stepped approach, children should be supported in understanding their behaviour with a restorative conversation. This will give the child the chance to reflect on their behaviour and the impact it may have had on others. It will also allow time and support for the child to decide what needs to happen to resolve the issues that the behaviours may have caused. We may phrase the conversation using the following sentence starters:

When you ....

I felt / feel ...

I need ...

The following questions should be used to lead a restorative conversation:

- What happened?
- What were you thinking about at the time?
- What were you feeling? What are you feeling now?
- Who has been affected?
- What needs to happen to make things fair or better?

### 7.1. Reflection room

Pupils who reach Orange or Red will be required to miss 10 minutes (orange) or the whole (red) of their lunch and to attend the reflection room. The reflection room is monitored by SLT in the main and will require children to discuss why they have made the choices that have led to them attending. Pupils are also required to fill out a reflection sheet (please see appendix 3) before returning to their classroom. All visits to the reflection room are recorded and monitored (please see monitoring of behaviour).

### 7.2. Alternative lunchtime provision

The sunshine room is run for children in KS1 during lunch and is a play/nurture based group that is focused around building positive play and socialisation. There is a regular register for this group. Children may be added to the group, but this must be discussed with a member of SLT. The sunshine room is **NOT** intended as a sanction for negative behaviour.

The same approach is taken in KS2 with our Discovery Club.

Both clubs are an intervention with the aim of supporting children back onto the

playground.

The Cosy Cabin is also available on the playground for children who are finding lunchtime difficult. This is ran by the pastoral team and is a calm, safe space for children to access. A register is taken to monitor which children are accessing this.

## **8. Exceptions to the stepped approach**

There are only a few instances where children bypass the stepped approach. These would include verbal or physical aggression, racist or homophobic behaviour or behaviour that puts the child or others in danger. Where these behaviours take place, a member of the leadership team must be informed, and the incident must be recorded on CPOMS. Senior leaders will make a decision, depending on the behaviours, as to what the sanction will be. Parents must be informed as soon as possible.

Children should never lose any minutes for things that are not in their control, for example forgetting their PE kit, arriving late or not returning homework.

### **8.1. Children with Special Educational Needs**

It is the school's responsibility to manage ALL pupil behaviour effectively, whether or not the pupil has underlying needs. Leadership and staff have a duty to, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measures should take into account the specific circumstances and the requirements of the pupil concerned.

For some children, behaving appropriately is very challenging and they will need support that is additional to the general rewards and sanctions. It will be necessary for an Individual Behaviour Plan to be established in such cases and these will be shared with staff. IBPs will be written by class teachers with the support of the SENCo and/or other key members of staff supporting the child. Some children may also need specialist interventions. The school operates a Pastoral Team who work with children and families to support with behaviour in school and at home. The weekly 'team around the child' meetings take into account specific educational needs and may feedback to SLT if specific behaviour measures are required to be put in place.

Sanctions for children with SEMH needs will be set within the context of the child's needs and the context in which poor behaviour was demonstrated. Whilst the school has high expectations of children's behaviour, it does recognise children can make poor choices due to their SEMH needs, meaning adjustments are necessary but these will be recorded on their Individual Behaviour Plan.

Specialist services may also support with the behaviours of children with Special Educational Needs and appropriate classroom adjustments may need to be made to enable the child be successful in achieving our values and demonstrating positive behaviour.

## 9. Behaviour at playtime and lunchtime

At playtimes and lunches, it is important that a high level of mature and thoughtful behaviour is maintained. At playtimes, pupils will be able to take out boxes of play equipment. At lunchtimes there will be structured zones in place so that pupils are engaged in outdoor play with plenty of space and opportunities for socialisation. Child sport leaders are also trained to support lunchtime supervisors and help run each zone. Lunchtime supervisors will give thumbs up and stickers to encourage and reinforce good behaviour.

Pupils will be allowed back into the school building if they need to use the toilet or if it is deemed necessary by playtime and lunchtime staff (outside toilets are available and should be the first response to children needing the toilet). However, if pupils are inside the school building without sufficient reasoning, they will be given a warning and told to return to the playground. Any misuse or damage of the school toilets will be treated as a serious matter and pupils will be sent straight to a member of SLT.

If children are not demonstrating our school values at lunchtimes, a yellow warning will be given. If behaviour continues to be a concern, time out will be required and if still no improvement, the child will be taken to the reflection room and the member of staff on duty will consider the behaviour and give the appropriate consequence.

If there are serious behaviour concerns (fighting, risk associated behaviour), a member of SLT must be called on the walkie talkie to support with the incident.

## 10. Short term reduced timetables:

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader to discuss the reduced timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.

The action plan will:

- Specify an end date that the child is expected to return to full time education
- Will be reviewed weekly
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervised when they off site.
- Be shared and understood by parents with clearly recorded objectives

## 11. Alternative provision

Willenhall Community Primary School works with alternative provision providers which are supported by the local authority (For example: The Key).

Pupils may attend alternative provision full-time or part-time, with the rest of

their education taking place at Willenhall Community Primary School. They must receive an equivalent full-time education to their peers in mainstream schools. Any form of alternative provision must be communicated and agreed with parents.

## 12. Online Behaviour

### 12.1. In school use

Pupils have access to and make regular use of technology and the internet within their classrooms. Children are taught how to use devices, apps and the internet safely. Further to this, enrichment events such as 'safer internet week', cyberbullying workshops and explorations into online gaming, provide pupils with a wide knowledge of how to use technology appropriately. Hence, a level of trust is placed in the pupils when using devices and the internet in school. Children may temporarily lose the opportunity to work online if they display unsafe or poor behaviour online.

### 12.2. Out of school use

Incidents relating to cyber-bullying and/or Online Safety that occur out of school, will be investigated and acted upon in school. In the event of children using social media to publicly humiliate another using an inappropriate social network entry, we will deal with this as a serious incident of bullying. In the event that a pupil posting libellous or defamatory comments about the school, it's pupils (including their families) or staff on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. The child may also receive a consequence in school.

All incidents of unsafe, bullying and defamatory behaviour will be recorded on CPOMS.

## 13. Transitions

Children are expected to transition around the school building and grounds responsibly to ensure themselves and others are safe. The reasoning for this is shared with the pupils. Children are expected to line-up in single file and walk quietly around the school. At the end of playtime and lunchtime, pupils are also expected to stand still after one whistle sounds and to walk to their designated area to line-up when a second whistle sounds. Pupils will be praised for showing positive transitions and 'sensible walking' around the school building.

## 14. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. Pro-active and reactive strategies to de-escalate

- a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
  - Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
  - Identification of additional support that can be summoned if appropriate

## 15. Linked Policies

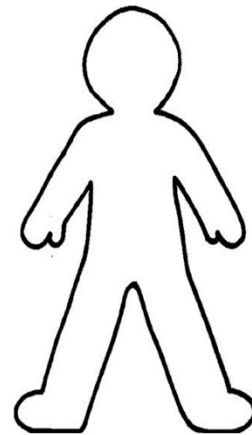
- Child protection and Safeguarding
- Anti-Bullying Policy
- E-Safety Policy
- Positive Handling Policy
- Exclusions Policy

# 16. Appendix 1: KS1 Reflection Sheet

## Reflection sheet

Why are you reflecting?

Label the person to show how you felt when you made the wrong choice and where you felt it.



List three good choices you will make today:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

How do you feel now?



# 17. Appendix 2: KS2 Reflection Sheet

## Reflection sheet

Explain why you are reflecting

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What other choice could you have made? What could you have done instead?

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Who did your action effect? Why?

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How are you feeling now?

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What are three goals for your behaviour?

1)
2)
3)

What will help you achieve your goals?

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