



Essendon C of E (VC) Primary School

Encouraging everyone's light to shine (Matthew 5:16)

Positive Behaviour Policy

Policy number: ET04

Ratified by: Pupils and Curriculum committee

Date of Next Review: October 2023

To be read and reviewed in conjunction with:

- Suspension and permanent exclusion – guidance July 2022
<https://www.gov.uk/government/publications/school-exclusion>
- Relationships Education (Primary)
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>
- Keeping Children Safe In Education (2022/2023)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Sexual violence and sexual harassment between children in schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101424/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Background

In keeping with our school vision, we believe that everyone in our community, has an important part to play in promoting high standards of behaviour and healthy, respectful relationships.

In order to achieve this, we work to create a positive learning environment within the school, that ensures that our approach to behaviour management is restorative, consistent, and understood by all staff, pupils and families.

All adults aim to be exemplary role models. All relationships are based on mutual respect, trust, openness, politeness and honesty.

The well-being of pupils and staff is very important to us as a school. Good behaviour results from and adds to a happy learning and working environment which in turn leads to increased well-being for all.

Aims

This policy has been developed with the following aims in mind:

- to maintain, encourage and promote positive pro-social behaviours
- to maintain, encourage and promote healthy and respectful relationships - teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to new staff, new governors and families about our expectations including how we support pupils in managing their own behaviour to create a consistent approach throughout the school (involving pupils and families)
- to enable staff to act safely and with confidence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify her if the Governing Body want the school's behaviour policy to include particular measures
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteacher, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable.
- to teach positive, respectful relationships as set out in the Government's Relationships Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Governing Body's statement of general principles

The Governing Body has agreed the following general principles which the Headteacher should take into account when determining the measures to be taken to promote good behaviour at Essendon:

- as a caring, inclusive, Christian school, we believe in using positive behaviour management strategies to promote healthy relationships
- pupils should be encouraged to take responsibility for their own behaviour including developing self-awareness and reflecting on their own behaviour, considering for themselves whether they have made good choices

- pupils should be praised when they make good choices and their successes should be celebrated (the way in which different children prefer to have their successes celebrated will vary)
- pupils should be encouraged to develop an appreciation of the benefits of consistently pro-social behaviour, both for them and for the whole community
- it is important for the success and well-being of all staff and pupils that everyone is treated with respect
- everyone makes poor choices from time to time and forgiveness is important
- where re-direction or a consequence for inappropriate behaviour is required, this should be proportionate to the age of the pupil and the nature of the behaviour, consistently applied and constructive
- generally, all pupils should be treated in the same way regardless of their background or personal circumstances and the school's Behaviour Policy will meet the needs of the vast majority of pupils. However, for some individuals, a personalised behaviour plan might be necessary owing to the pupil's special or additional needs.

The Essendon Way: A values-centred approach at the core of our school.

To promote and maintain healthy, respectful relationships at Essendon Cof E Primary School, pupils, staff, governors, carers and parents will follow The Essendon Way.

The Essendon Way 

Our Vision

‘Encouraging everyone’s light to shine.’

Matthew 5:16

The Essendon Way 

Our Values

Love yourself

Love others

Love God

Love learning

Love the world you live in

The Essendon Way 

Our Golden Rules

- ★ I will show respect to all adults and children through my actions and my words.
- ★ I will be kind.
- ★ I will ask for help and support when I need it.
- ★ I will use my words to problem solve.
- ★ I will respect and look after the school environment and equipment.
- ★ I will try my best in everything I do.
- ★ I will carry out the School Vision:
‘Encouraging Everyone’s Light To Shine’ Matthew 5:16
- ★ I will live the School Values:
Love Yourself; Love Others; Love God; Love Learning; Love The World You Live In.

The Benefits of Positive Behaviour

A school community grounded in Christian values, including an ethos of mutual respect, is a happy and safe place to attend and work.

The Essendon Way ensures all our children to:

- have respectful, healthy relationships
- stay safe
- be reflective
- have internal discipline
- care for one another
- learn what positive behaviour means
- value friendship and collaboration
- develop a respect for others, regardless of their cultural background
- develop independence, self-confidence and resilience
- acquire a set of moral values
- have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school
- prepare for the next stage in their life

The Essendon Way enables staff to:

- have respectful, healthy relationships
- feel happy and safe in their workplace
- teach effectively
- promote the emotional and mental well-being of pupils in their care
- meet the academic needs of all pupils
- make positive contact with all families
- develop personally and professionally

The Essendon Way enables families to:

- feel confident that their children are growing spiritually, socially, personally and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's progress in a positive and supportive atmosphere

Parental support is essential for our positive behaviour policy to be most effective. Therefore, we seek to share information regarding incidents with parents and ask them to reinforce our policies and decisions at home.

We welcome parental feedback should parents have questions regarding decisions that have been made.

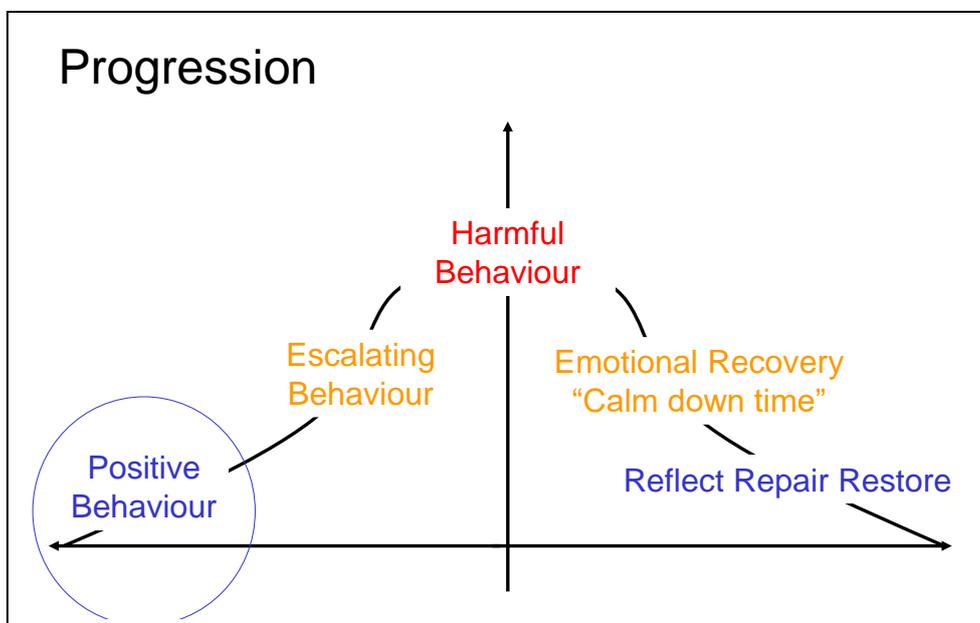
Essendon's approach to behaviour management

We believe that encouraging and acknowledging positive behaviour is a priority, both to support and reward pupils who are following The Essendon Way and also to encourage others (see Celebrating Positive Behaviour below).

We recognise and respond quickly and consistently to behaviour which is not positive, ("escalating behaviour") with a view to preventing harmful behaviour (see Responses to Escalating and Harmful Behaviour Below).

In-line with Hertfordshire STEPS, we frame all conversations about behaviour in the language of choices. We recognise that anyone is capable of making good choices and poor choices, but these do not mean that the individual is good or bad. We can refer to behaviours as being good or bad, wrong or right, but we will never label children themselves with these words. All conversations will aim towards accepting what has happened, putting things right, achieving forgiveness and moving on.

A summary of our approach to behaviour management is set out in our Behaviour Levels document.



Celebrating Positive Behaviour

Pro-social behaviours are promoted through intrinsic as well as extrinsic rewards such as:

Feeling good about your learning; Feeling good about your play; Being a role model; Being praised, praising others; Sharing your work with your class; Sharing your work with an adult.

As well as:

Learner of the week

Each week, all classes will identify a Learner of the Week. These children will be celebrated in celebration assembly and the leaves added to the Essendon Values Tree in the school entrance.

Team points

Pupils are organised into three teams (Red, Yellow and Blue). These groupings are used for sporting events and other special occasions throughout the year. Team points are given out for following The Essendon Way, embodying a school value or working well in class.

Team point charts will be displayed in each class, with spaces for pupils to gain 50 team points. If a pupil fills their bar up by gaining 50 team points, they will receive a “Bronze Award” in celebration assembly. If they fill it a second time, they will receive a silver, then gold, then platinum award. This will be sent home and shared in the newsletter. Team points are added up throughout the term and the winning team may have a celebration.

Pebble/Jewel jars

Each class can have a pebble/jewel jar to reward whole-class behaviour. Throughout the week, teachers can add pebbles from the jar for whole-class activities such as lining up on the playground, responding quickly when asked to come to the carpet in class, or moving quietly in the corridors.

Headteacher's awards

Children who have tried exceptionally hard, produced truly outstanding work, or embodied The Essendon Way and the school values in an exceptional way may be sent to the Headteacher to receive a Headteacher's award. This will be shared in celebration assembly and in the school newsletter.

Dealing with escalating or harmful behaviour

Despite the work that is done to ensure positive, prosocial behaviours from pupils, from time to time, children will forget our aims and values and may lack consideration for others. We also recognise that in the same way that **Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.**

At Essendon, we understand that whilst external discipline (such as loss of privileges) can **suppress** anti-social behaviour, in order to effect long term behavioural changes, developing internal discipline is necessary.

We believe that it is essential to have a consistent, open and transparent approach to transforming escalating negative behaviour into positive behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline. We also believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances.

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited, anxiety mapping and ABC charts can be used to track (using the Herts STEPS Roots and Fruits model) and provide support to deal with these underlying reasons.

Responses to escalating and harmful behaviour, based on Hertfordshire Steps best practice

When behaviour is not in line with The Essendon Way, we use **restorative conversations**. These are conversations with the express purpose of putting right what has gone wrong. **Restorative conversations** may lead to pupils being asked to take **restorative actions**. These are actions that help to put right what has gone wrong.

Level 1: Remind, redirect and support

Example behaviours (including but not limited to): speaking unkindly to a classmate, pushing while lining up, making too much noise or running in the corridors, forgetting manners, speaking disrespectfully to an adult, shouting out in class.

At this stage, all staff will remind and re-direct pupils or give them additional support to get them back on track. Strategies include being given "the teacher look"; attracting attention to the learning or to a positive role model; the use of positive phrasing; a positive reminder of The Essendon Way

Provided a positive reaction occurs, no further action need be taken.

The following is an example of a level 1 Herts STEPS restorative conversation involving a child who has called out in class.

(Step 1) The teacher asks, "Who was that? Be honest please." (Step 2) The child replies, "It was me." (Step 3) The teacher says, "If you're calling out are you showing respect to your classmates?" (Step 4) The pupil responds, "No." (Step 5) The teacher asks, "Can you apologise to the class please?" and the pupil says, "Sorry." (Step 6) The teacher says, "Ok, please make sure you try not to do it again." (Step 7) The pupil corrects their behaviour and the lesson continues uninterrupted.

Persistent level 1 behaviours

Example behaviours: refusing to complete school work or participate in a lesson, continuing to escalate a falling-out despite an apology having been offered, name-calling, continuing a level 1 behaviour after a level 1 restorative conversation.

For persistent level 1 behaviours, the staff member may wish to consider taking any of the following further actions: the pupil moving to work with a different group, the use of a concentration station, a sensory break or concentration break (such as brief period out of the classroom), or providing a physical resource such as a fiddle toy to aid concentration. These may be offered in the form of a limited choice. Where consequences are employed, the pupil should be made aware that if behaviour improves as a result, things can be returned to how they were before, thus the improved behaviour is restorative of the consequence.

Level 2

Example behaviours (including but not limited to): Deliberate minor damage to property, being aggressive or threatening, disruptive behaviours significantly impacting on the learning of others, or persisting in behaviours at level 1+ despite level 1+ restorative action having been taken.

Usually the range of responses available at Level 1 or 1+ will re-direct escalating behaviour. However, where these are not sufficient, a level 2 restorative conversation will be appropriate. This may be:

- a conversation that takes place with the supervising adult immediately
- being asked to go to a partner class to have a restorative conversation with another teacher or SLT member
- being asked to stay in class at the next breaktime or lunchtime to speak to the supervising adult
- being asked to go to the Headteacher's office for a restorative conversation there

This conversation will again follow the Herts Steps conversation. An example follows showing how this may look for a child who persistently calls out rudely throughout a lesson.

The child is asked to have a restorative conversation with a member of SLT during their breaktime. (Step 1) At breaktime, the SLT member asks them to be honest in their account of their actions. (Step 2) The child accepts they were calling out in class and being rude to the teacher. (Step 3) The teacher explains that this meant they were not loving others and showing respect. (Step 4) The pupil accepts responsibility for their part. They may wish to point to mitigating factors such as another child also calling out, but should be reminded that this does not remove their responsibility for their own actions. (Step 5) The pupil agrees to apologise to the teacher and to complete the work they missed by being out of class. (Step 6) The teacher accepts the apology and the pupil completes their work before going out to play. (Step 7) The pupil returns to the class in the afternoon ready to learn.

Level 2 behaviours **should** be recorded on CPOMS, and will require parents to be informed.

Level 3 and above

Example behaviours (including but not limited to): Causing deliberate physical harm to another member of the community through hitting, biting, kicking, etc., making credible threats of physical serious harm, causing serious distress or alarm to others, serious property damage, or persisting in behaviours at level 2 despite level 2 restorative action having been taken.

If responses at Level 2 are not sufficient to redirect behaviour, or where behaviour is very difficult or dangerous, a member of the Senior Leadership Team will be consulted, taking into account the Roots and Fruits of any behaviour exhibited, the seriousness of the behaviour and any history of similar behaviours. At Level 3 parents may be asked to contribute to the formulation of a behaviour plan to help the pupil to reflect on their behaviour and support them in changing their behaviour.

A Level 3 behaviour letter will be sent home, while the restorative work will be discussed with the pupil's family and recorded on the pupil's record, as well as sharing information with relevant colleagues via CPOMS.

In most instances, the restorative work will not take place immediately following the behaviour at Level 3. Usually this will take the form of an ongoing behavioural plan put into place over an extended period of time, and may involve liaison with outside agencies.

Children with additional behavioural needs: Individualised Support

For pupils whose needs are exceptional and in respect of whom responses at Levels 1-3 are not sufficient, or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly working with that pupil, the pupil's family and a senior leader may be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour; and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.

Restorative conversation record forms

Where a restorative conversation or action has taken place at Level 2, a CPOMS record form needs to be completed. Parents should be informed, so they can support at home. If one pupil amasses a high number of these forms, these will be used as evidence for escalating to the next level.

Where a Level 3 incident has occurred, this will require a separate Level 3 letter to be sent home and a copy placed on the relevant CPOMS log.

Beyond Level 3

At Essendon, our commitment to inclusive practice and supporting pupils as individuals including differentiating the curriculum for them and making reasonable adjustments to support their behaviour means that a response at one of the Levels outlined above is almost always sufficient to support our pupils without risking harm to either themselves or another member of the school community (harm to pupils or staff or harm to the education of other pupils).

However, because we have a responsibility to keep all members of the school community including pupils, staff and visitors safe and to ensure that the learning of our pupils is not disrupted, unfortunately there will be, in a very small minority of cases, a requirement to employ one of the following strategies which are only ever used as a last resort.

Level 4

1. Fixed Term Exclusion/Suspension

It may be necessary to temporarily exclude or suspend a pupil for a fixed period of time (subject to a limit of 45 days in any one school year). On return, there will be a return to school meeting with the child and family.

A fixed term exclusion may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

2. Permanent Exclusion

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

<https://www.gov.uk/government/publications/school-exclusion>

Healthy relationships

Sexual violence, sexual harassment, child on child sexual abuse.

In line with The Essendon Way, our Vision, Values and Golden Rules, Essendon c of E Primary School promotes healthy relationships and will not tolerate abuse within our school community. In line with our Child Protection Policy and Keeping Children Safe in Education (KCSIE) we know it can happen in schools and it does happen in schools. For peer on peer or child on child sexual abuse we will refer to the Department's advice: *Sexual violence and sexual harassment between children in schools and colleges*.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

Use of Physical Intervention at Essendon

In-line with Hertfordshire STEPS training, there are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive hug; arm or back stroke; or “high 5”)
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil's family.

At Essendon, we understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their family and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school

staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle or by putting a child on our lap).

Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. We recognise that some pupils do not like any physical contact such as a hug or a high 5. Staff never praise a pupil with physical contact who finds it uncomfortable.

Physical contact is never used as a punishment; it is never used to force compliance with instructions and should never hurt.

At Essendon, we do not believe in using physical interventions which overpower children (including picking up children who can walk unaided). Physical interventions which overpower a pupil are known as **restrictive physical intervention**.

Restrictive physical intervention will only be used at Essendon in two situations:

1. **Positive Handling Plan:** where a named pupil is considered likely to need restrictive physical intervention, a plan will be drawn up with the pupil's family in consultation with experts detailing likely risks, strategies for avoiding them, successful de-escalation strategies for that pupil and the point at which restrictive physical intervention may be used. Staff working with that pupil will receive bespoke training in how to avoid restrictive physical intervention being necessary and what to do if restrictive physical intervention is unavoidable.
2. **Unforeseeable Emergency:** in the event of an unforeseeable emergency such as a person wielding a weapon or pupil attempting self-harm in unforeseeable circumstances, staff may feel they have no option other than to use overpowering force to save one or more pupils from serious injury.

If overpowering force is needed, in the best interests of the pupil who is being restrained, staff will ensure that the force it is reasonable, proportionate and necessary. The intervention should use the minimum amount of force necessary and last for the shortest amount of time possible.

Staff will never use force which results in:

- A negative impact on the process of breathing (e.g. basket hold)
- Pain as a direct result of the technique
- A sense of violation

Recording of responses to behaviour

A Behaviour Record Log in a standardised format will be kept and overseen by the Headteacher. Logs will continue with the child as they move through the school.

Staff will use the Behaviour Record Log to document:

Team point rewards, learner of the week leaves, Headteacher awards – Class Teacher records

Restorative conversations or actions at Level 2

Incidents requiring Level 3 consequence work

Allegations of Bullying (in line with the Anti-Bullying Policy) – overseen by the Headteacher

Any racial incidents (in line with the school's Racial Harassment Policy) – overseen by the Headteacher

Recording on CPOMS

Our primary source of audit trail & evidence regarding behavioural and pastoral incidents is CPOMS. Any behaviour resulting in a behaviour letter being sent home should always be logged. Following any incident, a CPOMS log should be recorded by the adult who was first involved in dealing with the behaviour. Adults should not assume that another member of staff will complete an entry. If more than one adult has been involved in dealing with a behavioural incident, they must ensure that afterwards everyone is clear as to who will take responsibility for completing the CPOMS entry.

If an incident has been escalated to a member of SLT, they will be able to add further detail in a separate log entry if they deem it necessary to do so.

All CPOMS entries should contain specific details, including date, time, place, individuals involved, the specific language used, and detail regarding the behaviour and those likely to have been affected by it. If additional paperwork has been completed (e.g. an ABC form or a behaviour letter) this should be photographed/scanned and attached to the log entry. If a child leaves Essendon School and changes school, relevant CPOMS logs can be shared with the Safeguarding Lead at the next school.

Monitoring

All teaching staff are responsible for monitoring the behaviour in their class and all staff in the school as a whole. The Headteacher reviews behaviour records on a termly basis as part of the Pupil Progress and Provision Mapping process. A termly report is made by the Headteacher to the Governing Body. The governing body are responsible for monitoring the effectiveness of this policy and will review it every two years.



Behaviour Levels Summary

Level One: Reminders to refocus

Level Two: Persistent low-level disruption

Disrespectful behaviours

Disrupting learning

Disrupting play

Level Three: Persistent disrespectful behaviours

Persistent disruption of learning

Persistent disruption of play

Physical violence

Level Four: Serious physical violence

Other serious behaviours

Our rewards	Our consequences
Feeling good about your learning	Reminders to follow the Essendon Way
Feeling good about your play	Moving to another place
Being a role model	Moving to another classroom
Praise	Giving back time
Sharing your work with your class	Removal of privileges
Sharing your work with an adult	Restorative conversations
Team Points	Apologising
Team Point Certificates	Talking to the Senior or Headteacher
Learner of the Week Leaf	Problem solving – thinking time
Head Teachers Award	Earning back trust
Pebble in Jar	Parent meeting

Behaviour Levels

Level 1	If I do this	This will happen
<ul style="list-style-type: none"> • In class • Teacher managed 	<p>In all areas of the school:</p> <ul style="list-style-type: none"> • Forgetting school values • Forgetting the Golden Rules • Speak unkindly • Running in school • Poor manners • Shouting out 	<p>You will be given a:</p> <ul style="list-style-type: none"> • Warning • Redirection • Teacher look • Reminder of Golden Rules • Reminder of Essendon Way <p><i>You will be expected to refocus.</i></p>

Level 2	If I do this	This will happen
<ul style="list-style-type: none"> • SLT involvement • Behaviour tracked • Parent informed 	<p>In the classroom:</p> <ul style="list-style-type: none"> • Persisting with Level 1 behaviours • Disregarding the Golden Rules – the Essendon Way • Disrespectful behaviours • Poor attitude to learning • Refusing to engage with the learning • Disrupting the learning • Answering back or repeatedly questioning the staff member • Damaging property • Throwing resources <p>On the playground:</p> <ul style="list-style-type: none"> • Persisting with Level 1 behaviours • Disregarding the Golden Rules – the Essendon Way • Poor attitude to play • Unkind • Disrespectful to others • Disrespectful to equipment • Disrupting games • Answering back or repeatedly questioning the staff member 	<p>You will have actions and consequences:</p> <ul style="list-style-type: none"> • Move to a different seating position • Move to a partner class with your work • Move to a member of SLT with your work • Asked to give back learning time - complete your work in your playtime or lunchtime. • Restorative conversation at playtime or lunchtime with teacher. • Apologise <p>You will have a playground consequence:</p> <ul style="list-style-type: none"> • Move to a different part of the playground • Asked to stand with the playground staff member • Asked to sit on a bench or outside the Office for time out • Removal of equipment • Asked to give back or earn back playtime • Restorative conversation at an agreed time with teacher. • Apologise <p>Conversation with Headteacher or Senior Leader to explain behaviours and to share learning from consequence. Behaviour tracked, parent informed.</p> <p><i>When you return to class or the playground you will be given a target by class teacher with the SLT member or supervising adult – and expected to fulfil it.</i></p>

		<i>This will be recorded, shared and tracked by the SLT member for the day and reminded and tracked the next day or agreed time span.</i>
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Level 3	If I do this	This will happen
<ul style="list-style-type: none"> • Headteacher involvement • Behaviour plan • Parent meeting 	<p>In the classroom:</p> <ul style="list-style-type: none"> • Persisting with Level 2 behaviours • Complete disregard of the Golden Rules – Essendon Way • Deliberate physical harm – slap, kick, punch • Fighting • Serious property damage • Throwing objects at others with intent • Causing serious distress <p>On the playground:</p> <ul style="list-style-type: none"> • Persisting with Level 2 behaviours • Complete disregard of the Golden Rules – Essendon Way • Deliberate physical harm – slap, kick, punch • Fighting • Threats of serious physical harm • Throwing objects at others with intent • Serious property damage • Causing serious distress • Bullying – investigated • Racism – investigated • Child on child unhealthy relationships - investigated 	<p>You will have actions and consequences:</p> <ul style="list-style-type: none"> • Move from the class/playground for the rest of the session • Meet with the Headteacher or Senior Leader to discuss incident • Work/sit in the Headteacher Office or outside School Office • Have a restorative conversation and agree a logical consequence • Take part in problem solving • Apologise • Miss playtimes until trust is rebuilt • Continue to work in Headteacher Office or Senior Leader Office until trust is rebuilt • Withdrawal of privileges • Parent phone call and parent meeting. • Behaviour target • Behaviour plan for next steps • Support from parents – consequences at home <p><i>When you return to class or the playground you will be given a target by class teacher with the Headteacher – and expected to fulfil it.</i></p> <p><i>This will be recorded, shared and tracked by the SLT member for the day and an agreed period of time. Behaviour plan agreed with parents</i></p>

Level 4	If I do this	This will happen
<ul style="list-style-type: none"> • Headteacher involvement • Behaviour plan • Parent meeting 	<ul style="list-style-type: none"> • Repeated Level 3s • 2 (or 3) Level 3s in half a term (<i>Head teacher decision</i>) • Absolute and complete disregard of Golden Rules – Essendon Way 	<p>You will have actions and consequences:</p> <ul style="list-style-type: none"> • Move from the classroom or playground for the rest of the session • Work/sit in the Head Teacher’s Office or outside the School Office

<ul style="list-style-type: none"> • Chair of Governors informed 	<ul style="list-style-type: none"> • Serious physical violence • Forceful physical violence • Physical violence that is repetitive ie punching and punching • Seriously aggressive physical violence with intent <p>And other serious behaviours:</p> <ul style="list-style-type: none"> • Bullying – investigated • Racism – investigated • Child on child unhealthy relationships - investigated • Physical violence towards a member of staff 	<ul style="list-style-type: none"> • Meet with the Headteacher or Senior Leader to discuss incident • Have a restorative conversation and agree a logical consequence • Parents called in to school • Take part in problem solving • Apologise • Work with SLT/HT until trust is rebuilt • Remain with SLT/HT until trust is rebuilt • Support from parents – consequences at home • Behaviour Plan in place for return to school <ul style="list-style-type: none"> • Fixed term exclusion – Headteacher’s decision
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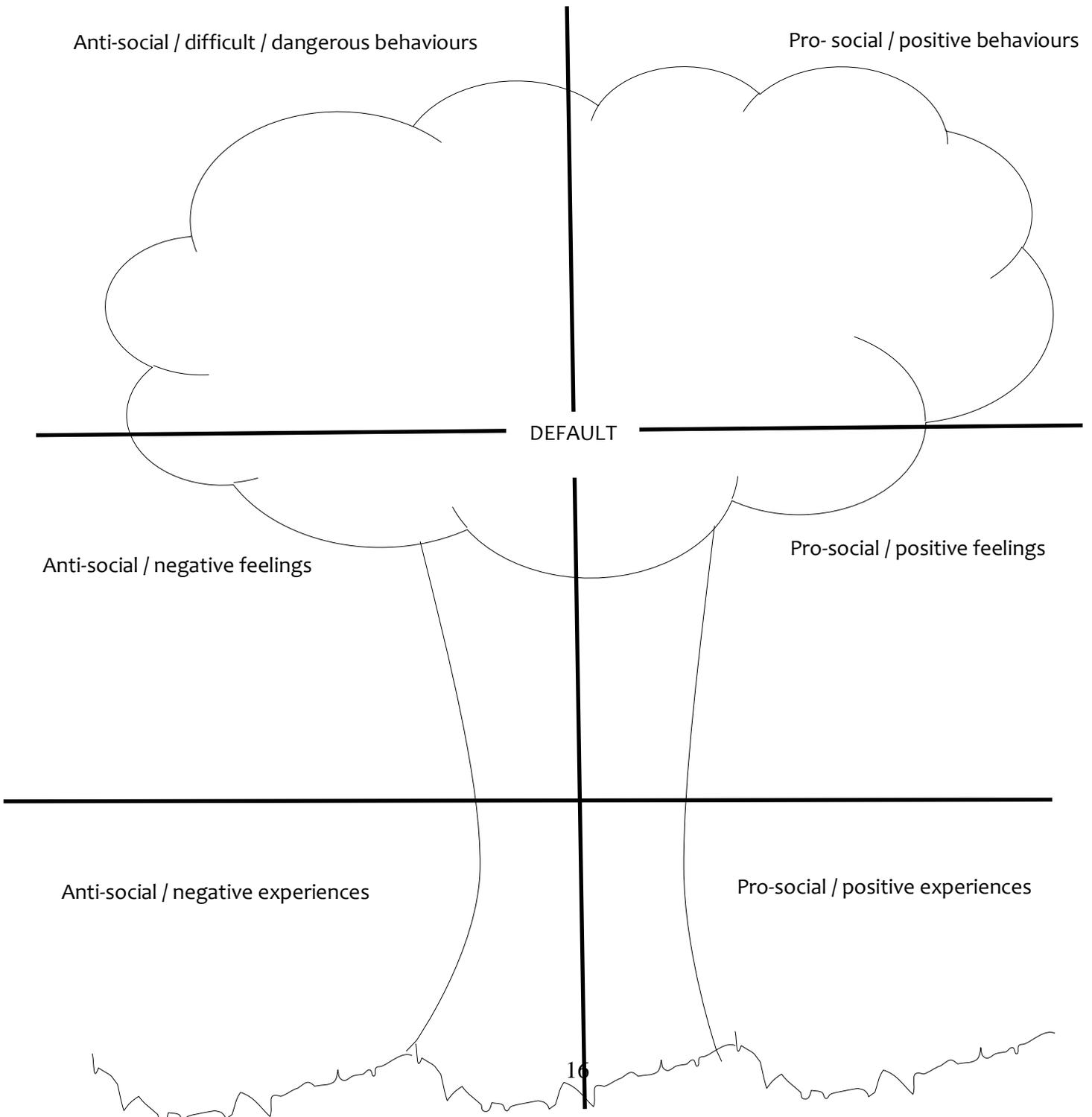
Essendon C of E (VC) Primary School

Encouraging everyone's light to shine (Matthew 5:16)



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



<p>Negative Phrasing</p> <ul style="list-style-type: none"> ➤ Stop being silly ➤ Be good ➤ Don't throw the pen ➤ Stop running ➤ Don't talk to me like that ➤ Calm down <p>No choice (making demands)</p> <ul style="list-style-type: none"> ➤ Get in here now! ➤ Get out! ➤ Do as you are told! <p>Give it to me now!</p>	<p>Positive phrasing</p> <ul style="list-style-type: none"> ➤ Stand next to me ➤ Put the pen on the table ➤ Walk in the corridor ➤ Walk with me to ... ➤ Stay seated in your chair ➤ <i>Please/thank you</i>
<p>Open choice</p> <ul style="list-style-type: none"> ➤ What do you want to do? ➤ Would you like to go inside? 	<p>Limited choice</p> <ul style="list-style-type: none"> ➤ Where shall we talk, here or in the library? ➤ Put the pen on the table or in the box ➤ Are you going to sit on your own or with the group? ➤ Are you starting your work with the words or a picture?
<p>Empowering the behaviour</p> <ul style="list-style-type: none"> ➤ Come back here, now ➤ You are not allowed in there ➤ Get down from there ➤ Don't you dare swear at me ➤ I will let you use the computer if ... 	<p>Disempowering the behaviour</p> <ul style="list-style-type: none"> ➤ You can listen from there ➤ Come and find me when you come back ➤ Come back into the room when you are ready