

St Margaret Clitherow Behaviour Policy March 26 – Sep 27

Approval Information

Reviewed by:	Headteacher Mrs A Mulholland – March 26
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Document History

V1.0	Original – updated from previous because of changes to handling and mobile phones from DfE.

BEHAVIOUR POLICY AIMS

The St Margaret Clitherow (SMC) Behaviour Policy is based upon the following aims:

1. To provide a positive atmosphere which is safe, calm and caring, therefore allowing effective learning to take place.
2. To provide a positive atmosphere where success is emphasised, encouraged and rewarded with kind, caring and cooperative behaviour recognised and celebrated.
3. To ensure consistency, fairness and clear expectations.
4. To ensure that pupils are listened to and treated with equal respect.
5. To enable pupils to develop social skills and moral values in the context of the School as a community.
6. To ensure positive motivational strategies are employed in the school and anti-social behaviour is discouraged.
7. To ensure rewards cover a wide range of academic as well as non-academic achievements, with both sanctions and rewards being specified.
8. To ensure that bullying and sexual/racial harassment are brought to the attention of the staff and are swiftly and firmly dealt with in line with KCSIE guidance.
9. To ensure that non-teaching staff, parents/carers and governors are aware of, and give support to, the standards of behaviour expected of the pupils.
10. To ensure rules are kept to a minimum and only include those which are meant to be enforced.
11. To ensure that sanctions are designed to signal the degree of disapproval.
12. To prioritise proactive de-escalation and calm redirection to resolve incidents before they escalate, while maintaining clear boundaries and expectations.
13. To ensure that there is some flexibility in the sanctions system so that staff can be sensitive to the needs of individuals.
14. To encourage and reward good behaviour, rather than simply sanction bad behaviour.
15. To ensure the inclusion of all pupils and, where appropriate, access additional or alternative support.
16. The school maintains the right to apply this behaviour policy to any pupil whose conduct outside of school (including online and on social media) poses a threat to another pupil, a member of staff, or the reputation of the school. This policy applies to pupils at all times when they are: taking part in school-organised activities, travelling to or from school, wearing school uniform, or in any way identifiable as a pupil at the school. It also applies to misbehaviour at any time that could have repercussions for the orderly running of the school or poses a threat to another pupil.
17. In relation to behaviour and expectations DfE guidance (2024) specifically prohibits the use of mobile phones throughout the school day (including smart watches) and as such SMC is a mobile-phone-free site. Parents should be aware that to maintain a focused and safe learning environment, pupils are prohibited from using mobile phones at any time during the school day, including break and lunch times. Any phone brought to school must be

handed in at the start of the day and collected at the end. Non-compliance will result in the phone/smart-watch being confiscated as a prohibited item.

Roles and Responsibilities

In order to achieve our aims, we recognise that everyone within the school community needs to work together.

The role of pupils

- To understand and follow the SMC rules
- To understand the consequences of not following the rules
- To vote for members of their class to represent them on School Council

The role of teachers

- To uphold the Catholic ethos of the school
- To teach pupils the rules, routines and high expectations expected at the start of each academic year
- To arrive in class on time and well-prepared
- To know the children as individuals, ensuring all children are noticed and receive positive attention in class
- To plan activities, appropriate to the ability, maturity and needs of the children
- To inform parents/carers about expected behaviour and seek their support
- To avoid the use of confrontational language
- To use praise to reinforce expectations
- To treat all children with respect and understanding and enforce the rules consistently, giving rewards and sanctions that are fair and proportionate
- To organise the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines
- To liaise with external agencies, teaching assistants, lunchtime controllers, parents/carers and the senior leadership team as necessary to support and guide the interests of the child, ensuring that they are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour, including for those with specific needs.
- The Headteacher and authorised staff to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (e.g., knives, alcohol, illegal drugs, or items used to commit an offense)."

The role of the Teaching Assistants

- To uphold the Catholic ethos of the school
- To be aware of relevant rules, routines, high expectations and uphold and reinforce them
- To arrive in class on time and well-prepared

- To be consistent, fair and proportionate when giving rewards and referring to sanctions
- To know the children as individuals, recognise their characters and take this knowledge into account when working with them
- To support the teacher by reassuring, re-focusing and reaffirming tasks set for children
- To support pupils with SEND and behaviour plans, using given strategies
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- To respond to children's needs swiftly
- To observe children and inform class teachers about specific incidents or trends in behaviour.

The role of Lunchtime controllers/Adults on duty at lunchtime

- To uphold the Catholic ethos of the school
- To be friendly and approachable
- To be aware of relevant and accepted expectations and reinforce them
- To be consistent and fair when giving rewards or referring to teaching staff for sanctions
- To know the children as individuals, recognise their characters and take this knowledge into account when working with them
- To support children's development of behaviour skills and self-regulation
- To have high expectations and inform class teachers about specific incidents or trends in behaviour
- To support children using agreed strategies.

The role of parents and carers:

- To support the school in upholding the Catholic ethos and values of SMC
- To inform the school of any concerns that might affect the behaviour of the child, including any medical or social circumstances
- To provide their child with the opportunity to discuss their day so that any worries or concerns are recognised at an early stage
- To keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- To support and co-operate with the school, respecting the staff and valuing their professional opinions in implementing the behaviour policy
- To promote positive attitudes towards the school
- To provide a good example of behaviour.

The role of Governors

- To be involved in the development and evaluation of the policy in accordance with the stated mission and ethos of the school.
- To support the Headteacher and staff in carrying out these guidelines, who have the day-to-day authority to implement the school behaviour policy
- To monitor and evaluate the effectiveness of the policy in bringing about its stated aims and objectives
- To report on the effectiveness of the policy to parents and carers

- To provide opportunities for dialogue with children, staff and parents/carers,

SMC School Rules

AIMS: “To create a positive learning environment for all members of the school community and an even approach to dealing with behaviour issues as they arise.”

SMC rules consist of a system of positive behaviour management which is designed to create a positive environment in which teachers can teach and children are able to learn more effectively. It provides both children and adults at the school with a structure of how we wish them to behave, and the opportunity to make individual choices to fulfil those criteria.

The system is based on ‘**five golden rules**’, which are designed to provide the children with a structure to their behaviour. Children will therefore be in no doubt about how they are expected to behave, and have the opportunity to make informed choices in order to follow these rules.

SMC School Rules	
1.	Follow instructions given by all school adults.
2.	Keep hands, feet and objects to yourself.
3.	Treat equipment sensibly.
4.	Show respect to all members of the school community.
5.	Listen carefully and respond appropriately.

Pupils are taught how they should behave in different situations around the school and high expectations are set by all members of staff.

As we follow a positive behaviour management system, the emphasis is on praising and rewarding good academic and non-academic behaviours, choices and achievements. These can include, but are not limited to:

- Verbal praise
- Certificates
- Stickers
- Headteacher Award
- Notes or phone calls home to parents/carers
- Moving names up through the stages of recognition
- House points
- Celebration of success assemblies

Pupils with SEND and other additional needs

At SMC, we recognise that behaviours are a form of communication and that support may be required to allow pupils to access the curriculum. All staff working with pupils

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will be made aware of any triggers and cues; a graduated approach will be put in place so that the pupil can succeed in class. All staff working with the child will carefully observe and avoid any known triggers. They will prioritise proactive de-escalation strategies and calm redirection to resolve incidents before they escalate, while maintaining clear boundaries and expectations. This includes the use of a low voice, maintaining a personal space and the use of 'scripted' responses.

Zones of regulation will be used to support pupils in understanding and regulating their emotions, giving them strategies to overcome any dysregulation so that they are ready to learn.

In addition:

- Where a pupil has significant social, emotional or mental health needs resulting in behavioural difficulties, class teachers will work closely with the SENDCO.
- A child may require a behaviour support plan that is specific to them and their needs, and where necessary, a more detailed record of their behaviour being kept by staff (CPOMs)
- This may result in a need for closer, more regular contact with parents/carers.
- Where appropriate, a child may be referred to external agencies such as the Pupil Referral Unit, Educational Psychologist, Specialist Teacher Service and Alternative Provision or an Early Help referral may be required to avoid high-level sanctions like suspension.
- If required, staff may carry out a risk assessment for a particular child in conjunction with the SENDCO
- Records kept by staff will be uploaded to Arbor or CPOMs
- The school will specifically consider whether a pupil's SEND or a mental health issue has contributed to a behaviour incident before a serious sanction (such as suspension) is issued. For pupils with an EHC plan, the school will consider whether an emergency annual review is required.

Please also refer to other relevant policies- SEN, Inclusion, Equal Opportunity, Mobile Phones, Disability Equality and Use of Force.

Consequences

If a child chooses not to follow the school's rules, their behaviour will not be accepted and there are a series of consequences for choosing inappropriate behaviour.

CONSEQUENCES QUICK REFERENCE GUIDE

Level 0 Neutral: Low-level behaviour breach – a warning given to “Make Better Choices” – tracked by teacher on Arbor.

Level 1 Negative: Repeat of same low-level behaviour, or alternative poor low-level behaviour choice, restorative conversation with the teacher.

Level 2 Negative: Continual poor choice at a low level – reflection time given to complete a reflection sheet and lost learning payback time to be awarded (KS1 – time out/ KS2 at next convenient break/ lunchtime) – reported to parents electronically via

Arbor and teacher to speak to parents about support given to facilitate better choices being made.

Level 3 Negative: Three or more incidents of poor choices in a week/ nine incidents across a half-term.

Level 4 Negative: Serious poor behaviour choice/ incident resulting in reset routine in an alternative key stage.

Level 5 Negative: Reoccurrence of serious behaviour choice/ incident or non-compliance with behaviour log.

Process for advising children of a breach of the rules:

If a child breaks one of the school rules, staff will give a verbal warning, if appropriate, indicating the severity of the rule break. The warning will be recorded on Arbor. When warning a child about their behaviour or discussing their behaviour with them, the teacher will refer directly to the school's rules. E.g. "I am giving you a warning because you are talking when I am talking which breaks rule X". They may ask the child to explain to them which rule they are breaking. By Upper KS2, the children should know the school rules by heart.

The behaviour policy seeks to address undesired behaviour within two categories:

LEVELS 0 – 2 One-off low-level or recurring low-level negative behaviour within one day

Level 0 Neutral Warning – On the first occasion of a breach in the school rules the pupil will be given a warning to "Make Better Choices". This incident will be logged by the teacher on Arbor. No notification will be flagged to the parent for one-off breaches in behaviour at this level. This provides all children with an opportunity to reset and to continue more positively.

Possible behaviours resulting in a Level 0 warning include but are not limited to: entering the classroom in a disorderly or disruptive manner, not following an adult's instruction, being disrespectful during liturgical prayer, chatting during adult input or when expected to be working independently, being off-task, insufficient work completed, disrupting the learning of others, shouting out, drawing on, damaging or using any school equipment with a lack of respect, answering back, rolling eyes, tutting or being otherwise disrespectful to any adult.

Level 1 Negative - On the second occasion of a child displaying any of the behaviours indicated above (not necessarily a repeat of the same behaviour) they will be given reflection time to understand the impact of their choice on their learning/ the learning of others, how they were feeling at the time and the opportunity to discuss more positive choices that they could make in future. The behaviour infringement will be logged on Arbor and parents will receive an electronic notification that their child has twice disrupted their learning/ the learning of others by choosing to engage in the type of behaviours indicated above. **Parents should**

note that it is not possible to receive a personal daily breakdown of the specific behaviours incurring a Level 1 notification being received and following receipt of an email concerning a Level 1 Negative being received any conversations with their child should be focused on the breaking of the school rules and the negative impact persistent low-level breaches of the behaviour policy has on their learning/ the learning of others and an assurance from their child that this will not continue.

Level 2 Negative - On the third occasion of any of the behaviours/ similar behaviour to those indicated above, children will be required to complete a reflection form and to understand the impact of their choice on their learning/ the learning of others. Using the information from the form, the class teacher will discuss with them how they were feeling at the time and take the opportunity to discuss more positive choices that they could make in future. Children at this stage will be required to complete a period of 'lost learning payback time' - this is likely to include a partial loss of break/ lunchtime. Parents will be notified electronically, via Arbor, of the ongoing impact of the behaviour on their child's learning/ the learning of other children. The class teacher will speak to parents directly at the end of the school day either in person or via telephone to discuss the specific difficulties faced in class that day. The school expectation is that parents subsequently reinforce the importance of the school rules being followed at all times and the school requests parental support for the school rules and an assurance from their child that this behaviour will not continue.

LEVELS 3 – 5 Ongoing recurring low-level behaviour, not modified by previous consequences, and one-off or ongoing serious behaviour incident(s).

Level 3 Negative - After three or more incidents of poor behaviour in a week/ nine events in any one half-term the child will first be sent to discuss their behaviour with one of the AHTs. The parent will receive a call from the school office and be requested to attend a meeting with the Class teacher and Assistant Headteacher. At this point, to facilitate an improvement in behaviour, a log will be implemented requiring the child to report to one of the AHTs daily, for one week. Senior leaders also have the option to use additional sanctions. Parents/carers will also be expected to monitor and sign the behaviour log daily. Should there be no improvement in behaviour at the end of the week this will be escalated to a level 5 consequence.

Level 4 Negative - In the event of a more serious one-off incident parents will be notified electronically by Arbor of the need to attend a meeting with the Class Teacher and a member of the SLT. Their parents/carers will be invited into the school to discuss their child's behaviour and any next steps required. This will be recorded on the child's Arbor profile/ CPOMS as necessary. Additionally, children may need a cooling off period/ removal from the classroom, for a limited period, to maintain the safety and learning for others. At such times the child will be provided with suitable academic work for this period of time. The school will monitor all removals via Arbor to identify any trends and ensure that this sanction is not being used disproportionately for specific groups, such as pupils with SEND.

Possible behaviours resulting in a Level 4 warning include, but are not limited to: bullying, swearing, fighting or any other physical or harmful behaviour

Level 5 Negative - the Headteacher will be informed of any serious breach or persistent breaches of the school's behaviour policy and, where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in that school, the Headteacher may decide to issue an internal exclusion, a suspension or permanent exclusion. Parents will receive a call from the school office and be requested to attend a meeting with the Headteacher.

Throughout the application of this policy, every child will start afresh the next day with a clean slate, and have the opportunity to choose more appropriate behaviour. Please note that children may still have to complete learning payback time from the previous afternoon/ more serious sanction. Following any suspension, a reintegration meeting will be held with the pupil and parents to support a successful return to the classroom and to discuss strategies to prevent further incidents.

Lunchtimes

Lunchtime controllers/adults on duty will positively reinforce good behaviour and follow the behaviour policy. In the event of poor behaviour choices, lunchtime staff will listen to all parties involved and try to prevent escalation. Where necessary, the use of immediate time out on the playground will be implemented and the class teacher informed. It is the responsibility of each class teacher to follow up with appropriate action, where necessary, once back in the classroom.

Reflection Forms

Reflection forms are used to support the pupil in understanding their behaviour choices, the consequences for them and others, and the opportunities open to them in the future when making a better choice.

Reflection forms (appendix 1) – these are to be completed with an adult following an incident at consequence 2 or above. They should be completed once the child's emotional state has de-escalated and before returning to lessons. If a child needs time to complete work following a reflection form, some of their next break time can be used (unless this is a trigger).

Once a reflection form has been completed, it should be added to the child's file, along with any meeting records. If the incident has been added to CPOMS, the reflection form should also be uploaded.

Recording and Monitoring Behaviour

Our management information system (Arbor) will be used to record behaviour on the child's profile and notify parents as detailed above. This includes when there has been the need to issue a warning (Level 0 Neutral) to ensure low-level disruptive behaviour is not permitted to persist.

If there is an unexplained change or serious deterioration in behaviour, or the behaviour is related to vulnerable/SEND children then the incident should also be logged on CPOMS.

Inclusion Strategy for Physically Aggressive Pupils

Please note: this strategy is not specifically aimed at pupils with ASD; it is to be used with ALL pupils who are consistently, physically aggressive. It is important we recognise the many pupils at SMC who have ASD and are not aggressive. Equally, it is not unusual to encounter a pupil who is aggressive but does not have ASD.

This inclusion strategy is intended to guide all parties involved in supporting the child, including family members, school and school staff, senior leaders, governors and outside agencies in providing the pupil with a full range of strategies to support their behaviour. It is also intended to provide a framework for the parents of physically aggressive pupils to highlight the severity of their child's behaviour and the importance of working collaboratively with the school. The system provides the pupil and family with an increasing amount of support and advice, culminating in permanent exclusion if sustained physical aggression continues.

Before Implementing the Inclusion Strategy for Pupils who are Physically Aggressive

Prior to implementing the Inclusion Strategy for Pupils who are Physically Aggressive, class teachers need to follow the SMC Behaviour Policy, then, if appropriate, make reasonable adjustments to support the pupil's behaviour using the graduated approach to attempt to meet the pupil's needs in accordance with the SEN Code of Conduct. These reasonable adjustments, which must be agreed with the SLT and SENDCO, could include but are not exclusive to:

- Personalised behaviour incentives: sticker charts, opportunities to earn rewards with positive behaviour
- Reduced lunchtime play where pupils cannot cope with longer periods of play without altercations, or to allow them to reset before class time (e.g. 20 mins lunch, 20 mins outside, 20 mins indoor play)
- Regular communication with parents/carers: parent teacher meetings, Home/School communication books, regular informal discussions
- Increased supervision: moving pupil onto a table near the teacher, asking the pupil to line up at the front of the line, informing teachers on duty to pay particular attention
- Adapting classroom settings: avoiding busy transitions, adapted seating plans, using positive role models, time-out cards, quiet space in the classroom, individual workspace
- Access to specific focus groups/ support: social stories, learning mentor, structured opportunities to release energy
- Behaviour plan co-created with input from all adults that work with the pupil, including parents
- Referrals made to relevant agencies: SaLT, CAMHS, OT, Educational Psychology, 5 to Thrive etc
- Internal exclusion days used to show the seriousness of the behaviour.

Once reasonable adjustments have been made and given time to embed, if the child continues to be physically aggressive, the family will be informed in writing and the

school will begin to implement the first steps of the Inclusion Strategy for Pupils who are Physically Aggressive.

Implementing the Inclusion Strategy for Pupils who are Physically Aggressive.

Pupils should not move up the list as a matter of formality. Pupils should be given credit for positive behaviour and the opportunity to be removed from the list or move down the list if the support provided reduces the frequency or severity of physical aggression.

1. Parents/carers advised in writing by the Headteacher that their child has exhausted the usual School Behaviour Policy and reasonable adjustments that have been made have not had the desired impact.
2. Formal meeting with class teacher, Assistant Headteacher and SENDCO to evaluate current strategies, and discuss ongoing referrals or new referrals to be made. If not already completed, referrals should be made to PRU in reach/outreach, Specialist Teaching Service, Community paediatrician, CAMHS (if applicable), and contact local ASD ARP to request they observe the pupil (if relevant to their need).
3. Parents/carers and pupils are invited to a meeting with the appropriate member of SLT and SENDCO. Governors are also informed at this stage.
4. Multi-agency Case Conference including all professionals that support the child, including parents and Headteacher. Also, invite the child for part of the meeting if age-appropriate. Any additional strategies identified through this meeting are to be pursued, if reasonably practical.
5. The headteacher to inform the Safeguarding Governor of the outcome of the Case Conference and comments requested.
6. Exclusion Checklist for Headteachers to be used following the next serious event and possible suspension issued.
7. Parents to be informed of the urgent need for alternative provision.
8. Bracknell Forest Council's Exclusions and Reintegration Team consulted to explore managed move and PRU placement potential.
9. If possible, alternative placement arranged. Examples could include:
 - Full time PRU placement arranged by Headteacher
 - Transfer to an ARP or Special School arranged by SENDCO
 - Managed move arranged by the Headteacher in consultation and agreement with the parents and the receiving school to provide a fresh start for pupils at risk of permanent exclusion.
10. Permanent exclusion.

Throughout this process it is important for the welfare and education of the other children and well-being of staff to be considered with equal weighting.

Appendix 1: Reflection Form EXAMPLE

My Choices Reflection Sheet

Name:

MY CHOICE

What choice did you make?

- ☐ Used mean words / did not show respect
- ☐ Hit, kicked, pushed, pinched, tripped or scratched
- ☐ Took something that didn't belong to me
- ☐ Damaged someone else's property
- ☐ Used school materials inappropriately
- ☐ Refused to follow adult's directions
- ☐ Left my seat/ area without permission
- ☐ Other...

REASONS FOR MY CHOICE

How were you feeling BEFORE you made the choice?

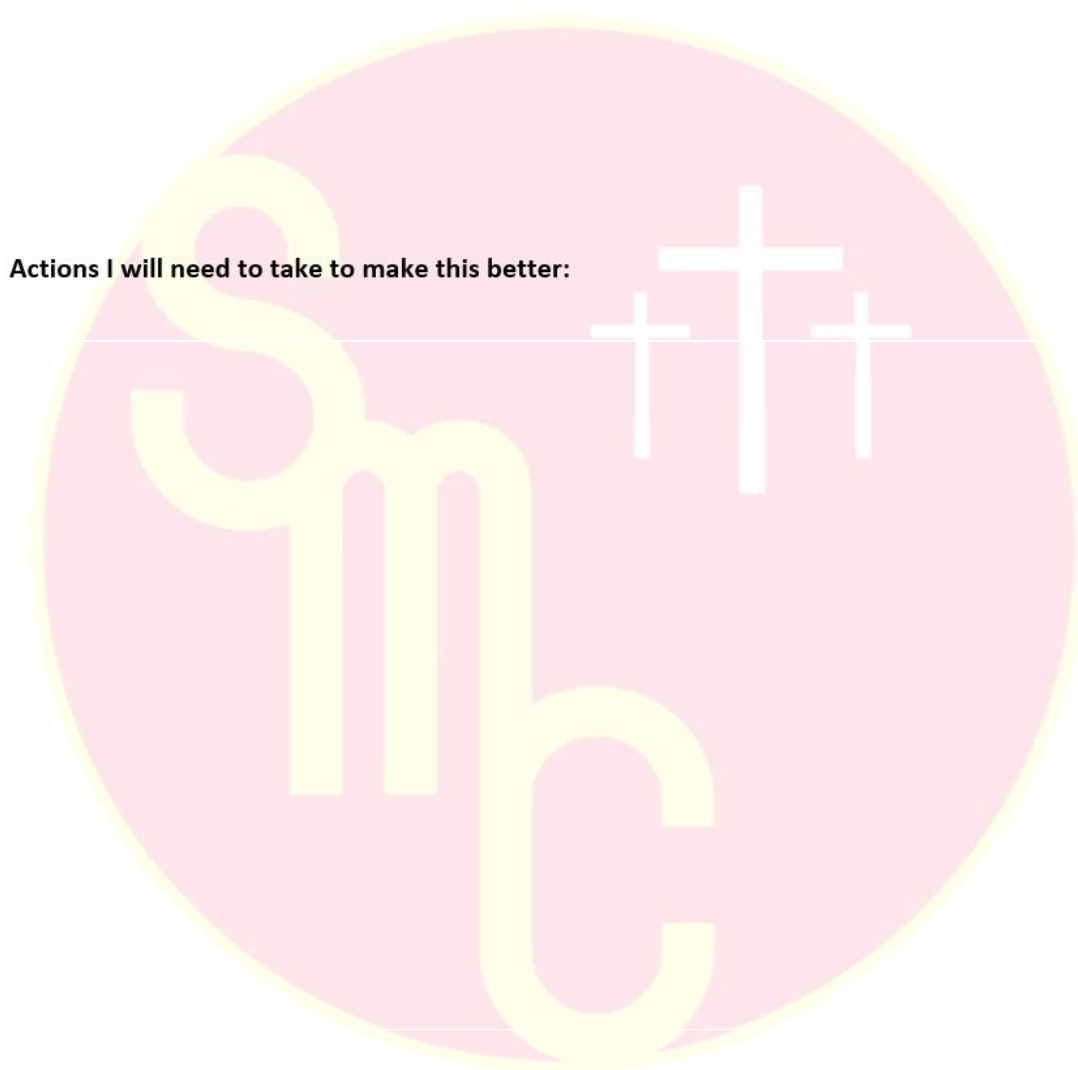
- | | |
|--|--|
| ☐ Sad | ☐ Worried / Nervous |
| ☐ Angry | ☐ Embarrassed |
| ☐ Jealous | ☐ Ashamed/ Guilty |
| ☐ Disappointed | ☐ Other |
| ☐ Lonely/ Felt left out | |

What did you want?

- | | |
|--|---|
| ☐ Someone to pay attention to me | ☐ To have fun |
| ☐ To get revenge | ☐ For someone to like me/ include me |
| ☐ To feel happier | ☐ Other |
| ☐ To not do my work | |
| ☐ To get away from someone | |
| ☐ To have something | |
| ☐ To have control or power over someone/something | |

What I can do to stop this happening again:

Actions I will need to take to make this better:



Date:

Appendix 2 : Behaviour Support Scripts and Routines

Supportive scripts/expectations for SMC Behaviour Policy and day-to-day routines

Routines are the foundation of great learning behaviours. Children respond best when they understand the environment and what is likely to happen to next (consistency). This lowers cognitive load for all pupils, especially for children with SEND and ensures the same approach is offered throughout the school. Establish routines and get pupils to remind you of routines regularly. **All staff in your classroom need to understand and to adopt this approach when dealing with pupils.** Remember, these need to be taught specifically and revisited frequently – we must never assume pupils know how to behave. We need to show them how to behave at SMC.

Typical classroom specific routines to establish:

- recognise and name the behaviour you would like to see
- remind pupils about the boundaries at the start of the lesson and before they begin a task
- deliberately search for **positive behaviours**
- explaining specific resources available for a task
- establish success criteria and share it
- getting out and using equipment, including books, I-pads (use of monitors etc.)
- groupings and expectations of group members
- partner talk/ work expectations
- time and task – give a time deadline and task while the children are listening
- reflective questioning – use key moments to reflect and praise but also to remind pupils of the expectations
- volume expectations in different environments

Voice levels					
5	4	3	2	1	0
Outdoor	Presenting/ Gospel reading etc.	Normal	Partner Talk	Whisper	Silence

Overview of Behaviour Policy		
General low-level disruption e.g. • fiddling with things (be mindful of SEN needs) • distracting people • entering room in a disorderly/ disruptive manner • talking when I shouldn't be • not following instructions / being off-task • calling out • insufficient work completed • not respecting property • out of my seat • swinging on my chair • drawing on using school equipment with a lack of respect • answering back • rolling eyes, tutting or other disrespectful behaviour when speaking with an adult	Level zero warning issued and reminded on first occasion. On second occasion escalate to a level one. Both are to be recorded on ARBOR under Level 0 and Level 1 as soon as possible after the event. At level one – restorative conversation with the class teacher/ other supervising adult.	Reminded privately of expectation or general class reminder 'we don't call out', 'we all need to put equipment down and stop fiddling/ chatting' etc. Do not address the behaviour with an individual publicly. The behaviour of one child is not everyone else's business. Get in, deliver a one to one and move on. Make sure you are explicit about the behaviour and give an example of something good they have done. • I noticed you are... • It was the rule about...<u>that</u> you broke (refer to SMC 5 golden rules) • You have chosen to... • Do you remember last week when <u>you</u>... • That is who I need to see today • Thank you for listening Do not deliver the consequence in the moment of conflict as this could escalate the situation.

If I continue similar low-level behaviour after Level 1 or: • I answer back to a member of staff • Refuse to work • Out of my seat to disrupt learning / interfere with others' learning	Level 2 negative awarded on ARBOR reflection sheet completed and lost learning payback time (KS1 – time out/ KS2 at next convenient break/ lunchtime) Reported to parents electronically via Arbor and teacher to speak to parents about support given to facilitate better choices being made and a look forward to a better day tomorrow.	Continue with assertive sentence stems with the individual on a one-to-one basis... 1. You need to... 2. I need to see you.... 3. I expect 4. I know you will.... 5. Thank you for.... 6. I have heard what you have said and now you need to... 7. We will.... If children turn away from you when you are delivering the script or mimic etc continue to deliver the script. If children cry say you will come back to them when they have stopped crying
If I continue on the same day or: my behaviour puts myself or someone else in danger e.g. • I am involved in fighting • I am verbally abusing or threatening another person	Level 4 Negative (serious behaviour choice/incident resulting in a reset routine in an alternative key stage recorded on ARBOR. (L3 is for accumulation of low-level behaviours and tracking over a period of time)) Remember, sending children to other staff to deal with sends out a message that I cannot deal with you. For learning payback time/time out, the adult receiving the child does not deal with the behaviour and simply supervises. You then deal with the behaviour after the time out. This will include a restorative conversation to repair the relationship and a meeting with parents with a member of SLT (AHT).	Explain, without emotion, the behaviour and how it broke the rules. 'When you did <u>X</u> you were not following Y' this meant you were not learning / you were preventing others from learning. We care about everyone being able to do their best which is why... then use assertive sentence stems: 1. You need to... 2. I need to see you.... 3. I expect 4. I know you will.... 5. Thank you for.... 6. I have heard what you have said and now you need to... 7. We will....

Specific routines to support behaviour		
Scenario	Expectation	Support Script, if applicable
Adults greet pupils at the door at the start of the day	Pupils are supervised putting the bags in cloakroom/ lockers by teaching assistants.	'Good morning' 'How are you?' 'Great to see you today' etc.
Entering the classroom from outside break/ lunch time – adult to lead the line from the front	Silent entry to classroom, sit down at desk and pupils to begin work displayed on their desks/ displayed on the board/ respond to comments, or to read if no work is apparent. Entry to be repeated by pupils if this is not undertaken as required.	'All voices off, please.' 'Begin the work on your tables/ board, thank you' 'Please read your book in silence'
Getting the class silent and ready for instructions	Countdowns/ eyes on me etc. Call and response... 'Are we ready?' 'Yes, we are...'	Select appropriate redirection for your class/ year group
Getting pupils to move from a carpet area to their desks/ other learning area	Pupils listen carefully, move to tables and begin tasks in silence.	Say '1' – all pupils stand in silence Say '2' – all pupils listen to the instruction Say '3' – pupils walk in silence to their next allocated learning task/desk
Calm corridors	Pupils <u>walk</u> on the left through the school using quiet voices (1-3) and enter a room in silence	'Please keep to the left to allow others to pass and keep everyone safe'
Stopping for adults / holding doors open for staff members/ visitors	Pupils to stop and move aside/ hold the door for any staff member or visiting adult and allow them to pass.	'Thank you for allowing me to pass.' 'What wonderful manners.'
Pupils go to the toilet one at a time during lessons	Remind children to go to toilets at break and lunchtimes. No child should need to go to the toilet in the first 30 minutes after a break (unless there is a medical need)	
Going out to break/ lining up for assembly etc.	Pupils stand in silence behind their chairs and are dismissed row by row. Not all pupils are sent out for break/ to the cloakroom in one go.	
First whistle blown at end of break/ lunch time	Immediate silence and stop what they are doing. Return to playground from woods/ field/ get down off equipment. Pupils on the playground stand in silence.	'Please remain silent so that you can hear all of the instructions given to you'
Second whistle blown at end of break/ lunch time	Remaining in silence to hear any further instructions, pupils line up (does not need to be in register order). When requested, pupils walk in single file to their classroom. Where possible, the teacher to lead the class and the TA to follow at the rear.	'Please remain silent so that you can hear all of the instructions given to you'

All water bottles will be kept in an agreed place away from a child's desk	Pupils must not get up to get drinks ad hoc and whilst the teacher is delivering the input. Pupils must go to get a drink one at a time.	
Children remain in their seats	Children need to stay in their seat, unless they are given permission to get up.	'Please go back to your seat and put your hands up then I can see who needs help and come and help people in turn. That makes it fair for everyone.'
Children use hands up to communicate with adults during a lesson	Children should not call out during a lesson and should put their hands up/ wait for a teacher to ask them if a no hands-up policy is being followed	'It's not fair to call out. We put up our hands or wait to be asked'
When an adult is speaking to the class all the children are silent	Children need to show respect by listening to the adult and not chatting /disrupting <u>other</u> people's learning.	'To allow everyone to be able to hear and understand what to do we all need to listen whenever an adult is speaking'
Calling out	Children need to show respect by listening to the adult and not disrupting <u>other</u> people's learning.	I can hear you have lots to share/ fantastic ideas. I know that it can be tricky to wait your turn but we do not interrupt. It is important everyone has their turn. Let's practise putting up your hand/ Why don't you write what you want to say on a whiteboard so you don't forget?
Shouting	Children need to show respect to all members of the school community and listen and respond appropriately.	I'm here for you. Sometimes when we are excited/ frustrated our voices can get a little bit loud. I need you match my voice volume and you can tell me what happened.
Snatching/taking equipment of others	Children need to treat equipment sensibly and show respect to other members of the school community.	I just want to check in with you. I could see that you really wanted/needed _____ but we do not snatch/ take other's things without asking. It is important we ask politely/ wait until they are finished. Is there another colour you could use while you wait? Why don't you go and check the school equipment?
Upset pupil/ trauma/ moment of crisis	Direct pupils to the sensory box/ zones of regulation to help them consider what zone they are in and what they could do to help themselves (sand timer, breathing activities, sensory toys etc.) Describe their body language to help them calm down.	'I can see you're upset because you're frowning, your shoulders are raised and your fists clenched. Let your shoulders drop and unclench your fists and you'll start to feel better.' 'Have a think about how you are feeling and what might help you to feel better'

	Check if there has been an incident that may need recording the in class blue book.	
Playing to the crowd	Children need to follow instructions given by all adults. Check pupil knows & understands what they need to do. Remove the audience (one-to-one)	'Do you know what you need to do?' 'Can you tell me what you need to do now?' 'How are you managing with X?' 'Look around, what is everyone else doing?' 'Is your choice fair on everyone else?'

Misuse of fidgets	Fidget toys good: poor expectations bad	'You have been given this to help you with your learning. Right now, it has become a distraction and is affecting your learning. Please use it appropriately' Give a second reminder if necessary and explain 'I need you to focus on what you need to do right now or it will have to be taken away'
Pupil not doing the work that has been requested	Step back to get on back on track. Remind pupil of the need to follow instructions given by all adults.	'I've asked you to do _____ and so far, you haven't and that's affecting your learning and the learning of others. You need to do _____.'
Tidy classroom environment/ end of day '	Children must take responsibility for equipment used. If they have made a mess it must be cleaned up. Make this a whole class responsibility.	'We all need to find something to pick up and put away.' 'We need to leave the classroom as we would want to find it.'
Positive learning environment and focused pupils	Keep finding the positives!	'well done, you're really pushing yourself!' 'I'm so proud of how hard you're working!' 'what an amazing effort' 'great recall from yesterday'

APPENDIX 3: Behaviour Report Card

SMC BEHAVIOUR REPORT CARD Name:

Class:



Week commencing

	Monday	Tuesday	Wednesday	Thursday	Friday
Before break (class teacher)					
Before break AHT signature					
After Lunchtime (class teacher)					
After Lunchtime AHT signature					
End of day (class teacher)					
End of day AHT signature					

Continue report? Y/ N Comments	
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