



Sandy Lane Primary School

*Taking **PRIDE** in all we do*

Our Values	Positive	Responsible	Inclusive	Determined	Enquiring
Our Rules	Ready		Respectful		Safe

GRADUATED RESPONSE TO PROMOTING AND MANAGING BEHAVIOUR

Principles

In-line with and in addition to the [Trust's Shared Principles on Behaviour](#) we:

- Model 'Taking Pride' in all we do.
- Know it is the responsibility of the whole school community to promote good behaviour and manage unacceptable behaviour.
- Build good relationships with the children and model positive and inclusive relationships with each other.
- Develop children's intrinsic motivation to behave well using praise and positive reinforcement, not tangible rewards.
- Ensure children are not defined by their behaviour and they feel safe, valued and supported through a non-shaming approach based on professional compassion and regard.
- Set and communicate expectations, develop and maintain routines and systematically teach children to behave well through our behaviour curriculum.
- Have professional curiosity about the causes of repeated, escalating or highly challenging behaviour and use a graduated response to ensure children get the support they need to behave well.
- Give children replacement behaviours and strategies, opportunities to learn from their mistakes and, where appropriate, an opportunity to make a better choice before giving consequences.
- Ensure consequences are fair, proportionate and consistently applied with appropriate adaptations for pupils with SEND.

Praise & Recognition of Expected / Good Behaviour

Frequency	Recognition	For What?	Who	Where
Daily	Verbal praise, encouragement and positive reinforcement	Demonstrating the school's values (PRIDE) (individually or collectively) and / or following the school rules	All adults	Everywhere
	Smiles, nods, thumbs-up and other non-verbal praise, encouragement and positive reinforcement	This applies to BOTH personal conduct and learning behaviour		
	Recognition board (See Paul Dix)	A specific class focus for that lesson, day or week (e.g., saying please and thank you)	All adults in class	Classrooms
	House Points* <i>(*House Points are awarded to the House NOT to a specific child and contribute to the House Cup. These should be earned and used sparingly, e.g. two per day).</i>	Applying the school's values (PRIDE) (individually or collectively) and / or following the school rules This applies to BOTH personal conduct and learning behaviour	All adults (Children add their own points to the chart)	Everywhere
	Teachers may wish to have their own 'class specific' systems for praise and recognition of expected / good behaviour. Like the recognition board, these may be for a specific focus or smaller sections of the three school rules, for example 'super manners' or 'kind hands and feet' These systems MUST be consistent with the above school and Trust principles		All adults in class	Classrooms (different in each class)

Weekly	Responsibility in the classroom or wider school	Showing they are trusted by consistently applying the school's values (PRIDE) (individually or collectively) and / or following the school rules This applies to BOTH personal conduct and learning behaviour	Teachers	Classroom and / or wider school
	PRIDE Certificates (One per class)	Applying the school's values (individually or collectively) and / or following the school rules This applies to BOTH personal conduct and learning behaviour	Teachers	Achievement Assembly (Headteacher)
	House Points (Current totals shared)	Applying the school's values (PRIDE) (individually or collectively) and / or following the school rules This applies to BOTH personal conduct and learning behaviour	Headteacher	Achievement Assembly (Headteacher)
Half-termly (or as required)	Celebrating with a parent: <ul style="list-style-type: none"> - Verbally - E-Mail - Phone call - Postcard (This is to acknowledge and reinforce improved behaviour)	Children who have made a specific improvement in demonstrating and / or applying the school's values (PRIDE) (individually or collectively) and / or following the school rules This applies to BOTH personal conduct and learning behaviour	All adults	On the door / gate Bromcom Home

Termly	Specific positive comments about PRIDE values and behaviour at Parent Consultations	Focus on how children <u>have</u> demonstrated / applied PRIDE values, while also noting where improvements could be made and what support will be given.	Teachers	Parent Consultations
End of Year	Specific positive comments about PRIDE values and behaviour in Annual Report	Focus on how children <u>have</u> demonstrated / applied PRIDE values, while also noting where improvements could be made and what support will be given.	Teachers	Annual Report
	House Cup Awards for volunteers (e.g. School Council, House Captains, Librarians etc) PRIDE Awards (One per class)?	House with most points throughout the year TBC TBC	SLT	Assembly

Managing & Responding to Unacceptable Behaviour

Stage	Approach	Detail	Supporting Structure
0	Relationships, routines and expectations (see above) Praise and positive reinforcement (see above) Consider classroom environment / seating plan Check ILPs / PSPs for known triggers, adaptations etc Be prepared for transitions (e.g. within lessons, but also after break, after lunch etc) Precise and concise instructions 'Front loading' Clear expectations with regular reminders Independent work: Scaffolding and check for understanding Position in the room, circulating and checking in	The best way of managing unacceptable or challenging behaviour is to avoid it in the first place. Building good relationships, knowing what may trigger challenging behaviour and how best to respond are key. Effective classroom routines, giving clear and concise instructions and ensuring children are well supported in class are also essential.	See Teaching Walkthrus (p36-47) – Positive Relationships; Establish Your Expectations; Signal, Pause, Insist; Positive Framing; Rehearse Routines and Choices & Consequences; Teaching Walkthrus 2 (p36-37) – Assertiveness and (p46-47) – Transition between Activities; Teaching Walkthrus 3 (p42-45) – Front Loading Behaviour Management; Seating Plans.
Responding to unacceptable / disruptive behaviour when a child is <u>regulated</u>			
1a	Non-verbal cues Reposition yourself near pupil to redirect them Positive praise of those making the right choice Reminder of expectations Opportunity to improve behaviour Verbal Warning	Give a reminder of the desired behaviour (as privately as possible). N.B. More serious disruptive or unsafe behaviour (i.e. hurting others) may receive an immediate consequence or be escalated to Stage 2.	This is a reminder that I need you to be safe/respectful/ready by *insert expected behaviour. (If required, give an example, point to another child showing the desired behaviour or provide further support). Remind them that if they continue to show unacceptable behaviour there will be a consequence (Verbal Warning). Expect a prompt and sustained response.
	Further warning (if appropriate) Give consequence Escalation	If a child does not respond to expectation reminders and / or a verbal warning, a	I noticed that you chose to *insert behaviour*, this is the second time I have spoken to you about this behaviour. I gave you the

		<p>consequence should be given. These could include:</p> <p>In the Classroom: Reparation (e.g., Apology, tidying-up etc) Moving seats; Working on their own (within the classroom);</p> <p>At Break / Lunchtime: Reparation (e.g., Apology, tidying-up etc) Time out from using equipment / activity Moved away from a particular area of the playground / lunch hall; Stand / walk with an adult <i>(These are 'in the moment' consequences which last for a short, defined period)</i></p>	<p>opportunity to improve your behaviour, but you didn't take it. As I need you to be safe/respectful/ready, there is now a consequence.</p> <p>Remind them of the behaviour you want to see and give examples as required).</p> <p>I know you can make great choices. Thank you for listening</p>
<p>If the Stage 1 actions do not result in an improvement in the displayed behaviours, escalate to Stage 2. N.B. <u>SERIOUSLY</u> DISRUPTIVE OR UNSAFE BEHAVIOUR (I.E. HURTING OTHERS) MAY BE IMMEDIATELY ESCALATED TO A HIGHER STAGE.</p>			
<p>Responding to challenging behaviour when a child is <u>dysregulated</u></p>			
<p>1b</p>	<p>Non-verbal cues Reposition yourself near pupil to redirect them Positive praise of those making the right choice</p>	<p>Use of Warning Script (as privately as possible) from Behaviour Curriculum (see opposite)</p>	<p>Behaviour Curriculum Routines</p> <p>Initial warning script... I noticed that you chose to *insert behaviour*, this is a reminder that I need you to be safe/respectful/ready. Can you remember *insert an example of when you recognised the child had shown positive behaviour*... and how that made you feel? That's the *insert child's name* I need to see. Thank you for listening</p> <p>Give take up time. Don't expect immediate response.</p>

	Use follow up script	Use follow up script	Follow up warning script... I noticed that you chose to *insert behaviour*, this is the second time I have spoken to you about this behaviour. I need you to be safe/respectful/ready. I will gift you a timeout *insert where* if you choose not to follow the school rules. Can you remember *insert an example of the pupil modelling positive behaviour*? That's the behaviour I need to see. I know you can make great choices. Thank you for listening
	Explain that pupil needs 'Gift of Time Out' in place away from the rest of the children - approx. 10 minutes (age appropriate) within the classroom. This is to support child with regulating.	10-minute time out (sand timer). Spend the 10 minutes regulating - read a book, draw a picture whatever helps that individual child. Can give choice of where and what to do in gift of time out. Can gift them longer if needed to regulate. Cannot force child to have it - it's a 'gift of time out'.	Use of prompt card to support their reflection while they rest Use welcome back script: Well done for making use of the gift of a time out. I am so proud of you. Are you feeling more settled now and ready to learn? Is there anything that you need from me at the moment to help you be successful? Let's get you settled back...
If the Stage 1 actions do not result in the correction of the displayed behaviours, escalate to Stage 2. N.B. SERIOUSLY DISRUPTIVE OR UNSAFE BEHAVIOUR (I.E. HURTING OTHERS) MAY BE IMMEDIATELY ESCALATED TO A HIGHER STAGE.			
2	Reset - child works in partner class (or away from class) for 30 mins max. Need to take learning with them. Reset – temporary playtime restrictions. Returns with a restorative conversation.	In the Classroom: When the child is regulated, max 30 minutes working away from class. Return to class for the restorative conversation. Teacher records on BROMCOM and teacher informs parents. At Break / Lunchtime:	Behaviour Curriculum Routines Following script... After having a gift of time out within the class, I see you are still choosing not to follow our school rule (select one - Be Respectful, Be Safe, Be Ready). Therefore, you must now have time away from our class for a reset.

		<p>Removal from equipment / activity Stand / walk with and adult <i>(These are 'in the moment' consequences which last for the whole session)</i> Support Staff records on BROMCOM, has restorative conversation and informs class teacher.</p>	<p>Behaviour Profile Letter if this happens 2 or 3 times over a ten-day period (Letter to Parents)</p>
<p>If the Stage 2 actions do not result in the correction of the displayed behaviours, escalate to Stage 3. N.B. SERIOUSLY DISRUPTIVE OR UNSAFE BEHAVIOUR (I.E. HURTING OTHERS) MAY BE IMMEDIATELY ESCALATED TO STAGE 3 or 4a BY SLT.</p>			
3	<p>Extended time with partner class working away from class that day - up to half a day. Phase leader is involved in this and feeds this into SLT.</p> <p>Extended playtime restrictions (up to one day).</p> <p>Returns with a restorative conversation.</p>	<p>In the Classroom: Teachers will provide work for the pupil to complete. Teacher records on BromCom and teacher informs parents.</p> <p>At Break / Lunchtime: Ban from using equipment / activity Partial loss of break / lunchtime Full loss of break / lunchtime* <i>(These consequences are for a maximum of 1 day and given in response to unsafe or persistently unacceptable behaviour)</i> Support Staff records on BROMCOM, has restorative conversation and informs class teacher, who informs parents.</p>	<p>Following script. <i>You were given the chance with your reset to show you are ready to be back in class but you have still chosen not to follow the school rules. You will now be working outside the classroom for xxxx of time.</i> Behaviour Support Plan agreed with SLT if this happens several times</p> <p><i>*If a child receives a full loss of both break and / or lunchtime, they MUST have an opportunity to get fresh air / have a movement break at another time.</i></p>
4a	<p>Extended time with SLT or another phase, working away from class for up to a day (internal suspension) SLT is always involved in this.</p> <p>Extended time with SLT or another phase, working away from class for more than a day (internal suspension) SLT is always involved in this.</p>	<p>In the Classroom: All internal suspensions must be communicated to parents by SLT.</p> <p>At Break / Lunchtime: Ban from using equipment / activity Partial loss of break / lunchtime</p>	<p>Working with a school leader</p> <p><i>*If a child receives a full loss of both break and / or lunchtime, they MUST have an opportunity to get fresh air / have a movement break at another time.</i></p>

	Extended playtime restrictions (i.e. more than a day (internal lunchtime extension)). SLT is always involved in this.	Full loss of break / lunchtime* <i>(These consequences are for more than 1 day and given in response to unsafe or persistently unacceptable behaviour)</i>	
Stage 4b and 5 will be considered on a case-by-case basis for only the most serious and / or persistent breaches of the behaviour policy and will involve discussion with the SENCO, AHT, DHT, HT and where appropriate, an Assistant Director.			
4b	Fixed Term Suspension	Fixed term suspensions (including lunchtime suspensions) must be authorised and recorded by headteacher or deputy headteacher	FTS Guidance
5	Potential Permanent Exclusion	Permanent exclusion authorised by headteacher.	Permanent Exclusion Guidance