Primary Behaviour Policy

Version 2

This policy applies to all NCLT primary settings.

CONTENTS

1.0 Our Trust ethos and values

The New Collaborative Learning Trust (NCLT) is a community where children and adults feel valued and respected. We recognise everyone is unique and should be treated fairly as an individual. We want to build up and foster a community where pupils feel safe, secure and confident, where they are happy to learn and develop. We will not accept hurtful behaviours to others. Our values are built on good manners, tolerance, mutual trust and respect for all.

All children need clear rules and boundaries in order to feel safe. They need praise and encouragement to feel special.

This policy is to promote behaviour in a positive way, through good relationships between staff, pupils and families. We aim to give as little attention as possible to negative behaviour. This does not mean to ignore it, however some behaviour can be attention seeking and therefore it is important to try and engage children in a positive manner where possible.

We are aware that some children have particular development needs and often might have trouble managing their feelings. These children will have group or individual action plans, specific behaviour plans and may be withdrawn for mentor support. These vulnerable children are the responsibility of everyone and should be met with compassion and clarity.

A mutually supportive, caring and purposeful atmosphere helps us achieve our aims.

2.0 Legislation, statutory requirements and statutory guidance
This policy is based on legislation and advice from the Department for Education (DfE) on:
> Behaviour in schools: advice for headteachers and school staff
> Searching, screening and confiscation: advice for schools 2023
> The Equality Act 2010
> Keeping Children Safe in Education 2025
> https://www.gov.uk/government/publications/school-exclusion
> Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2024
> Use of reasonable force in schools (2025)
> Supporting pupils with medical conditions at school (2014)
> Special Educational Needs and Disability (SEND) Code of Practice

3.0 Our aim:

- To create a warm, calm, orderly atmosphere that promotes a sense of community.
- To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to pupils.
- To ensure that all members of each school community are aware of our values and that they are reflected in our behaviour.
- To promote desired behaviour.
- To promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- To encourage children to take responsibility for their own actions
- To praise and reward good behaviour.
- To challenge and discipline misbehaviour.
- To ensure equality and fair treatment for all.
- To ensure that all Advisers, staff and pupils understand their roles and responsibilities within their school.
- To develop a partnership with parents (which, throughout includes 'carer') in the behaviour management of their child.

- To ensure consistent, effective management of behaviour across each school.

4.0 Definitions

Serious unacceptable behaviour

For the purpose of this policy, our schools define "**serious unacceptable behaviour"** as any behaviour which may cause harm to oneself or others, damage the reputation of a school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

Low-level unacceptable behaviour

For the purpose of this policy, our schools define "**low-level unacceptable behaviour**" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Appendix B provides details on our approach concerning mobile phones in school.

Challenging behaviour

Challenging behaviour is defined as:
- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Ignoring staff, ignoring instructions
- Refusal
- Extreme behaviour, e.g. violence, running away from school, vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Other Important Definitions

- **Seclusion** involves forcing a person to remain alone in a room or building by locking them in against their will. Without a court order it would be difficult to justify other than in an extreme emergency.
- **Time out** is a planned intervention for a child /young person to leave the classroom.
- **Withdrawal** allows a child to leave a classroom if they feel they are in crisis.

Appendix C illustrates Key Behaviour Management Strategies

5.0 How we promote positive behaviour

We promote positive behaviour in our schools through modelling by adults. We encourage good, polite, social behaviour at all times. This may be through the use of Golden Rules, Golden Time, rewards and the insistence that our pupils take responsibility for their own behaviours at all times.
Our schools utilise resources to demonstrate and encourage good behaviour as well as deliver a quality curriculum which enables pupils to develop values and a moral code.

Appendix D(1-3) provide the behaviour strategies associated with each school.

6.0 How we challenge inappropriate behaviour

Our schools encourage our pupils to make correct and positive choices. We will remind children of appropriate behaviour and expect that they treat others respectfully.

When deemed necessary the school will employ a number of sanctions to encourage appropriate behaviour. We will use a range of consequences appropriate to each situation as it arises, taking into account the needs of the children.

Incidents of extreme or recurrent behaviour will be recorded on CPOMS. CPOMS records will help us to build up a picture of a child's behaviour over time.

The following Sanctions / Consequences are applied consistently in an attempt to correct undesirable behaviour.

- Indication of inappropriate behaviour to child by teacher/ teaching assistant/SMSA e.g. look, gesture, name.
- Verbal warning.
- Loss of some social time e.g.: Golden Time or break times
- Loss of significant amount of social time e.g.: Golden Time or break times supervised by class teacher or TA.
- If necessary, completion of any work missed.
- Escorted to the Head Teacher or member of SLT for a period of internal reflection, which may include loss of breaks/lunchtimes. This may include removal to another identified classroom.
- Parents contacted and may be invited into school to support.
- Use of misogynistic or racist language reported as a hate incident
- Fixed term suspension issued.
- If a child has been suspended for 15 days within a term then a meeting is to be held.
- If a child has been suspended for 45 days within an academic year this will result in a permanent exclusion.

7.0 Dealing with Racist Behaviour

Our schools are committed to promoting equality, fostering an inclusive culture, and addressing all forms of discrimination. Racist behaviour is not tolerated in any form and will be addressed promptly, consistently, and in line with policy expectations. The steps we take to tackle racist behaviour and its consequences are:-

Prevention and Education
- Schools will take proactive steps to prevent racist behaviour by embedding anti-racist education within the curriculum, assemblies, wider personal development programmes, and staff professional development. This includes work to challenge prejudice, stereotypes, Islamophobia, antisemitism, and all other forms of racial discrimination.

Recording and Reporting
- All racist incidents, including those occurring online or off-site, must be recorded on CPOMS. The Headteacher is responsible for monitoring all recorded incidents, identifying patterns or repeated concerns, and ensuring that appropriate actions are taken. Where required, incidents will also be reported to the local authority in accordance with statutory guidance.

Action and Sanctions
- Racist incidents will be managed in line with this policy. Responses will be proportionate, transparent, and appropriate to the severity of the behaviour. Serious or repeated racist incidents may result in suspension or exclusion, in accordance with DfE guidance and statutory processes.

Support for Victims
- Pupils who experience racist bullying or discrimination will be provided with timely and appropriate support through the school's SEMH and pastoral systems. Staff will ensure that pupils feel heard, safe, and supported, and that ongoing contact and follow-up support are available to prevent isolation or distress.

Parental and Carer Communication
- Parents and carers will be informed of racist incidents in a timely and sensitive manner. Any concerns or complaints raised by parents/carers will be addressed in accordance with the Complaints Policy, ensuring transparency and procedural fairness.

Monitoring and Evaluation
- Schools will review racist incident data regularly to identify trends, inform practice, and ensure accountability. Recorded incidents will be analysed at school level and reported to the local authority as required. Findings will be used to strengthen preventative approaches and guide policy development

8.0 Suspensions and Fixed Term Exclusions

It may be necessary to exclude a pupil for a fixed term, using a Suspension, authorised by the Head Teacher (in the absence of this person a designated member of the Leadership Team). For example, if there is an unprovoked physical attack on another person. This will only ever be considered after all other possible avenues have been explored. The Suspension and Permanent Exclusion Policy (Primary and Secondary Schools)will be followed. The NCLT CEO, NCLT DoPE, Advisory Board and LA Exclusions Officer will be informed.

It may be decided to permanently exclude a child in consultation with the Head Teacher and / or NCLT CEO, NCLT DoPE, Advisory Board if all other strategies/options have been exhausted or a serious breach of health and safety has occurred. The Suspension and Permanent Exclusion Policy (Primary and Secondary Schools)will be followed.

9.0 The use of positive handling and Team Teach

In some instances, positive handling may be needed to deal with negative behaviour and to keep children safe. This can only be carried out by designated and trained members of staff. Further detail is provided in the Positive Handling Policy in Appendix A.

Staff receive Positive Handling Training when necessary.
When incidents of positive handling occur, they are recorded on CPOMS and then in the bound and numbered book which is found in the head's office. The book record references the incident log on CPOMS. Once the record is completed, it is signed by a member of SLT. All documentation should be completed within twenty-four hours of an incident.
After any crisis, pupils will be offered a repair and reflection process by the member of staff involved and parents will be informed of any incidents that have required positive intervention.

10.0   Confiscation, banned item and Searching Pupils

The Senior Leadership Team (SLT) have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. Details on conducting a search is included in Appendix A.

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:
- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes.
- pornographic images
- anything else perceived to pose a threat to pupils at the school.
- Fireworks

Furthermore, any article that the member of staff reasonably suspects has been, or is likely to be used to:
- commit an offence, or
- cause personal injury to, or damage to property of; any person (including the pupil).

  will be confiscated.

Action will be taken and sanctions put in place as a result.

11.0   Bikes, E-bikes and E-Scooters

All bikes should be parked appropriately and safely within the facilities provided by the school. Electric bikes must be legal, should not be ridden on site and should be stored securely in the designated area. Electric scooters are not permitted in any circumstances.

12.0 Related Policies

The following policies are related to this policy:-
- Student Attendance and Punctuality Policy
- Anti-Bullying Policy (Primary Schools)
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy
- Student Equality and Diversity Policy
- Suspension and Permanent Exclusion Policy (Primary and Secondary Schools)
- Complaints Policy

Appendix A - Positive Handling Policy and Pupil Searches

1. Positive Handling Policy

Several members of staff have current Team Teach training. Only these staff are able carry out any Positive Handling.

We believe Positive Handling should be limited to emergency situations and used only in the last resort. It is only used in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".

What is positive handling?

Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

The proper use of Positive Handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. The decision to use Positive Handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention.

The physical intervention must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

Risk Assessment

Although most children in our schools will never require any form of Positive Handling, staff may have to deal with some children who exhibit disturbed, distressed and distressing behaviour.

It is therefore necessary to carry out risk assessment. We will attempt to reduce risk by managing:

- The environment
- Body language
- The way we talk
- The way we act

Procedures

In the event of Positive Handling having been used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

Action Steps:

1. Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so;
2. If possible summon other adults so that there are three people;
3. Continue to communicate with the pupil throughout the incident;
4. Make it clear that restraint will be removed as soon as it ceases to be necessary;
5. Appropriate follow-up action should be taken, which may include:
   - - Providing medical support
   - - Providing respite for those involved

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

Recording

Staff should record all incidents of restraint and report these to the Head Teacher.

Parents/carers should be contacted as soon as possible and the incident explained to them. This action must also be recorded on CPOMS followed the agreed format, including full detail. All documentation should be completed within twenty four hours of an incident. The method of restraint employed must use the **minimum force** for the **minimum time** and must observe the following requirements:

Restraint must NOT:

- Involve hitting the pupil;
- Involve deliberately inflicting pain on the pupil;
- Restrict the pupil's breathing;
- Involve contact with sexually sensitive areas.

During any incident the restrainer should:
- Offer verbal reassurance to the pupil;
- Cause the minimum level of restriction of movement;
- Reduce the danger of any accidental injury.

Physical intervention can take several forms. It might involve staff:
- Physically interposing between pupils;
- Involve blocking a pupil's path;
- Involve holding;
- Involve pushing;
- Involve pulling;
- Involve leading a pupil by the hand or arm

2. **Conducting Pupil Searches**

If the pupil needs to be searched, two members of SLT, will seek cooperation from the pupil and both will be present for the search. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other students and staff.

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

WHERE: Ideally searches should be carried out away from other students and should only be carried out on school premises or where the member of staff has lawful control of the student e.g. on a school visit.

WHO: The law states the member of staff conducting the search must be of the **same sex as the student being searched. There must be** another member of staff present as a **witness** to the search.

There is a limited exception to this rule.
This is that a member of staff can search a student of the opposite sex and/or without a witness present only:
- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Where a member of staff conducts a search without a witness they should immediately report this to a member of SLT or the pastoral/Safeguarding Team and ensure that it is recorded on CPOMs.

Extent of the search:
- the person conducting the search may search the student's outer clothing, pockets, possessions, desks/lockers. **They must NOT require the student to remove any clothing other than outer clothing** (e.g. jumper)
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves (NB Staff will be sensitive to whether a student is wearing outer clothing for religious reasons when a search is conducted. For example, we wouldn't require a female student to remove a headscarf she's wearing for religious reasons if the staff witness is male).
- 'possessions' means any goods over which the student has or appears to have control. This includes desks, lockers and bags
- a student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not

conducted immediately and where it is not reasonably practicable to summon another member of staff

- A member of the Safeguarding Team or SLT team may use a hand-held metal detector wand to assist the search or to screen at student
- A member of SLT may deem it necessary to complete a **"pat-down" search of outer clothing if** intelligence **suggests that a prohibited item is still on a student's person,** after they have had opportunity to empty pockets/bags etc, and it could be used to harm themselves/others. This decision will be taken by SLT or the Safeguarding Team.
    - It must be clearly explained to the student why this next stage of a search is being carried out
    - Clear records will be kept
    - We will endeavour to carry out such a search in a room where we have CCTV to monitor the search
    - This type of search must only be carried out by a member of SLT /Safeguarding Team
    - The member of staff must be the same sex as the student
    - There must be a witness to this type of search. If there is a room available with CCTV, then carry out the search in that room.

- **Only** Police **can conduct a strip search**. A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

2.19 **After a search/record keeping**
Whether or not any items have been found as a result of any search, we will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed. If this is the case, our safeguarding procedures should be followed to seek support for the student.
Records of the search should be completed outlining grounds for the search, where the search took place, who was present and outcomes including confirming that parents have been informed & resultant actions.

2.20 **Informing parents**
Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable.
The member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Appendix B - Mobile Phone Policy

This policy provides clear guidance on the use of mobile phones in school by staff and pupils.

<u>Introduction</u>
This policy provides guidance on the appropriate use of personal mobile phones by pupils. Our schools have a clear policy on allowing pupils to bring mobile phones into school, and this policy makes explicit reference to camera mobile phones.

<u>Mobile Phones on school premises</u>
A built in digital camera enables users to take high quality pictures. These can then be sent instantly to other mobile phones or e-mail addresses. They can also be posted on the internet or in chat rooms. There is the potential for camera mobile phones to be misused in school. They can become an instrument of bullying or harassment directed against pupils and teacher.

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, our schools discourage pupils from bringing mobile phones to school due to the potential issues outlined above.

When a child needs to bring a phone into school, it must be left in the school office or handed to the appropriate adult at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.

Parents are advised that our schools accept no liability for the loss or damage to mobile phones which are brought into the school or school grounds.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the school office team who will record the name of the pupil and attach to the phone. The mobile phone will be stored by the School Office. An email, text or letter will be sent home to the parents explaining the circumstance.

If this should occur, then the school will confiscate the phone until an appropriate adult collects the phone from a member of SLT, the pupil will not have the phone returned until then.

If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken according to the school's Behaviour Policy.

If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil or appropriate adult in the presence of a member of SLT.
Should parents need to contact pupils, or vice versa, this should be done following the usual school procedures: via the school office.

In accordance with this policy, pupils are not allowed to bring mobile phones to after school events such as After School Clubs or discos. If staff see pupils with phones at such events they will be confiscated until the end of the event and previous information in this policy applies. Staff or volunteers in attendance at any such events will be vigilant and ensure there is no such use of mobile phones.

Appendix C - Key Behaviour Management Strategies

Throughout all of these strategies one of the most powerful concepts is that of Expectation of Compliance. At its simplest this means that all the strategies are far more likely to be successful if the teacher believes it will work.

This expectation can be conveyed via:

- Language patterns – using thank you rather than please at the end of a direction.
- Not over-dwelling on the discipline transaction – moving away as soon as a clear direction has been given.

Low Level Strategies

Choose to Tactically Ignore the Behaviour
Decide what things can be ignored and when (often up front with whole class attention is a good time) and importantly what you will do next if ignoring doesn't work. There are two types of ignoring:

- Brutal: when you simply ignore what's going on and ideally simultaneously acknowledge students doing the right thing e.g. putting their hands up.
- Prefaced: when you give a brief instruction before ignoring e.g. "when you're in your seat with your hand up then I'll help" followed by turning away and ignoring.

Use Simple, Brief, Directional Statements or Rule Reminders
"Sean …. (pause) …. facing this way and listening .. thanks."
"Jenny …. (pause) …. what's our rule for respectful language? Use it please."

Give Non-Verbal Non-Confrontational Messages
Non-verbal signs for things like noise level, well done, back to your seat, hands up, back to work and many others help to soften the nature of directions especially when accompanied by a smile.

Use Direct Rule Statement – expect compliance
"Darren …. (pause) …. We've got a rule for asking questions and I expect you to use it. Thanks."
"Mike …. (pause) …. Disturbing others is against the rules …. back to work quietly thanks."

Use "When… Then" Directions
"When you talk loudly then I can't teach."
"When you're in your seat then I'll check our work."
"When you've finished this task then I want you to be proud of yourself."
"When the lesson's over then I'll listen to your side of the story."

Medium Level Strategies

Use Casual Questions to Re-Focus
"How's it going here?"
"Do you need a hand?"
"What's happening about the diagram?"
"Remember this needs to be finished by the end of class. Are you on target?"
"Is there a reason you're out of your seat?

Use Distractions or Diversions
"Harry …. Can you show me your work please?"
"Maria …. Can I see you over here a second please?"
"I can see you're upset Terry. If you want to cool off take a seat over there and I'll be with you in a minute."

S: This work's boring. What's the point?
T: I can see you're uptight John but it's our work for today. Can I give you a hand?

"United did play well didn't they? Now, how's it going with the equations?"

Defuse Low Level Conflict with Redirection

Use the broken record approach – repeating the direction two or three times without arguing and accompanied by an open handed block (like a traffic policeman) can be a powerful message. Or, distract from disruption with another request like asking them to bring their work to you.

Use Humour to Defuse Conflict
If your students are of an appropriate age and you are comfortable with it, appropriate use of humour (rather than sarcasm) with students can be a very effective way of defusing potential conflict. Remember it's equally powerful to be able to laugh at ourselves.

Use "Double What" Questioning
T: Aaron, you're out of your seat. What are you doing? (casual, conversational, pleasantly)
S: Nothing! (usually defensive and with a touch of strop)
T: What should you be doing?
S: I dunno.
T: You're supposed to be finishing your diary. Back to work now thanks. I'll come and check it in a minute.

Sometimes students will argue back. The same skill can be applied.

T: Paul, Steve (direct eye contact) what are you two doing?
S: Us? (surprise and indignation)
T: What are you doing?
S: Nuffink.
T: Actually you're talking loudly. What are you supposed to be doing?
S: Other people are talking too. (defence and aggression)
T: I'm talking to you now (calm but direct). What are you supposed to be doing?
S: This project stuff. (undisguised distaste and sarcasm)
T: OK. I expect you to do your work. If you need my help let me know by putting your hand up. I'll come and check later. (move off giving take up time and expecting compliance)

You may choose to talk to them after class about their attitude and response.

Briefly take the Student to One Side or Out of the Room
Avoiding audience participation increases the likelihood of compliance. When private re-state expectation or repeat earlier strategies.

Use Assertive "I…." Statements
The use of the personal pronoun "I" in a special way adds power and conviction to any direction.

Many of our messages have an unspoken "you" at the start e.g. (YOU) "sit down" or (YOU) "for heaven's sake shut up."

These messages usually blame and imply that the student themselves has a problem. Notice how easy it is to shout when giving a "you" message.

An "I …." message acknowledges a problem and opens the way for a solution without blame and conflict. An "I …." message contains three elements:

> The behaviour e.g. shouting out
> The effect e.g. stopping me helping others
> The feeling e.g. I get frustrated

"When you shout out, it stops me helping Billy and I get frustrated."

Give Simple Realistic Choices

Leave the student with direct responsibility for their actions by using an "if …. then" kind of direction.

"If you continue to work loudly and disturb others at the table then I'll ask you to work over here."
 "If you don't finish your work in class, then you'll need to stay back at break."

Appendix D1 Strategies used by Anston Greenlands Primary School

Rewards

We praise and reward children for good behaviour in a variety of ways, including:
- Verbal recognition of good behaviour by all staff;
- Text messages home to acknowledge achievements;
- Stickers in recognition of good behaviour and achievement;
- Weekly Celebration Assembly;
- Golden Time;
- Team Points awarded;
- Star of the Week;
- Star cushion;
- Golden Tickets;
- CREATE board linked to school vision 'Love to Learn'; (see below)
- Other individualised behaviour modification programmes.

Love to Learn

Our school vision is at the heart of everything we do in our school. As the children work and socialise, members of staff will identify children who display the following qualities, which will drive our vision forward:

Creative
Resilient
Enthusiastic
Aspirational
Team players
Expert

These qualities were selected by a wide group from the school community – children from the school community, teachers, TAs and parents. A mnemonic has been used (CREATE) to assist everyone in the recall of all the qualities. Every child in school has a reward board and, to celebrate and encourage children demonstrating these qualities, staff members will award a sticker for their reward board. There is a CREATE display in the school hall and the values are often recognised during Friday Celebration Assemblies. The following incentives will be provided to encourage the children's participation:

50 stickers   = a bronze certificate
100 stickers = bronze badge
150 stickers = silver certificate
200 stickers = silver badge
250 stickers = gold certificate
300 stickers = gold badge

The number of stickers the children achieve will "roll over" into the next academic year and, therefore, build over their school career

Sanctions/Consequences

These are set out in the main body of the policy

Appendix D2 - Strategies used by Redscope Primary School

<u>Rewards</u>

Positive reinforcement throughout the school is a whole school focus which will include British values and SMSC (Spiritual, Moral, Social and Cultural Development).It is essential to recognise and reward good behaviour – the following strategies will be used:

<u>Redscope Early Years and Foundation Stage</u>

- Verbal praise
- Smiles and other non-verbal praise.
- Reinforcing and over-praising the positive.
- Stickers, treats
- Certificate at the end of the week
- Inform parents about good/improved behaviour
- Class Dojo
- Twitter posts
- Headteacher awards

<u>Years 1 - 6</u>

- Verbal praise.
- Smiles and other non-verbal praise.
- 'Caught being good'.
- Text messages/emails used for praise and reporting to parents.
- House point system with house teams.
- Team challenges for team rewards eg special visit/treat
- Stickers and treats
- Certificates in special assembly.
- Class recognition board for whole class achievements.
- Twitter posts (without naming the child)
- 'Star pupil' boards in classroom
- Doing special jobs for staff.
- Positive postcards home.
- Headteacher awards

Sanctions/Consequences

These are set out in the main body of the policy.

Appendix D3 - Strategies used by Thorpe Hesley Primary School

<u>Rewards</u>

It is important for every child to receive regular, sincere praise and the strategies we use for this are:

- Verbal praise
- Positive praise stickers
- Golden Tickets for positive behaviour and good work (weekly draw for winner in class and termly draw in each building for a £5 note)
- Certificates in weekly assembly
- Weekly Star Certificates for a child in each class
- Notes on Twitter (photograph or first name only)
- Opportunities for responsibility

In addition, teachers may have other rewards specific to that class.

<u>Sanctions/Consequences</u>

These are set out in the main body of the policy