



**Water Mill Primary School**

**Behaviour Policy and Statement of Behaviour Principles**

**Updated: June 2025**

*Our vision is:*

*Water Mill children will be proud of what they have achieved. They will be creative, independent learners and will be prepared for the future.*

## **Introduction**

This Behaviour Policy and Statement of Behaviour Principles has been designed and created by various stakeholders at Water Mill Primary School.

It is a working document which, in line with Government and Local Authority documentation, has been tailored to reflect our school community and the vision of our school.

At Water Mill Primary School everyone considers themselves to be part of a family orientated, inclusive community who wants to learn together in an environment where high expectations, kindness, respect, appreciation of self and others are all considered to be the norm; leading naturally to good behaviour.

A child's education and welfare is a tremendous responsibility. Given the privilege of sharing that responsibility with parents and family members, we hope that the partnership of home and school makes each child's years with us happy and successful. It is our wish to praise, encourage and show gratitude for good behaviour but to understand, have a rationale for, and a range of sanctions when behaviour is not acceptable.

## **Behaviour Principles**

These can be broken down into 5 key areas:

1. To provide clear standards, boundaries and expectations for positive behaviour for children, staff, volunteers and parents.
2. To promote positive behaviour and celebrate this through levels of reward and praise.
3. To create a positive, nurturing environment where all children can thrive and achieve their best learning outcomes.
4. To act as a guideline for all present and future members of teaching and non-teaching staff, ensuring all adults take responsibility for managing behaviour and follow up incidents.
5. To work in partnership with family members to encourage positive behaviour and effectively manage more challenging behaviour.

At Water Mill Primary School, all members of the community are expected to demonstrate caring, reflective, and empathetic behaviour. Staff maintain high expectations for everyone—pupils, parents, governors, and colleagues—regarding respectful and responsible conduct. This includes showing politeness, good manners, kindness, and consideration toward others.

Staff are encouraged to consistently and deliberately recognise and reinforce positive behaviour, actively "catching" children doing the right thing. In the classroom, this is reflected in well-organised, purposeful environments, a strong sense of focus and motivation, and pupils managing their own distractions while supporting others to do the same.

These behaviours are nurtured through the school's positive ethos, a culture of celebrating desirable qualities, and the pride pupils take in their school, as well as in their own confidence, sense of identity, and achievements. This approach also supports the promotion of fundamental British values—such as mutual respect, tolerance, democracy, the rule of law, and individual liberty—helping children become responsible, respectful members of their community.

## **Rationale**

This policy provides a framework for managing pupil behaviour that is fair, reasonable, and proportionate (Birmingham LA, 2018). It supports Governors, the Head Teacher, and school leaders in responding consistently while allowing discretion in individual cases.

In partnership with Birmingham Local Authority, Water Mill Primary School operates under the following principles:

- Teachers have statutory authority to discipline pupils for unacceptable behaviour, rule-breaking, or failure to follow instructions (Education and Inspections Act 2006, Sections 90–91).
- This authority extends to all paid staff with responsibility for pupils, unless otherwise directed by the Head Teacher.
- Disciplinary actions may occur at any time when pupils are under school supervision, including off-site visits.
- Staff may also act in certain cases of misbehaviour outside school.
- Teachers can impose detentions outside school hours and confiscate inappropriate items.
- Pupils who make malicious allegations against staff will face disciplinary action.
- Under Section 175 of the Education Act 2002, governing bodies must ensure that safeguarding and the promotion of pupil welfare are central to all school functions.

## **Purpose**

- Promote positive behaviour, self-discipline, and mutual respect among pupils, staff, and visitors.
- Prevent bullying, anti-social behaviour, and criminal acts.
- Support pupils in completing assigned work responsibly.
- Maintain high standards of pupil conduct throughout the school.

Children come to Water Mill School to learn. Good behaviour is necessary for their effective learning and for teaching to take place. We have a code of conduct and rules by which the school community abides. It is possible to state the policy in one single rule:

***Everyone is expected to behave in a responsible manner both towards themselves and others, showing care, consideration, courtesy and respect for other people at all times.***

We expect all members of the school community to follow our school values of creativity, integrity, respect, and caring.

At the beginning of each school year, the teacher will remind the children of the school rules and will determine their own class contract for behaviour to include rewards and sanctions. Children will have access to a child-friendly version of the school behaviour policy and review this regularly throughout the academic year.

Our school rules are underpinned by the following outline:

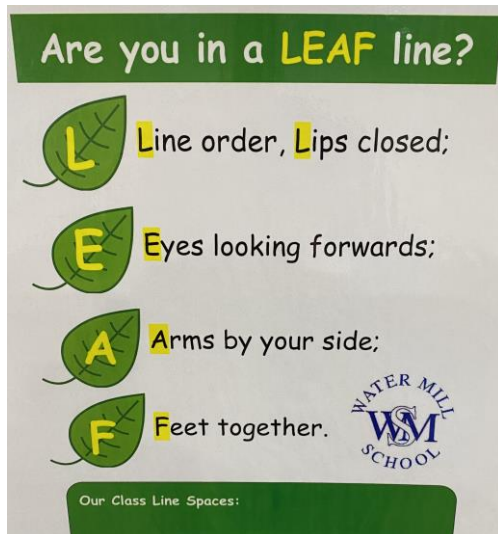
*Care for each other and school resources*

*Aim for your best at all times*

*Listen to others, follow instructions and show respect*

*Move around safely and quietly*

When moving around school, pupils are reminded to walk in 'LEAF lines'.



All members of the school community are expected to treat each other with respect and tolerance. Discrimination of any kind or any other forms of abuse or bullying are unacceptable. Opportunities are taken through class activities, assemblies, celebration days and the curriculum to discuss inappropriate actions/language and to develop understanding.

We celebrate the diversity of our school and of our community.

For further information, please see our other policies:

- Anti-bullying Policy
- SMSC Statement
- British Values Policy
- Equal Opportunities Policy
- PSHEC Policy
- RE Policy
- Positive Handling Policy

### **Rights and Responsibilities in our School Community**

We recognise the important role staff play in shaping children's development and the positive influence we have. As a school, we value being part of a wider community that includes families, children, and other stakeholders. Together, we are committed to the following rights and responsibilities to support this policy:

Our **school** aims to:

- Strive for excellence in all aspects of school life.
- Deliver a broad, engaging curriculum that meets the needs of all learners.
- Ensure a safe, supportive, and encouraging environment where every child can thrive.
- Maintain clear systems for rewards and sanctions.
- Prepare children for the challenges of the 21st century and support personal growth.
- Be open, welcoming, and encourage parental involvement.
- Communicate regularly about school events, pupil progress, and behaviour.

Our **parents** will aim to:

- Ensure regular, punctual attendance and notify the school promptly of any absence.
- Support school policies on behaviour, uniform, jewellery, and medication.
- Align with the school's values and priorities.
- Communicate respectfully with staff, follow the Parent Code of Conduct, and share relevant behavioural information.
- Prepare children for learning by ensuring they are well-rested.
- Attend Parents' Evenings and engage with school communications.
- Promote the school positively and model behaviour that reflects its high expectations.

Our **children** should aim to:

- Live by our School Mission, Values, and Owl-standing Skills.
- Be proud of who they are and believe in themselves.
- Always try their best—listen, follow instructions, and work respectfully.
- Celebrate their own achievements and those of others.
- Show compassion, understanding, and forgiveness.
- Speak up against unkindness—never be a bystander.
- Avoid bullying and report any incidents to a trusted adult.
- Be polite, helpful, and care for the school environment and resources.
- Follow school and class rules, including CALM expectations and LEAF lines.
- Accept consequences for poor choices and take responsibility by making things right.
- Understand the school's system of rewards and sanctions.
- Represent the school positively and model high standards of behaviour.

Our **staff** should aim to:

- Model the School Mission, Values, and Owl-standing Skills.
- Greet children warmly each day and offer a fresh start.
- Celebrate exceptional effort and behaviour regularly.
- Show consistent care, fairness, and calm professionalism.
- Reinforce the behaviour policy through the curriculum, including online safety.
- Respond to incidents according to policy and follow agreed procedures.
- Represent the school positively and model high expectations at all times.:

Our **governors** should aim to:

- Monitor and evaluate this Policy and its success in preventing and reacting to bullying within Water Mill Primary School.
- Advocate positively for the school, ensuring all modelled behaviours are in line with the school's high expectations for all community members.

## **Expected Behaviour of Children**

- Show kindness, respect, and care for themselves and others.
- Be polite and use good manners, including during lunchtime.
- Be honest, take responsibility, and accept apologies.
- Respect all property—personal, school, and the property of others.
- Help those in need, including peers, younger pupils, and adults.
- Listen attentively to staff, peers, and visitors.
- Stay focused and engaged in learning.
- Collaborate respectfully—take turns, follow instructions, and handle disagreements calmly.
- Understand how their behaviour affects others.
- Move quietly and sensibly around school.
- Act as positive role models, especially older pupils.
- Be punctual, attend regularly, and show a positive attitude to learning.

## **Lunchtimes**

During lunch, children are under the care of Lunchtime Supervisors (LTS), who work with staff to ensure a safe and happy environment. To support this, children are expected to:

- Play kindly and include others.
- Respect and follow LTS instructions, as they would their teachers.
- Go straight to the playground and only return indoors with permission.
- Use play equipment responsibly and help tidy it up when the bell rings.
- Stay out of classrooms unless part of a supervised intervention or for health reasons (in the office area).
- Walk quietly to their lines when the bell rings and enter the building calmly.

Wet Lunchtime Rules:

- Stay seated to play, read, draw, or chat.
- Use only approved equipment (no scissors).
- Walk if moving around the room.
- Follow LTS instructions.
- Tidy up before lessons resume.
- Remain in the classroom.

## **Rewards**

We believe that recognising and celebrating positive behaviour helps build self-esteem, strengthens relationships, and supports success in school. When pupils make good choices and follow our shared expectations, they will be acknowledged through one or more of the following: All classes:

- Praise for following an identified rule.
- Stickers.
- Team/House points.
- A 'Star of the Day' certificate slip sent home to parents/carers.
- Chosen to be in our Friday 'Celebration' assembly and be recognised as a 'Special Mention' or 'Star of the Week'.
- Lunch time raffle tickets.
- A visit to the Head Teacher to show good work and to receive a Head Teacher award.

- School leadership opportunities such as School Council, Eco-committee and House Captain roles.

In addition: Children will receive regular praise for good work and behaviour. This will be celebrated in classroom displays, school assemblies and other regular school occasions and opportunities. Successes may be mentioned in school newsletters and parents may be informed. Pupils' achievements in the local community or through home will be recognised and celebrated in school.

Children will be given opportunities to exercise responsibilities within the school.

### **Consequences for Inappropriate Behaviour**

Our school adopts a restorative approach to behaviour management, aiming to build a respectful and supportive community where students take responsibility for their actions. When inappropriate behaviour occurs, it is important to acknowledge and address it in a way that maintains the authority of teachers and staff, and upholds the stability, safety, and success of the school environment.

Inappropriate behaviour cannot be ignored. In line with our restorative philosophy, consequences are designed to be logical, respectful, and directly related to the behaviour. They help students understand the impact of their actions and support them in making positive changes.

Whole-class consequences for individual misbehaviour are not appropriate and will not be used.

Through this approach, we aim to encourage accountability, reflection, and restoration of relationships within our school community.

#### **Step 1**

The child will be given a verbal warning, and the adult will explain why a particular behaviour is not appropriate. The child will be made aware that if they don't change their behaviour, there will be a consequence.

#### **Step 2**

The child will have a short reflection time in class. In this time, they will continue their learning. An adult will have a restorative conversation with the child after the lesson, or at playtime or lunchtime.

#### **Step 3**

If the inappropriate behaviour continues, the child will go to another classroom for five minutes. This time is to allow a child to calm and re-focus. This will be followed by a restorative conversation with an adult and a consequence if appropriate.

Logical consequences may include repairing a relationship, completing work, practising routines or apologising to others. Parents/carers will be informed by the teacher at the end of the school day in person or by telephone.

#### **Step 4**

If the inappropriate behaviour continues, the child will go to see their phase leader. A restorative conversation and consequence will be agreed. Support will be given to help repair relationships. Parents/carers will be informed by the teacher at the end of the school day in person or by

telephone. The class teacher will record the inappropriate behaviour on our school tracker, CPOMS.

### Step 5

The child will be sent to the Senior Leadership Team. Parents will be informed verbally or in writing. A restorative conversation or conference will be held, and logical consequences will be given (at school and at home, as agreed with parents/carers). Possible fixed term exclusions or, in extreme cases, permanent exclusions will be applied.

We do not tolerate any form of extreme violence, bullying, or discriminatory behaviour—this includes racism, sexism, gender-based, homophobic, or any other form of prejudice. Any such incident will be taken seriously, and the child involved will be referred immediately to a member of the Senior Leadership Team for appropriate follow-up.

In each classroom, there is a child-friendly version of the school behaviour policy (Appendix 1). Children are regularly reminded of rewards and behaviour expectations in classes.

### **Social, Emotional and Mental Health (SEMH)**

Pupils experiencing behavioural/emotional difficulties will be expected to follow the school rules however this may be amended and an individual behavioural plan (in line with the stages of support for children with SEMH needs) written to support them with their difficulties. In certain circumstances individuals may be issued with a target sheet to monitor and support behaviour.

### **Stages of Support**

If inappropriate behaviour continues, a child may be placed on a behaviour support plan. Parents and teachers will create these plans together with a set of targets for the child to work on to improve their behaviour. Behaviour will be reviewed after a set period (e.g. half a term). If significant progress has been made, the child may be stepped down from their plan, although informal strategies (e.g. behaviour charts) may continue if effective.

If progress is limited, support may be escalated to the next stage, guided by the child's progress through the behaviour log.

Further details on SEMH and the stages of support can be found in Appendix 2

### **Fixed Term Suspensions and Permanent Exclusions**

In cases of serious incidents or repeated behaviour, the Head Teacher may issue a fixed-term suspension (up to 45 days in a school year) or a permanent exclusion. A permanent exclusion may also follow a fixed-term suspension if deemed necessary.

Parents are informed immediately, including the reason for the exclusion and their right to appeal to the governing body. The school provides guidance on how to appeal. The Head Teacher also notifies the Local Authority and governing body of all permanent exclusions and any fixed-term exclusions exceeding five days in a term.

The governing body cannot exclude a pupil or extend an exclusion.

Following a fixed-term suspension, a reintegration meeting with parents/carers and the pupil will be held to plan next steps and ensure a successful return. The pupil may be moved to a higher stage of support if needed.

### *Respect and Restoration*

- We focus on addressing the behaviour, not judging the child.
- Learning should continue with minimal disruption for all.
- Children must never be humiliated or made to feel afraid.
- When a child is upset or remorseful, they should be supported to reflect, apologise, and make things right in meaningful ways.
- Mistakes are part of being human. We encourage everyone to take responsibility, seek forgiveness, and offer it to others.
- All members of our school community are expected to learn from their actions and show a commitment to making positive choices moving forward.

### **Beyond The School Gate**

The school reserves the right to address inappropriate behaviour outside school when a pupil is:

- Involved in a school-related activity.
- Travelling to/from school.
- Wearing school uniform or identifiable as a pupil.
- Posing a threat to others.
- Bringing the school into disrepute.

In such cases, the Head Teacher may involve the police. If the behaviour is criminal or poses a serious threat, police involvement will be mandatory.

### **Positive Handling**

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps, which they can take to defuse and calm a situation.

- Move calmly and confidently.
- Make simple, clear statements.
- Intervene early.
- Try to maintain eye contact.
- If necessary, summon help before the problem escalates.
- Remove audience from the immediate location.

Specific advice is available in “Use of Reasonable Force – advice for school leaders, staff and governing bodies” <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

## **Anti-Bullying Approach**

At Water Mill Primary School we hold dear the fact that: **“Our mission is to provide outstanding provision for our pupils so that each child can be proud of what they have achieved and become creative and independent learners who are prepared for their future.”**

If we are to be true to this aim, bullying, in any form, is totally unacceptable. To be sure that bullying does not feature in our school community we must clearly identify what constitutes bullying.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

### *A Common Approach*

All members of the school community will be vigilant and consistent in ensuring bullying is not tolerated.

We will do this by:

- Raising awareness of bullying, its definition and total unacceptability through Assemblies, Curriculum time, RE time, Anti-bullying week and through Citizenship/PSHE work.
- By encouraging the whole school community to be alert to the signs of bullying. This may include:
  - absences
  - deterioration in work/behaviour
  - loneliness or isolation
  - a wish to remain with adults
  - a desire to avoid playtimes
  - a desire to avoid PE or particularly changing times

Parents may become aware of some of the following changes in behaviour [this list comes from Kidscape materials and could indicate bullying]:

*a fear of walking to/from school*  
*a wish to change their route to school*  
*a wish to suddenly be taken to/collected from school*  
*coming home with clothes/belongings damaged - become withdrawn/distressed*  
*become upset on going to bed, suffer bad dreams*  
*be unwilling to talk about school*

In dealing with incidents of bullying we believe that the following are vital in our desire to combat incidence:

1. An honest, open approach: This includes naming children and speaking to them honestly from the very first moment of concern (to try and discuss Bullying without naming names means that children can remain unaware, confused and those on the edge of bullying uncertain of their role).
2. This honesty must also apply to allegations made against a child who has made an allegation against another. To not discuss all views honestly, with children and parents, is to allow situations to fester and never be resolved.
3. At some point parents may need to meet together, possibly with their children, to identify a pathway satisfactory to all. To enable this, a second person, usually the Assistant Headteacher or a senior member of staff will be present at all meetings and record the matters arising.

### **Addressing Issues of Bullying**

The Governing Body has set down the following guidelines for the implementation of the anti-bullying policy of Water Mill Primary School.

1. Every member of the teaching and non-teaching staff will be on the alert for signs of bullying and will bring any suspicions or reported incidents to the immediate attention of the Head Teacher.

2. Every member of the teaching staff will know the pupils in their class so as to be aware of any difficulties which individual pupils might be experiencing.
3. Every member of the teaching staff will ensure that all pupils understand what to do if they are being bullied.
4. All complaints of bullying will be taken seriously and investigated thoroughly and the Head Teacher will decide on the justification of any complaint and the course of action to be taken. To be seen to act is as important as taking action – silence and secrecy nurture bullying. The Head Teacher will ask the member of staff to produce a written account of the incident and subsequent actions.
5. When a complaint is upheld the subsequent reaction must: Ensure the victim feels safe  
Encourage better behaviour from the bully/colluders
6. Where a complaint of bullying is upheld the parents of all children involved will be contacted by the Head Teacher/Assistant Headteacher by telephone or in writing (and recorded).
7. If any of the parents wish to appeal against the decision of the Head they have the right to appeal to the Disciplinary Committee of the Governing Body and should write to the Chair of Governors outlining the grounds for the appeal.
8. The Disciplinary Committee will meet and consider all the documentation, hear any personal representations necessary, before notifying their decision to all parties.

### **Supporting the Child**

- We must ensure the child who is being bullied knows that this behaviour is not their responsibility or their fault.
- We must be ready to listen and support the child with honest and achievable approaches/reactions.
- Encourage assertiveness training for all and give advice/strategies that the child can use to combat the bullies, to be assertive and to relay incidences.

### *Changing the behaviour of the bully*

- 'Bullying is an anti-social behaviour
- Increasing alienation and anxiety through punishment is unhelpful. Effective action must be taken, and improved behaviour must be the result with no action that results in revenge on the victim.' [Taken from Maines and Robertson 1992]
- Use of a no-blame approach that is effective, leads to changed behaviour in the bully and does not put the child who is being bullied at risk. Restorative practices such as 'Class Courts' may be undertaken to get to the root causes and agree steps to move forward.
- Provide advice or strategies that combat the need to bully and encourages respect for others and the ability to socialise and relate to one another.
- Identify actions that may be deemed sanctions to help the 'bully' understand the distress they have caused and make amends.
- Ensure that the colluders understand their role in the distress of the 'victim' and that they understand their responsibilities.

Following the School's involvement in the EEF's research project, 'Reviewing the Effectiveness of KIVA Anti-Bullying Approach', we have integrated a number of these evidence informed approaches and resources to support us in achieving the above aims. Please see Appendix 3 for more information about responses to bullying concerns.

## Appendix 1: Child-friendly behaviour policy



# BEHAVIOUR POLICY

CHILD-FRIENDLY VERSION!

### What's it all about?

At this school, we care about each and every one of you! We want you to be your very best selves.

In order to do that, we need to guide you to behave in ways that help you and others to learn, feel safe and enjoy school.



We will help you achieve our school values and support you in our learning.

At Water Mill,  
we are **CALM.**

- Care for each other and school resources
- Aim for your best at all times
- Listen to others, follow instructions and show respect
- Move around safely and quietly

### All staff here will...

- Help you learn about your emotions
- Help you when you feel overwhelmed
- Help you reflect and think about your behaviour
- Help you to repair (fix) your relationships with each other and make them better

*"ANYTHING IS POSSIBLE"*



**REWARDS**

**AT**

**WATER**

**MILL**

it is important that **you** take responsibility for making the right choices at school. Here are some of the ways we celebrate good behaviour.

### STAR OF THE DAY

Each day your teacher chooses a child in your class to take home a special certificate for great learning.



### CELEBRATION ASSEMBLIES

Star of the Week and Special Mention in our end of week assembly. Your parents/carers are invited!

(If you got a raffle ticket for good behaviour in the playground, this is when we pick a winner!)



### HOUSE POINTS

House points throughout the week. Extra playtime for the house with the most house points.

If you get a sticker in your book, remember this means two extra house point for your team.

### OWLSTANDING SKILLS



Each week, your class will focus on a different skill. Get your name on the board for showing this skill or positive attitude and receive bonus house points.



### TTRS

Times Tables Rockstars certificates each week.

- 1<sup>st</sup> place = 10 housepoints
- 2<sup>nd</sup> place = 6 housepoints
- 3<sup>rd</sup> place = 3 housepoints

Ten minutes extra playtime for the winning class.



### LEADERSHIP

Opportunities to take on leaderships roles in school and attend special events to represent Water Mill.

Examples of leadership roles:

- House Captains
- Peer Mentors
- School Council
- Eco-committee
- Sports Leaders

# HOW WE HELP YOU REFLECT

(think)

## Restorative conversations

Sometimes we do things that can be unsafe or unkind and we are not sure why we did it.

An adult will have a chat with you and help you to understand your behaviour and emotions.

The questions we ask will help you to reflect and think about what happened.

**What were you thinking or feeling at the time?**

**How might your choices have made others feel?**

**What could you do differently next time?**

**What do you think needs to happen to make things right?**

## What are logical consequences?

It is important that we learn that there are consequences for our actions.

A consequence is something that happens as a result of an action or a set of circumstances.

### Example

- If you keep distracting the children you sit with, you might not be able to sit with them anymore.
- You may also have to finish your missed learning in your break times.



You will always be given a consequence to help you think about the choices you have made.

### Sometimes we need more help.

Other adults in school will help you to understand and learn more about your emotions or behaviour choices.

## Repairing relationships

- It is also very important to repair (fix) your relationships with others.
- We can help you to talk about what happened and say sorry.
- You must think about how your actions can make others feel.





CHILD-FRIENDLY VERSION!

# BEHAVIOUR STEPS

## Step 1

This might be:

- Not following instructions
- Making a poor choice
- Ignoring/rude to adults
- Distracting others
- Not focused on learning

An adult will give you a warning and explain why your behaviour is not appropriate. If you don't change your behaviour, there will be a consequence.

This is to help you understand what could happen if you make certain choices.

## Step 2

Other children are now unable to learn.

- Behaviours from Step 1 that have carried on happening.

An adult will ask you to have a short reflection time in class because you didn't change your behaviour.

An adult will talk to you about this in your own time (playtime or the start of your lunchtime).

## Step 3

The learning of other children is being disrupted for longer.

- Behaviours that have carried on from Steps 1 and 2
- Repeatedly disrupting others

You have not changed your behaviour. You need to work in another classroom for 5 minutes.

This will be followed by a restorative conversation with an adult and a consequence.

Your parents will be informed by your teacher.

The safety or learning of others has been seriously affected

## Step 4

- Not following the behaviour policy many times
- Not changing your poor behaviour

You will go to see your phase leader. You will have a restorative conversation and a consequence set with your phase leader.

Your teacher will inform your parents.

Support will be given to help repair (fix) relationships.

## Step 5

Behaviours that are unsafe or discriminate against others

- Step 4 behaviours carry on.
- Zero tolerance behaviour including racist, sexist, homophobic or other discrimination.
- Extreme bullying behaviour
- Extreme violence

You will be sent to the Senior Leadership Team.

Your parents will be informed verbally or in writing.



A restorative conversation or conference will be held and logical consequences will be given (at school or home).

Possible fixed term exclusions or, in extreme cases, permanent exclusion.

## REMEMBER, TOMORROW IS A NEW DAY!



## Appendix 2: SEMH stages of support

 <b>Our stages of support for children with SEMH needs</b> 			
	Stage 1	Stage 2	Stage 3
<b>Description / Overview</b>	<p>Stage 1 is an attempt to get children back on track when they are not meeting the standards in school. This is when the normal mechanisms in school are not having an impact on patterns of behaviour or severity of incidents. Most children will be successful at Stage 1 and will work their way off the behaviour plan.</p> <p>At stage 1 support should be viable within the classroom setting as an integral part of quality first teaching.</p>	<p>Stage 2 is most often an escalation from Stage 1. It happens when the input, support and collaboration within Stage 1 behaviour plan is not having an impact on behaviour. Behaviours seen has continued on the same level or even become more frequent or severe. A pupil can however move straight to stage 2 if there has been a significantly serious incident. It is not necessary to go through each behaviour plan stage to access the next. At stage 2, a pupil's school place is being considered and they are beginning to be at risk of losing that place in the school due to their negative behaviour. At stage 2, additional support for the child will be sought from external agencies and adult / group led interventions may be introduced.</p>	<p>Stage 3 is the final escalation of the behaviour support package prior to a child's permanent exclusion. There are times when it is necessary and correct to permanently exclude. Second chances cannot be offered continually. Stage 3 required intensive support and an awareness and consistency of approach by all adults known to the child. The aim and aspiration of this stage is always for the child to make improvements in their behaviour and to be able to move back down the stages. It is likely that children who are moved to stage 3 will have already been subject to fixed term exclusions.</p>
<b>Outcomes and Next Steps</b>	<p><b>Outcomes:</b> Stage one pupils need to improve their performance in line with their specific targets. Targets will be reviewed with all relevant parties after a period of 6 weeks. Pupils will have a clear understanding of what they need to do to no longer need a stage 1 behaviour plan.</p> <p><b>Next Steps</b> If pupils are successful at achieving their targets, they should no longer require a stage 1 behaviour plan. Returning to whole school monitoring systems. If they sustain their improvement they will not need to return to stage 1. If they are unsuccessful, then children will move to stage 2 due to a lack of cooperation or a lack of sustained improvement.</p>	<p><b>Outcomes:</b> Stage 2 pupils should be frequently achieving their targets, achieving scores of 2 or more for the majority of sessions. Children should be accepting staff instructions without question or argument. Pupils should be avoiding fixed term exclusions. Targets will be reviewed with all relevant parties after a period of 6 weeks. Pupils will have a clear understanding of what they need to do to no longer need a stage 2 behaviour plan.</p> <p><b>Next Steps</b> At this stage, further support and investigation by external agencies should be utilised if no significant improvements are made. Target sheets / Plans will be reviewed and patterns will be identified and considered when formulating follow up plans. Children who are successful at achieving their targets will be moved to a stage one plan with the aim of eventually returning to whole school monitoring systems. If a child is consistently not making the required effort to achieve their targets, then they will be moved to stage 3.</p>	<p><b>Outcomes</b> Stage 3 is a very serious stage; it indicates that a permanent exclusion is a realistic possibility. Children should be showing an improvement in how they handle situations when they go wrong. At stage 3, there is an expectation for children to consistently achieve their targets. Failure to achieve these targets will be followed by timely sanctions and consequences. Pupils will have a clear understanding of what they need to do to no longer need a stage 3 behaviour plan.</p> <p><b>Next Steps</b> If pupils are successful, they will be de-escalated to stage 2, where they can hopefully continue to show significant improvements. If pupils are unsuccessful the school will be left with little option but to progress to a permanent exclusion (unless a child is awaiting specialist provision as requested on an EHCP plan).</p>
<b>Support</b>	<p>Support can include:</p> <ul style="list-style-type: none"> <li>o Informal mentoring and conversations from staff</li> <li>o Classroom management techniques</li> <li>o Rewards and incentives</li> <li>o Regular consultations with parents</li> <li>o Target sheets</li> <li>o Forward thinking / Paediatrician referral</li> <li>o EHC plan application / request/ SSFP</li> </ul>	<ul style="list-style-type: none"> <li>o Mash referral</li> <li>o FCAF referral</li> <li>o Specific environmental adaptations</li> <li>o Advice and support from external agencies</li> <li>o Nurture groups</li> <li>o SIG groups</li> <li>o Reduced timetable</li> <li>o Additional support within the classroom</li> <li>o Managed move to another school</li> </ul>	
<b>Monitoring</b>	<p>For pupils who are accessing additional support an additional layer of monitoring is included. Targets will be generated with input from; Pupil, Parent, Class Teacher, <b>Spoco</b>, and Senior Leadership. A child's performance against these targets is monitored during the cycle of the plans and reported to parents and SLT weekly.</p> <p>Monitoring will also include:</p> <ul style="list-style-type: none"> <li>o Progress and Attainment</li> <li>o Attendance and punctuality records</li> <li>o Out of class data</li> <li>o Incident frequency in class behaviour books</li> </ul>	<ul style="list-style-type: none"> <li>o Incident frequency in playtime behaviour record</li> <li>o Fixed Term Exclusion data</li> <li>o Intervention outcome sheets</li> <li>o Boxall Profiles</li> </ul>	

### Appendix 3: Anti-Bullying Action Flow Chart

