This Policy was approved by the Governors in June 2019 and will be reviewed on an annual basis.

**Responsible member of Staff**

Mrs. F. Willis (Acting Headteacher)  
Mrs. K. White (SENCO)

This policy is a working document, subject to revision in the light of changing circumstances and the completion of ongoing audit mechanisms, e.g. surveys, observations and continued monitoring of the quality of learning provision. It has been developed through formal and informal consultation with pupils, staff and parents.

This policy should be read in conjunction with the Anti Bullying Policy and Physical Restraint Policy, Mutual Respect Policy, E-Safety Policy, The Safeguarding Policies.

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”. 
At Hinguar Primary School we believe that good learning attitudes and positive behaviour is a necessary condition for effective teaching and learning to take place within our school. Our school has a central role in our children's social, emotional and moral development just as it does in promoting positive attitudes towards their learning and their academic development. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards promoting a love of learning, pupils that are motivated and engaged in their lessons demonstrating good standards of behaviour within the class and beyond based on the basic principles of respect, consideration, honesty and responsibility.

This we achieve through the following aims:

- To promote consistently throughout the school a positive learning ethos encouraging and reinforcing good behaviour choices where everyone can maximise their potential.

- To enhance pupils’ self esteem by providing children, irrespective of age, social class, gender, race, religion, academic or physical ability with a learning environment that is safe and secure.

- To encourage individuals to recognise, act appropriately to respect the rights of others.

- To help develop pupils’ self discipline and self control.

- To utilise strategies and techniques to bring about changes in behaviour i.e. Active Listening, Solution Based discussions, Restorative Justice.

- To define and promote standards of behaviour in context of our community, which is built on mutual respect and trust.

- To ensure that the school’s expectations and strategies are widely known and understood and that all adults present positive role models for children to follow.

- To encourage the involvement of both home and school in the implementation of this policy.

“Reducing bad behaviour is a realistic aim. Eliminating it completely is not.”

*Elton Report*

**Responsible Action through Golden Rules**

It is important to have a clear understanding that a caring, friendly and safe environment for all is only possible if everyone exercises responsible action.

Our aim at Hinguar Primary School and Nursery is for children to develop responsible action and mutual respect. To support our pupils in understanding this ethos, we have agreed six golden rules that we introduce in the Early Years Foundation Stage and maintained through Key Stage 1 (Year 1+2). We expect all children to respect our golden rules which are in place to keep us safe and happy.
• When children join the school in Nursery or Reception, they are introduced to the Golden Rules through age appropriate stories that help them to understand respect as reflected in our Golden Rules. The Golden Rules are focused on throughout every school year up to the end of Key Stage 1 (Years One and Two). These will be discussed with the children at the beginning of each term and throughout assemblies as well as through ongoing class discussion. The Golden Rules are displayed in each Early Years and Key Stage 1 classroom and around the school so that children can be reminded of their responsibilities in regards to developing mutual respect for others and respect for themselves.

• In Key Stage 2, class rules are negotiated at the start of each year as a progression from the Golden Rules. These are displayed clearly in each classroom and focus on how children should show mutual respect for one another and themselves.

• Furthermore, our rights and responsibilities towards each other are presented in our school’s ‘Respect Charter’:

**Golden Rules**

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen
- We are honest
RESPECT CHARTER

R - Remember to be polite and show good manners to all.

E - Ensure everyone is included and celebrated

S - Say sorry for our mistakes and work together to solve them

P - Positive attitude at all times

E - Earn respect by being honest and trustworthy

C - Conflict will be resolved in a calm manner

T - Take time to respect yourself
Responsible Action through the Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching contribute to good behaviour. Learning aims to develop the skills, knowledge and understanding which enables the children to work and play in co-operation with others. Thorough planning for the needs of individual pupils, delivering a curriculum that is accessible for all learners’ active involvement and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Good communicating behaviour has a lot to do with pupil’s motivation to learn.

We aim to motivate our pupils through:

- A broad, balanced education which is relevant to our pupils’ needs, cultural experiences and interests, relevant to life-long learning, motivates and engages them in their learning.
- A variety of teaching styles and learning methods that suit pupils’ learning.
- Challenge and providing opportunities to take risk in their learning.
- Providing feedback on their learning to value effort and reinforce that their progress matters.

Good communicating behaviour has a lot to do with a pupil developing their own intrinsic values, attitudes and emotional well being.

We aim to develop responsible members of a learning community through:

- The explicit teaching of social, emotional and well being skills through the integration of SEALs, SRE and our PSHE within the school curriculum.
- Experiential learning activities which involves engaging with values, attitudes and emotion.
- Encouragement to take responsibility for their own learning and the learning of others.
- Recognising, understanding, celebrating and respecting similarities and differences between each other and challenge stereotyping, prejudice and bullying in all forms.
- Providing a safe, caring learning environment and a pastoral system of key workers and targeted support by which the child can talk to an adult.

We strive for Hinguar to be a community where social, emotional and behavioural skills are seen as important and where children practise these skills creates a caring environment based upon empathy and the valuing of difference. This is essential if a school is to become an inclusive learning environment where all forms of discrimination are actively combated.

The Learning Environment

The classroom environments are organised to develop independence, personal initiative and provide a learning environment conducive to on-task behaviour. Relationships between all staff and children aim to promote positive behaviour management within a welcoming ethos. We aim to ensure that our pupils feel safe, secure and happy within their learning environment through formal and informal pupil consultation.

Off-site learning

Planned board and balanced curriculum opportunities will also include off-site activities and pupils are regularly reminded of expectations of behaviour beyond the school gate. Before each off-site visit the visit leader reminds the pupil’s responsibility as representing the good reputation of the
school to and from the venue and with the public at the venue. The visit leader will adhere to the behaviour strategies as identified in the Mutual Respect Policy and Education Visits Policy.

Pupils are regularly reminded of expectations of behaviour beyond the school gate as representing the good reputation of the school; travelling to and from school. The school will reinforce the Mutual Respect Policy and Behaviour Policy accordingly to incidents witnessed by members of staff or reported to the school. The head teacher will consider whether it is appropriate to notify the community police liaison officer as an additional agency to be involved. If the head teacher considers the mis-behaviour may be linked to the child suffering, or being likely to suffer, significant harm they will follow the school’s child protection policy.

Pastoral Guidance

We aim to provide a safe, secure learning environment in which relationships between all in the school’s community are based on mutual respect and trust. The class teacher will take an interest and learn as much as possible about each child in their class aiming to provide guidance to their social, emotional well being and being prompt in noticing if a child is in need of pastoral support.

The class teacher will have the sensitivity to respond to situations which the child may have very little control of, e.g. lateness, payment of moneys etc. and when things ‘go wrong’ a child will know that a teacher will be there for them. The class teacher will ensure that an emotionally upset child is supported both in and outside the classroom by working with the child’s parents and key workers, so that appropriate actions are taken to meet the needs of the child.

 Responsible Action through Rewards

Our emphasis is on the consistent use, by all staff, of rewards to reinforce positive communication and behaviour. We believe that rewards have a motivational role, that all pupils must have equal access to these and that frequent use of these help children to know they are valued and respected.

Positive communication and behaviour is rewarded in the following ways:

- **The use of positive body language** – a smile, a wink, a special look.
- **Positive statements from adults** – e.g. ‘well done for walking, thank you for helping Gemma pick up her sandwich box - you made my day…..’ Fish award and stickers.
- **A visit to another member of staff** – in particular Deputy Headteacher or Headteacher for recognition of work or conduct.
- **Use of stickers** – Use of stickers when demonstrating positive behaviour or learning and articulating to children why they have been rewarded.
- **House Points** – All children in our school belong to a ‘House’. A house point is reward for entering competitions or for individual rewards for good learning, behaviour, work or citizenship. The school’s House Cup is awarded in assembly each week.
- **Marbles in the Jar** - a class reward that is agreed beforehand and earned by the awarding of marbles for positive behaviours to individuals or as a class.
- **Hinguar Star Yr 1-Yr 6** – Each week if a child has demonstrated good learning and has been in the ‘Learning Zone’ they will achieve a weekly Hinguar Star stamp. Children can earn a bronze, silver or gold Hinguar Star based on the cumulative number of Hinguar stamps they have achieved over the year. For any child who receives their Gold Hinguar
Star a special time award is provided at the end of the summer term, e.g. bouncy castle, games afternoon.

- **Positive Notes or telephone calls home** - to celebrate achievement, e.g. children who achieve in difficult circumstances.
- **Head Teacher Award Postcards** - sent home by the headteacher to celebrate significantly positive behaviour or achievement.
- **Certificates presented in assembly** – Student of the Week assembly where good citizens are identified as a caring member of the school.
- **FISH Philosophy** – each week children award each other a fish for the following behaviours: Play, Make their Day, Being Present and Choose Your Attitude. Children whose names are picked from the fish bowl are rewarded with FISH stickers and the last FISH drawn receives the FISH trophy.

There may be other positive rewards used by class teachers, individualised within each classroom or Key Stage, for example in the Early Years Foundation Stage, children who keep the Golden Rules also get the chance to take home the class mascot (Sammy Starfish or Sparky the Seahorse) for the weekend.

**Responsible Action in The Learning Zone**

**Wow Zone**
Move the child’s name into the wow zone when they demonstrate a ‘wow’ moment which is above the expectation of that individual child. Award them a gold star sticker. Around the school adults should ask the children why they achieved the sticker: the child should be able to articulate their ‘wow’ moment!

**Learning Zone**
Every day all the children’s names should be in the learning zone. Set the expectations to achieve this. This is the zone that all learners should be in and the expectations are: an environment rich in learning experiences where all children are 100% engaged with their learning and are respectful of others, themselves and their environment. Reinforce positive behavior and mutual respect in the aforementioned ways, e.g. positive non-verbal communication.

(Later in the term learning skills will be introduced.)
All learning environments display the Learning Zone visible at the front of the room. All children’s names are laminated and stuck onto the learning zone (green). A child’s name may be moved into the Wow Zone or the Warning Zone in response to the attitude, accomplishment and behaviour of the individual. A child is moved to the Wow Zone for demonstrating a ‘WOW’ moment where their attitude, accomplishment and/or behaviour are above expectations. This is a quick response by the adults in the room and if a child is moved to be in the Warning Zone, they are quickly moved back to the Learning zone; the adults will be keenly looking to reward any positive attitude, accomplishments and behavior and aim for no child to be in the Warning Zone as much as possible. At the beginning of each session all names are placed back into the learning zone.

**Consequences**

Although rewards are central to the encouragement of good communicating behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour. As a school we regularly reinforce to pupils about ‘making good choices’.

In an environment where respect is central, disapproval is a powerful punishment. When unacceptable communicating behaviour is witnessed or reported it will be investigated. This investigation involves finding out the context of the incident and talking to all parties and witnesses concerned to ensure all are given ‘a voice’. A consequence is always given once an unacceptable behaviour has been identified and is not applied indiscriminately to whole groups of pupils. We aim to apply the minimum consequence for effect and certainty as opposed to severity or to humiliate.

**When a consequence is given it will be:**

- immediate
- consistent, using agreed school procedures
- focused on the act, not the child
- delivered in a calm way by an adult
- there is a clear distinction between minor and major offences
- accompanied by teaching of what the child should have done instead
- enforced so as not to humiliate the child

**We aim to ensure that our use of sanctions and consequences is understood so that:**

- Children know that persistent inappropriate behaviour will have a consequence.
- Children know that consequences are applied consistently throughout the school.
• Children know that their parents will be informed, when necessary, to help them to improve their behaviour.
• Children know that a sanction is enforced in response to the behaviour and not the child.

As a school we encourage any child who has behaved inappropriately to reflect on their unacceptable communicating behaviour so that:

• They learn how they should have acted differently.
• They understand the implications of their actions on others within our community.

We do not hold grudges and are prepared to give a child a fresh start after an incident of inappropriate behaviour.

See Appendix 1: Hierachy of consequences

See Appendix 2: Behaviour and Sanction Matrix

See Appendix 3: Child reflection sheet

Promoting Positive Playtimes/Lunchtimes

• The playground has been divided into zones and children play in the specified zones.

• A variety of play equipment and playground markings are accessible for all pupils. Midday Assistants engage with the children to encourage and promote games.

• Reward stickers and MDA award are used by Midday Assistants to promote positive behaviour and co-operative play.

The Dining Hall and Lunchtimes

• Pupils are expected to line up and walk quietly into the dining hall when directed by the Midday Assistant.

• Lunch time is a social time and pupils are encouraged to talk and enjoy social eating experience with their friends.

• Staff are encouraged to have lunch with the children as it is an ideal time to get to know the children in a different setting – and the children really enjoy chatting to the staff.

• Lunch time issues will be dealt with by the Midday Assistants however significant issues will be reported to the Behaviour Mentor or Leadership staff on duty.

• Class teachers are informed of any significant incidents relating to the children in their class to reinforce expectation and liaise with parents as first point of contact.

• The Headteacher meets with the Midday Assistants on a regular basis to develop training and evaluate behaviour management strategies.
Strategies employed for working with children under the age of 5

When children under five behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive, familiar adults to help them do this.

Common inconsiderate or hurtful behaviours of young children can include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Our way of responding to pre-verbal children is to calm them down through holding and cuddling or by providing a safe spaces to calm such as the beanbags or sofa. Staff may also use distraction techniques such as reading a story or playing. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

To help young children to develop an understanding of appropriate behaviours we use a variety of different strategies within our setting to ensure the positive behaviour ethos is consistent.

- We acknowledge how children may be feeling and seek to explain what is acceptable and what is not using photographs, puppets and other visual cues as needed.
- We understand that repeated reinforcement may be needed to achieve a full understanding. In order for both the biological maturation and cognitive development to take place, children need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We ensure that there are enough toys, resources and activities available to help avoid conflict over sharing and waiting for turns.
- Through careful assessment, observation and planning we ensure that all children are suitably supported and challenged.
- We praise and celebrate positive behaviour such as kindness and a willingness to share.
- We avoid creating situations in which children receive attention only in return for negative behaviours.
- We never shout or raise our voices in a threatening way to respond to children’s negative behaviour.
- We support social skills through modelling behaviour, through activities, drama and stories.
- We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We only use physical restraint by a trained person, such as holding, to prevent physical injury to themselves or others and, in the event of any such incident, we would complete a written record and inform parents on the same day.
- In the rarest of occasions when behaviour is persistently aggressive, and violent both physically and verbally, the Early Years leader and Deputy Headteacher would be consulted and appropriate strategies will be implemented in consultation with parents and if necessary outside agencies.
**Behaviour deemed to reflect Special Needs**

Our response to inappropriate behaviour from a child with special educational needs or specific emotional and social concerns will be different to our response from other behaviours. This difference will be evidenced by the strategic involvement of Learning Mentors and involvement of outside agencies. We take into account the children’s ages and stage of development to find appropriate solutions and strategies.

Where inappropriate communicating behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in consultation with the SENCO and Learning Mentor, to draw up a pastoral support plan (PSP).

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, the SENCO may request the involvement of outside agencies, to support the child’s needs.

See Appendix 5: Social and Emotional Difficulties Behaviour and Consequence Matrix

**The SENCO and/or Learning Mentors will:**

1. Actively support the class teacher in meeting the needs of such particular children.
2. Work with the pupil and class teacher to improve motivation to learning.
3. Co-ordinate a whole school response to the child.
4. Liaise with or organise support from outside agencies that may become involved with the child.
5. Set clear behaviour targets for the child through a Support Plan or an PSP (Pastoral Support Plan).
6. Provide additional ‘talk time’ for children they are working with.
7. Monitor through record keeping any changes or patterns in a child’s emotional, social and behavioural well being, and put into place strategies to help and support the child and family.

**Physical Restraint**

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in DFE guidance The Use of Reasonable Force (July 2013). Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. (Please refer to Physical Restraint Policy).

**Searching and Confiscation**

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that a pupil may have a
prohibited item. Prohibited items are drugs, stolen property, weapons, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). It is appropriate for the headteacher to contact parents and/or to involve the police.

- Searches should only take place in the presence of the headteacher, or another senior member of staff. They should be conducted by a staff member of the same sex as the pupil and only by trained designated persons. Searches will be conducted away from other pupils.
- Prohibited items will be confiscated and handled in accordance with DFE guidance (February 2014).

**Mobile phones**

As identified in the school’s Pupil Mobile Acceptable Use Policy pupils are expected to hand their mobile phones into the school office at the beginning of the day. If a pupil is suspected of having in their possession during the school day a mobile phone this will be requested to be handed in to the office or a search will be made.

**Items Brought to School**

There may be times when pupils bring objects into school to show and tell or as part of their learning focus. These are expected to be stored safely in a designated area within their classroom or handed to their class teacher.

**Working in Partnership with Parents**

At Hinguar Primary we recognise the important partnership we have with parents in supporting and promoting respect.

**What parents can expect from our school:**

- Every effort will be made to ensure that their child learns in a safe and happy environment.
- We will work with each child to achieve the respect aims of our school.
- Their child will be provided with a good education that will motivate them in their learning and encourage them to make positive choices.
- They will be informed early about any situation that may be affecting their child’s capacity to learn and be affecting their behaviour.
- Their child and they will be listened to.

**The role of parents in promoting positive communicating behaviour in school**

- Encourage your child to develop attitudes and values on which both school and the wider community are based.
• Encourage your child to work hard, do their best and respect themselves.

• Make sure your child attends school on a daily basis and if there are any concerns contact your child’s class teacher sooner than later.

• Encourage your child to report any instances of bullying and talk to the school promptly.(see Anti-Bullying Policy)

• Help your child relate co-operatively with adults and other children.

• Engage with the school as much as possible to develop an understanding of the values, aims and work of the school and participate in opportunities to contribute to these.

• Restrict your child’s access to anti-social images, language, values, attitudes e.g. TV programmes, video, computer games, Internet, Social Networking and/or discuss any exposure to stereotyping, prejudice and bullying.

• Talk to your child about what they have made, read, drawn, written, who they played with, what they enjoyed at school to value their learning experiences.

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**Reporting Concerns /Suspicions/Allegations**

**What to do if you have any concerns about the behavior of your child or another child**

1. In the first instance, the concern should be reported to the class teacher who will meet with you to discuss your concerns and arrange a follow-up meeting if required.

2. In all cases of bullying, the incidents will be recorded by staff and reported to a member of the leadership team who will investigate the incident further, if required.

3. In persistent or serious cases, parents will be informed and asked to come in to a meeting to discuss the problem.

4. If necessary and appropriate, the head teacher will consult with the police.

5. If the concerns are felt to be related to a special educational need or emotional need, then an appointment with the SENCO may be arranged.

**What to do if you have any concerns about the behavior of a member of staff**

If a parent of a child or a member of staff has any concerns about the behaviour of another member of staff this should be reported to the head teacher immediately. If the head teacher is absent the member of staff should report their concern to the Deputy Headteacher. If it is an allegation against the head teacher it should be reported to the Chair of Governors.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate
sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

**Monitoring and evaluating the impact of the Behaviour Policy.**

The Headteacher will take the lead in monitoring the impact and evaluation of whole school respect in liaison with all staff to:

- Ensure whole school audit strategies are implemented to inform and monitor the whole school respect, behaviour and attendance improvement plan.
- Review day-to-day implementation of Respect Policy and Behavior Policy.
- Set SMART targets for support plans and attendance based on school, local or national data which are rigorously monitored.
- Report to Governors on discipline, behaviour, exclusion and attendance matters.

**SLT**

It is the responsibility of SLT to implement and monitor the Behaviour Policy by:

- Monitoring and reviewing the Behaviour Policy and Respect Policy annually.
- Monitoring records of any consequences provided.
- Monitoring any incidences of bullying.

**The Role of the Governing Body**

The Governing Body monitors the implementation of the behaviour policy and guidance within the context of the school. This is achieved through:

- Annual review of Respect Policy and Behaviour Policy.
- HT reporting to Main Governing Body Meetings on matters relating to behaviour, discipline, exclusion and attendance.
- Governors regularly visiting the school and monitoring school ethos.
- Designated Governors for Safeguarding.
- Monitoring records of any consequences provided.
- Monitoring any incidences of bullying.
## Appendix 1: Hierarchy of Consequences

<table>
<thead>
<tr>
<th>Level</th>
<th>Classroom/Learning Zone</th>
</tr>
</thead>
</table>
| **Level 1** | Preventative techniques - *e.g.*  
Visual prompts - photographs of modelled behaviour on a class display pointed to by the class teacher as a reminder. A class visual behaviour scale, whereby a child can see when they are keeping the Learning Zone/Class Rules or moving towards a warning.  
Proximity praise - catching others demonstrating expected learning behaviour as role models, expressing disapproval - non-verbal ‘The Look’ or verbal disapproval using ‘I statements’ - This learning behaviour (describe) is unacceptable in our classroom. I will discuss it with you later’,  
Rule reminder - ‘Put your hand up if you want to speak to me’  
Re-focus or re-direction on task - what, where and how questioning - What should you be doing? Where should you be? How should you be doing that?  
Simple warning/choice - I’ve asked you to sit down and finish your work. If you don’t, I’ll have to move you away from your partner/group. It’s your choice. (adult to walk away and give the child ‘face-saving’ period of time to change their behaviour.) If the warning is ignored move the child from the group or group from the child reinforcing the next level of consequence - I have asked you to sit and work quietly. If you cannot do this you will be moved into the warning zone. |
| **Level 2** | If pupil chooses not to respond to a warning that has been given to them at this stage they will be moved into the warning zone, which will be recorded on the class learning zone board. The child is expected to re-focus/work hard to impress the adult to be moved out of the warning zone as soon as possible and the class teacher will affirm this decision. If a child does not impress/does |
them realise there will be a consequence if they continue not to do their work.

not do work the adult is expected to respond to the child’s choice not to work with a payback sanction. “If you continue to ……, then ……….e.g. You will have to do the work not done during your playtime

I will give you a ‘thinking time activity’ during your playtime

Level 3
Time Out - a direct consequence linked to pupil’s choice used to help them realise that everyone has the right to learn and that they are not allowed to disrupt the learning/play of others.

If a pupil continues to hover in and out of warning zone and is not responding to your class strategies, at this stage, the child will be given a Time Out inside another class for 10 mins. There will be no interaction with that class teacher and the pupil is to complete the self reflection sheet provided by their own class adult. These self reflection sheets should be used to talk through with child asking what will they do differently next time to stay in the learning zone. On completion of Time Out the pupil will always be welcomed back and the class adult/s will ensure that the child is provided appropriate support to ensure the child has not missed key information, is clear on learning task and gets them back on to task set aimed to give the child an opportunity to make amends, get back into the ‘Learning Zone’

If a child continues to not respond the child will be given 20+ minutes Time Out. An orange form will be completed and the child brought down to the Mulberry Room with their work to be completed. The child will be supervised by a member of the SLT/pastoral team. However the responsibility for reporting the level 3 consequence will be made by class teacher to parent.

Appendix 2: Behaviour and Sanction Matrix 2018-19

<table>
<thead>
<tr>
<th>Sanction</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing play</td>
<td>Continued disruptive behaviour in lessons Inappropriate behaviour – professional judgement of what this is Provoking others ‘Giving it all that’ Spitting Telling lies Stealing</td>
</tr>
<tr>
<td>Responsible – teachers / support staff</td>
<td></td>
</tr>
<tr>
<td>Letters to parents</td>
<td>Breaking equipment (must pay for breakage) 1st racist incident in academic year - Head Teacher (and phone call to parent of victim) Verbal aggression Spitting (at another child or adult)</td>
</tr>
<tr>
<td>Responsible Head Teacher / SLT</td>
<td></td>
</tr>
</tbody>
</table>
Verbal contact with parents - phone call to or face to face meeting. And miss next play/lunch
*Responsible Head Teacher / SLT*

- Refusal
- Swearing
- Fighting
- Physical Aggression
- Running away (followed by meeting with Head teacher and parent)
- Sexualised behaviour (head teacher note in file)

**Discussion with planned intervention – PSPs with SLT + pastoral team**

- 2nd fighting incident in academic year
- Regular refusal

**Isolation**
*Responsible Head Teacher / SLT*

- Severe physical or verbal aggression

**Exclusion**
*Responsible Head Teacher*

- 2nd racist incident in academic year (and phone call to parent of victim)
- 2nd incident of severe physical or verbal aggression in academic year
- 2nd incident of sexualised behaviour in academic year

N.B. Bullying incidents will be dealt with on an individual basis

The level of unmanageable behaviour does not always have to be ‘progressed’. It may be that the Head Teacher has no option but to come straight in at a specific level.

<table>
<thead>
<tr>
<th>Reflection Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ___________________</td>
</tr>
<tr>
<td>Class: ___________________</td>
</tr>
<tr>
<td>Date: ___________________</td>
</tr>
</tbody>
</table>
### 1. Behaviour - What happened?

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- 
- 
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- 
- 

### 3. Learning Zone

**I am ready to go back into class and learn:**
- I have reflected on my behaviour
- I am calm
- I am ready to say sorry
- I am ready to learn

**2. I am working and doing my consequence for my actions:**
- I am quiet
- I am completing my time out work

**1. I am on time out and need to calm down and start to put things right**

### 2. How am I feeling:

- mad
- Lonely
- sad
- hurt
- frustrated
- confused
- scared
- worried
- disappointed

### 3. Why do I feel like this?

- 

### 4. Why is my behaviour not acceptable?

- 
- 

### 5. Did you apologise and who to?

- 
- 

### 6. How can I get back into the learning Zone?

- 
- 

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**Apology accepted by:**

**Next Steps - agreed by Teacher, SLT and Pastoral Team**

**Signed pupil:** ___________________________  **Staff member:** ___________________________
# Appendix 4: Lunchtime Behaviour and Sanction Matrix

<table>
<thead>
<tr>
<th>Level</th>
<th>Lunchtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>Preventative techniques- e.g. Rule reminder- ‘Remember we do not grab each other when we play’</td>
</tr>
<tr>
<td></td>
<td>Re-focus or re-direction on task-what, where and how questioning-What should you be doing? Where should you be? How should you be doing that?</td>
</tr>
<tr>
<td></td>
<td>Simple warning/choice- I’ve asked you to play away from this area and play elsewhere. If you don’t, I’ll have to move you away. It’s your choice. (adult to walk away and give the child ‘face-saving’ period of time to change their behaviour.) If the warning is ignored reinforce the next level of consequence- I have asked you to play away. If you cannot do this you will have 5 minutes on the time out bench.</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Reminder and warning If a child continues to disrupt lunchtime further direct consequences will be described linked to the child’s choice not to play appropriately</td>
</tr>
<tr>
<td></td>
<td>“If you continue to ……, then ……..”e.g. you will not be able to play with the football for the rest of lunchtime.</td>
</tr>
<tr>
<td></td>
<td>I will not be able to let you (describe withdrawal of a privilege or responsibility)</td>
</tr>
<tr>
<td></td>
<td>MDA to discuss problem using restorative prompts and make good.</td>
</tr>
<tr>
<td></td>
<td>Pupils will be allowed to return to the playground with a fresh start.</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>If the child continues not to respond or refuses to follow MDA guidance there should be no further intervention by the MDA who should then report the situation to the behaviour mentor or member of leadership on duty. These incidents will be recorded by the lunchtime supervisor on duty (Recording sheet is located in the medical room).</td>
</tr>
<tr>
<td></td>
<td>If unacceptable behaviour continues the pupil will be withdrawn from the playground for the remainder of the session and managed by senior managers.</td>
</tr>
<tr>
<td></td>
<td>Time in Mulberry room to investigate behaviour, if appropriate to contact parent/carer.</td>
</tr>
</tbody>
</table>
**Appendix 5: Hinguar Primary School – Social and Emotional Difficulties**

**Communicated Behaviours** – All staff are responsible in promoting consistently throughout the school a positive learning ethos and reinforcing good behaviour choices where everyone can maximise their potential. All staff to follow Hinguar’s behaviour policy.

<table>
<thead>
<tr>
<th><strong>Unmanageable behaviour</strong></th>
<th><strong>Action by SLT</strong></th>
<th><strong>Action by PLT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>Inform Behaviour Support (PLT) immediately</td>
<td>Discussion about short term/ preventative placement</td>
</tr>
<tr>
<td></td>
<td>Behaviour support (PLT) work with the school on a personalised plan to support the return to school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fixed term exclusion</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Alternative provision is put in place for the child attend</td>
<td>Discussion with behaviour support and Fair Access as appropriate</td>
</tr>
<tr>
<td></td>
<td>After initial 6 weeks at placement, the last 6 weeks are a phased return back into mainstream school</td>
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</tr>
<tr>
<td></td>
<td>Use reduced timetable to support transition from alternative provision back into main school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behaviour support continues to work in school with child, staff and parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longer fixed term exclusion</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Child is removed from school</td>
<td>Pupil reports to Fair Access Panel</td>
</tr>
<tr>
<td></td>
<td>Child attends alternative provision (at the point of permanent exclusion)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Permanent exclusion</td>
<td>Reports to Fair Access Panel</td>
</tr>
</tbody>
</table>