

Behaviour Policy and Statement of Behaviour Principles

PARK SPRING PRIMARY SCHOOL



Approved by:	The Governing Body	Date: 1 st November 2021
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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Assault of pupils or adults

- Fighting
- Inappropriate language and verbal abuse towards adults/peers
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
- 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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, 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy [anti-bullying-policy.pdf \(parkspringprimary.co.uk\)](https://parkspringprimary.co.uk/anti-bullying-policy.pdf)

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy alongside the governing body.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents
- The senior leadership team and inclusion team will also monitor behaviour across the school and support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

6. School Rules

Pupils are expected to:

- Always represent Park Spring in a positive way
- Be polite and kind to keep everyone happy
- Show care towards everybody and our school
- Achieve together by showing confidence in themselves and others
- Show resilience when facing any challenge

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive Discipline

As a school, we follow the Webster Stratton approach and developing positive relationships is the primary tool that we use to develop positive behaviour across school. All staff are expected to be proactive in helping pupils to develop the positive behaviours that we wish to promote. We also have many interventions in place to give further support to children who are finding this difficult such as, Nurture, Lego Therapy, Drawing and Talking and inclusion support. Positive behaviour is also rewarded through formal, organised, and widespread use of:

- Specific verbal praise
- Texts and/or phone calls home to parents
- Special responsibilities/privileges
- Weekly 'Star of the Week'
- Dojos
- Class tokens towards a class treat

Sanctions

Universal Approach

We use the following behaviour hierarchy to address '**misbehaviours**':

Warning – Yellow Card – Red Card – Time Out (see appendix 2)

We also use strategies such as language of choice, take up time, reminders of expectations/consequences, when and then, proximity praise, third party conversations, distraction etc as de-escalation techniques.

For '**serious misbehaviours**' we issue an **instant red card** and the appropriate time in inclusion/loss of break and lunchtime (see appendix 3)

We recognise that the Webster Stratton Approach will work for most pupils for most of the time. However, we also recognise that for some pupils it is necessary to explicitly teach desired behaviours and over-correct undesirable behaviours to achieve a safe, purposeful, and positive teaching and learning environment (see appendix 4 - Staged Response). We follow the staged response (employing reasonable adjustments if necessary) when pupils continue to breach the school's behaviour policy. Reasonable adjustments may include Pupil Risk Assessments, KISS (Keep it Short and Simple) Method, productive control timetable, personalised timetable and curriculum, reduction of language, visual cues, sensory and movement breaks, seating plans etc.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Time out in Inclusion plus loss of break and lunchtime
- Discussion with parents/carers
- Debrief with a senior leader

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- An AIM checklist will be completed between two CP Officers if deemed necessary.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [SECTION 3 \(parkspringprimary.co.uk\)](#)

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy [SECTION 3 \(parkspringprimary.co.uk\)](#) for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

At Park Spring Primary School, we have adopted the Webster Stratton Approach. Our ethos is to encourage pupils to access their learning in a safe, nurturing, and positive environment where all pupils and staff alike, respect and care for each other, We see the importance of pupils taking responsibility for their own learning and behaviour and we encourage pupils to support each other as part of our inclusive school environment and ethos. In using Webster Stratton, we operate a policy of positive discipline where all positive behaviour will be rewarded in a clear and consistent manner. We believe that pupils become motivated to behave well in several ways with systems and strategies in place, as detailed below.

8.1 Classroom management (see also appendix 5 Learning Environments)

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and Webster Stratton Behaviour Hierarchy
- Develop a positive relationship with pupils

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a numbered logbook and reported to parents by a formal letter (see appendix 6)
- Please also refer to our Care and Control Policy

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents after discussion with senior leaders, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. This involves the SENCo and the outgoing/incoming teacher. Additional transition arrangements are organised in the case of pupils with complex and significant behavioural difficulties.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process and all staff receive refresher training at the start of each academic year.

Behaviour management will also form part of continuing professional development including incremental coaching. Staff can also ask for support from the inclusion team and senior leaders at any time.

Staff are trained in Team Teach and this was updated in October 2021 for staff who required refresher training. Staff who have not had any Team Teach training will be accessing this over the course of the next few months.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion's policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Care and Control Policy

Appendix 1: written statement of behaviour principles

At Park Spring Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness, and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

- All pupils, staff and visitors have the right to feel safe, valued, and respected.
- All pupils should be able to learn free from the disruption of others.
- Park Spring Primary School is an inclusive school, and all pupils, staff and visitors are free from any form of discrimination.
- Children are at the heart of the development of school rules, and these are regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- All staff and volunteers always set an excellent example to pupils and consistently apply the school rules and expectations as set out in our Behaviour Policy.
- Rewards, sanctions, and reasonable force are used fairly and consistently by staff, in line with the behaviour policy.
- Pupils are given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- The behaviour policy is understood by pupils and staff.
- Exclusions, particularly those of a permanent nature will only be used as an absolute last resort.
- Pupils and parents/carers are expected to cooperate in maintaining an orderly learning climate.
- Families are actively involved in dealing with behaviour incidents to foster good relationships between the school and pupils' home life.
- Violence or threatening behaviour will not be tolerated in any circumstances from parents/carers. Such conduct may result in the imposition of a ban from the premises. Any subsequent disturbances may render the adult to be liable for prosecution.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and discretion is used in their use. Sanctions are however, applied fairly, consistently, proportionally, and considering special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies are sought for pupils who display continued disruptive behaviour.



Park Spring E Behaviour Hierarchy



praise
look

re-direct

stickers



ignore

encouragement



praise

re-direct

stickers

look

ignore

encouragement

reminder
child

distraction

move

.. . .

Second warning - yellow card



praise

re-direct

stickers

look

ignore

encouragement

reminder

distraction

move

Red card - TIME OUT

coaching

signal



<p>STAGE 1</p> <p>Universal Delivery</p>	<p>WS Behaviour Hierarchy</p> <ol style="list-style-type: none"> 1. Warning 2. Yellow Card 3. Red Card <p>INSTANT RED CARD (swearing/verbal abuse at a member of staff, damaging equipment/property, hurting others purposefully)</p>	<p>5 minutes T/O in the classroom in designated space with timer. Refusal = T/O outside of the classroom. Continued refusal = T/O completed in Inclusion *Any lost learning time to be made up at break/lunchtime.</p> <p>MUST HAVE Y/R PAPERWORK TO INCLUSION FOR SIMS SAME DAY</p> <p>KS2 - 45mins Inclusion (with appropriate work) + loss of 1 day's break and lunchtime</p> <p>KS1 - 30 mins Inclusion (with appropriate work) + loss of 1 day's break</p> <p>FS – after 1st incident – 5 mins, 10 mins, 15 mins Inclusion (maximum)</p>
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Appendix 4: Staged Response

STAGE 1		
Universal delivery Intended to be a positive and school wide consistent approach to behaviour. <i>See also Expectations relating to relationships, environment etc</i>		
	Sanction	Action and by whom
WS Behaviour Hierarchy 1. Warning 2. Yellow Card 3. Red Card	5 minutes T/O in the classroom in designated space with timer. Refusal = T/O outside of the classroom. Continued refusal = T/O completed in Inclusion. (Pupil pays back any lost learning time during breaktime/lunchtime)	Employ WS positive strategies + de-escalation, planned ignoring etc (paperwork completed for R/Y cards by <u>sanction giver</u> and phone call to parents (log onto CPOMs). Logged onto SIMS the same day by <u>Inclusion Team or 1:1 staff</u>)
INSTANT RED CARD (swearing/verbal abuse at a member of staff, **damaging equipment/property, hurting others purposefully)	KS2 - 45mins Inclusion (with appropriate work) + loss of 1 day's break and lunchtime KS1 - 30 mins Inclusion (with appropriate work) + loss of 1 day's break FS – after 1st incident – 5 mins, 10 mins, 15 mins (max) Inclusion **Damaging equipment will result in the pupil carrying out tasks equivalent to 'paying back' the financial cost	Paperwork completed by <u>sanction giver</u> and phone call to parents (log onto CPOMs) Logged onto SIMS the same day by <u>Inclusion Team</u> Pupils will complete their work if sent to Inclusion. It will be expected that the pupil has the resources and information to succeed without help from an adult. We should aim that work is of an age- related / appropriate standard for that pupil. Whilst in Inclusion the pupil will be treated neutrally in a 'matter of fact' manner . Debrief or conversation will not take place until time has expired at the end by a member of SMT. Inclusion will not be completed until the pupil has done this satisfactorily. Pupils will need to remain in Inclusion until dismissed.
STAGE 2 Daily report with <u>weekly review</u> leading to possible White focus sheet . First stage of formal 'additional and extra' (Wave 2 inclusion support) Intended to focus the thought and behaviour of pupils and involve parent / family for the first time in person		

When and why?	Sanction	Action and by whom
<p>A running total of 5 Yellow cards OR a running total of 2 Red Cards</p> <p>Further 5 Yellow or 3 further Red cards</p>	<p>See Stage 1 sanctions</p> <p>White Focus Sheet 5/6 successful hours per day (1 or 2 targets). Daily review of success. If unsuccessful pupil will miss the following days play and lunch breaks. NO daily or weekly rewards.</p>	<p>Meeting with <u>parent, class teacher and SMT member</u> to discuss behaviour, reasons, and next steps. Agree a follow up meeting <u>within 6 weeks</u></p> <p>These pupils will remain on <u>weekly review</u> and monitored 'daily' – an agreed <u>member of the inclusion team</u> will become their 'mentor' and check in daily / monitor all behaviour liaising between staff and the inclusion team. The mentor report this at the weekly inclusion team meeting. Weekly monitoring will stop once it is agreed by Inclusion team / SMT that this is no longer required. Noted on CPOMS.</p> <p>Meeting with <u>class teacher, Inclusion Manager and behaviour TA</u> and the pupil will move to the first focus sheet – WHITE <u>Parents informed by Class teacher and then weekly call to parents by class teacher and recorded on CPOMs</u> <u>Reviewed EVERY 3 weeks.</u> If successful (3 continuous successful weeks) pupil is removed from sheet and positive discussion with family and pupil in person. If unsuccessful moved to a <u>yellow sheet</u> and parent invited to be present at target setting.</p>
<p>STAGE 3 Yellow focus sheet. Now includes a weekly reward but stronger sanctions</p>		
When and why?	Sanction	Action and by whom
<p>The white sheet has not had the desired effect, considerable time is still being spent by the teacher and inclusion staff in trying to guide the pupil. Significant learning time is being lost by the pupil and / or their classmates / behaviour in class is detrimental / not appropriate for pupils to witness. Pupil moves to Yellow focus sheet</p>	<p>5/6 successful hours per day (1 or 2 targets). Weekly reward for successful week (5 out of 5 days). Score of 4 or below = loss of break and lunchtimes for a full week starting from the failed day. Continue Webster Stratton Y and R cards for behaviours outside of the targets (Targets MUST be SMART!)</p>	<p>Meeting with <u>parent, class teacher, Inclusion Manager, and behaviour TA</u> <u>Weekly contact by class teacher with parent and logged on CPOMs</u> <u>Weekly Reward managed by Behaviour TAs, Inclusion Team/SMT/SLT dependent on reward</u></p>

		Reviewed after 4 weeks. If successful pupil is removed from sheet and positive discussion with family. If unsuccessful moved to a GREEN sheet and parent invited to be present at target setting.
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STAGE 4 - Green focus sheet.
 Now includes a daily and weekly reward but right to stay in class is earned each 1 x hour block

When and why?	Sanction	Action and by whom
The Yellow focus sheet has not had the desired effect. The pupil does not display consistent improvements in their behaviour choices, considerable time is still being spent by the teacher and inclusion staff in trying to guide the pupil. Significant learning time is being lost by the pupil and / or their classmates / behaviour in class is detrimental / not appropriate for pupils to witness. Pupil moves to Green focus sheet	Green focus sheet = 5/6 successful hours per day (1 or 2 targets). 1st warning and then on the second warning, the pupil is removed from class and will continue their learning outside of the room with a member. This is not a punishment or a time to realign the pupils thinking. The expectation is that the pupil gets on. They must have worked and behaved appropriately for over 30 minutes to earn the right to come back into class. The day is split into the 6 x 1-hour sessions (be mindful of split sessions with different members of staff)	Targets agreed with <u>Inclusion manager/ DHT or HT</u> . Targets signed by the pupil each Monday morning. Score texted to parents each night with brief commentary. Scores must be collected by the class teacher and given to person liaising with parents Daily and weekly rewards . Reviewed <u>after 4 weeks with pupil and parents</u> . If successful pupil is removed from sheet and positive discussion with family and pupil returned to a WHITE sheet. If successful after 2 weeks taken from sheets and fully returned to Webster Stratton wave one provision. If unsuccessful move to Stage 5

Stage 5 Personalised Timetable
 Intended to emit a more serious message

When and why?	Sanction	Action and by whom
Green Sheet has not been successful and needs further refinement. However, pupil will still have a green sheet	Choose from: <ul style="list-style-type: none"> Parents are called to speak to child either on the phone or by coming into school if still in crisis after 2 hours and change of personnel has not worked. Must follow discussion with HT/DHT/Inclusion Manager 	Formal meeting arranged between <u>parent/family/SLT member/Inclusion manager/member of Inclusion Team to discuss further modifications and strategies</u> . Trigger Stage 6 with <u>Inclusion Manager</u>

	<ul style="list-style-type: none"> • Part-Time timetable (parents collect and expected to complete work provided by school) • Exclusion from Lunchtime session (Parents collect and return the pupil at the end of lunchtime. Lunch will be provided as grab bag if FSM) 	
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STAGE 6 Alternative and External Support

For very high tariff pupils who repeatedly display behaviours that threaten the safety of themselves and/or others or prevent the general orderliness of the school

When and why?	Sanction	Action and by whom
Pupils' behaviour choices continue to be detrimental to the health, safety and general order and discipline of the school. Additional external support is required.	<p>Consider the pupil going to Secondary School/off site for Inclusion for a day or half a day (not in Covid times but could be a real possibility at other times) Pupil is not allowed to return to school until this has been completed satisfactorily. May be necessary for PSP Staff to transport.</p> <p>Explore possibility of temporary alternative provision Oasis/Reach/ABC/SENIT Behaviour</p> <p>Seek Funding advice/EHCP etc</p>	<u>Inclusion Manager</u> will follow pathways in discussion with parents and other agencies that are already involved with the pupil.

STAGE 7

Fixed –Term Exclusion

When and why?	Sanction	Action and by whom
When ALL avenues and strategies have been explored	Fixed-Term Exclusion of up to 3 days	<p>Headteacher</p> <p>Work will be provided by the <u>class teacher</u></p> <p>Formal re-integration meeting between <u>Head/Deputy/BSW/Class teacher/Parents/Pupil</u> upon return to school before the pupil returns to class</p>

Appendix 5: Learning Environment

Your classroom environment is a place where children must feel happy, confident, safe, and welcomed.

It must be

1. an **ENABLING ENVIRONMENT**
2. that supports **PUPIL RESOURCEFULNESS and INDEPENDENCE**)
3. and **PUPIL RESPONSIBILITY**

How your classroom looks and feels will transmit to the children what is important to the school and to you, this being the children and their learning. They will understand the expectations that we have of them and that they must have of themselves. They will understand how to access learning resources when they need them and know where they belong and when to return them. They will be stimulated and inspired by THEIR classroom and look forward to being in that environment each day.

As such we provide the following guidance to provide consistency of practice and expectation. This supports whole school ethos and aims whilst allowing you as the teacher to place your own personality and that of your cohort onto YOUR LEARNING SPACE!

1) ENABLING ENVIRONMENT

- **Working walls:** Reading, writing and Mathematics learning walls (reflecting current learning, or persistent misconceptions, constantly updated)
- **Class Library:** with a range of genres and books for different abilities. Organised into authors/genres? Author of the week? (1star / 2star / 3 star – difficulty for books ED) (Magazines / newspapers) Quotes from children and photos of children reading (DC)
- **Dictionaries and Thesaurus:** a range to suit different abilities
- **Learning Challenge display:** A celebration and stimulus of current 'topic learning,' to include questions to be answered, key topic vocabulary can include WAGOLL's of pupil work
- **Growth Mindset:** Current half term focus, specifically the sentence stem or language to be used consistently for that half term (see rolling 2-year plan) and model of the 'learning pit'
- **Worry / Suggestion / Question box:** All one box!
- **Marking policy:** Displayed for all staff
- **Weekly timetable:** Important to give notice to pupils of any changes and why
- **Daily timetable:** visual and updated as the day progresses. Give notice to pupils of any changes and why
- **UK map / World map / Globe:**
- **Phonic display:** As appropriate for EYFS-KS1- working wall to display sounds taught so far (DC)
- **Reading:** On the class door / entrance display of current class reader and current book for story time (DC)
- **Welcome:** On the class door / entrance display of multiculturalism (welcome words in different languages / images of multiculturalism)

2) PUPIL RESOURCEFULNESS INDEPENDENCE

- **Coat peg:** Labelled and kept tidy by the pupils and monitors
- **Class Monitors** – clearly displayed and changed weekly with opportunity for ‘training’ by outgoing monitors
- **KS2 pencil cases:** containing the agreed resources (Pencil, pen (if licensed), rubber, ruler, red pen, green pen, purple pen, pencil sharpener) checked by pupils at the end each day
- **Maths's storage shelving:** Tidy, labelled where appropriate, accessible) Always with resources on display to support understanding of ‘number’
- **Toilet rules:** Place on the ‘entrance to all toilets’
- **Book storage:** Labelled and pupil accessible as appropriate
- **Rubbish bins:** Accessible with an expectation that the room is left after each lesson as tidy as it was when the day started
- **Layout of furniture:** consideration given to clear pathways; tray units separated so that pupils not crowding. Consideration given to seating for pupils with additional needs (hearing/vision etc)
- Regular opportunities for pupils to clear out their drawers?

3) PUPIL RESPONSIBILITY

- **Whole school ethos and aims circle:**
- **School rules**
- **Attendance display:** (include target, ‘Ace Attendance,’ and an agreed REWARD)
- **Class mission statement:**
- **Positive behaviour hierarchy:**
- **Whole class targets and agreed rewards:** Include the time period start and end dates
- **Stars of the week:** Build up a gallery for each term. Renew and start again each term
- **‘Other reward / certificate displays’:** Personal to each cohort e.g., Y2, Y3 and Y4 might focus on TTRS). Can include ‘individual pupil’ or ‘group’ targets and rewards as appropriate
- **Bucket fillers**
- **Classroom monitors:** Photographs of pupils with their responsibility labelled including day / time where appropriate
- **School Council:** Photographs of pupils - display of class / cohort councillors. Include current focus for discussion, targets, or challenges)
- **Time out / calm down area:** Including mat and a 5-minute timer. Clearly understood by all staff and pupils in each class base. Not necessarily labelled
- **Anti- Bullying charter**
- **Anti-racism charter**

WE HAVE A NEW POLICY BUT MAYBE WE COULD GET THE CHILDREN TO COME UP WITH A PHRASE AS PART OF INDUCTION WEEK.

FOR THE ADULTS

- **Fire procedure:** To be on the back of the classroom door
- **Medical needs:** Displayed discretely on the back of the stock cupboard door. Pictures and details of pupils and staff as necessary

Appendix 6: Letter to Parents/Carers regarding Physical Handling



Park Spring Primary School
'Achieving Together'



Headteacher: Mrs R Horan
Swinnow Lane, Leeds LS13 4QT tel: 0113 2552526 email: office@parkspringprimary.co.uk

Your childwas involved in an incident today at school which required a member of staff to physically intervene.

The staff at school have a Duty of Care to all pupils whilst they are here. That duty may extend to the use of reasonable force to prevent a pupil from causing injury or damage. The staff at Park Spring have updated training and guidance on the use of reasonable force to control or restrain pupils as set out in Section 93 of the Education and Inspections Act 2006. This act allows staff in schools to use reasonable force to prevent pupils causing injury to themselves or others, damage to property or engaging in inappropriate behaviour

Today's incident has been recorded (log no; -) and a copy will be kept in school.

If you require further information about the incident, please do not hesitate to contact us.

Yours Sincerely

Mrs R Horan

