

Whitgreave Primary School

Behaviour Policy



Contents

1. Aims	2
2. Legislation, Statutory Requirements and Statutory Guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and Responsibilities	5
6. School Behaviour Curriculum	7
7. Responding to Behaviour	8
8. Serious Sanctions	22
9. Responding to Misbehaviour from Pupils with SEND	23
10. Supporting Pupils following a Sanction	24
11. Pupil Transition	24
12. Training	25
13. Monitoring Arrangements	26
14. Links with other Policies	26
Appendix 1: Written Statement for Behaviour Principles	27
Appendix 2: Class Reward Chart	28
Appendix 3: Class Consequence Pathway Record	29
Appendix 4: Individual Referral Pathway Record	30
Appendix 5: Individual Behaviour Plan and Target Sheet Example	31
Appendix 6: Phase Leader Monitoring Form	34
Appendix 7: Analysis of Significant Groups Template	35
Appendix 8: Behaviour Tracking System Flowchart	37

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- 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, such as 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

➤ Fighting

➤ 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

○ E-cigarettes or vapes

○ Fireworks

○ Pornographic images

○ Any article a staff member 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)

4. Bullying (Please refer to the School's Anti-Bullying Policy)

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 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

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)
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, 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)

5. Roles and Responsibilities

5.1 The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the Written Statement for Behaviour Principles (Appendix 1)
- Reviewing this Behaviour Policy in conjunction with the Head Teacher/Deputy Head
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

5.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Approving this policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of Special Educational Needs and Disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the Behaviour Log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour Policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's Behaviour Policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

Good behaviour supports effective learning and enables all pupils to enjoy and achieve their full potential.

At Whitgreave Primary School, we highlight the importance of school being a secure, safe place for all, where learning can take place in a happy, friendly, supportive environment.

Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. It follows that the provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils within the learning process, are important ingredients of successful discipline. Poor behaviour can also stem from personal problems or difficulties, which may be short or long-term.

Prevention, however, is always better than cure. To issue consequences for unacceptable behaviour and ignore the reasons for it, will only have a short-term effect and will not provide a lasting solution. It is important, therefore, to look for, and identify reasons for unacceptable behaviour, with a view to developing actions to remedy the situation.

All behaviour management at Whitgreave Primary School should emphasise **a positive approach**. Attention should, as far as possible, concentrate on acknowledging good behaviour. It is a fact of life that all too often pupils gain more attention from negative or unacceptable behaviour, therefore, reinforcing its importance and enhancing its credibility. Our behaviour management should attempt to redress this balance. Our first priority should be to reward and create opportunities for rewarding, when they are not obvious. Most pupils react well to praise and there is something worthy of praise in **all** pupils. **Even where individual pupils display unacceptable behaviour, it is imperative that all staff look for positives and that praise and positive reinforcement are utilised consistently, in a bid to support relationships and also, positive behaviour management. Therefore, the emphasis must always be on the positive.**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile Phones

Pupils are allowed to bring mobile phones into school with them, however they must be handed into their Class Teacher, who will lock them away in the classroom. Exceptions will be made to the rules for medical reasons, based on individual circumstances and in discussion with professionals and parents.

7. Responding to Behaviour

7.1 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour standards or their own classroom standards
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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 Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

7.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Minor Rewards

- Smile & praise from staff.
- Team Points - Every pupil in school should be allocated to one of four houses immediately upon entry (and numbers should be checked for balance, annually).
- Stickers and stamps.
- Work displayed/shared with others.
- Responsibility given (classroom jobs etc).
- Other strategies implemented by staff, such as giving everyone a 'Whoosh!'

Major Rewards

- **Head Teacher Awards/Pupil of the Week Awards** - Awarded to individual pupils to mark achievement in academic work, effort, behaviour, creative or physical activity. Awards are presented regularly, normally within a weekly Celebration Assembly. At these events, pupils are encouraged to show examples of their work and/or talk about the award. The Pupil of the Week Award is decided by the pupils within each individual class.
- **Attendance Rewards** - A range of awards are utilised throughout school, to reward attendance levels, including special Attendance Assemblies.

- **Raffle Tickets** - Awarded to pupils throughout the week, for demonstrating achievements in behaviour, effort etc. Prizes are awarded during the weekly Celebration Assembly.
- **Whole Class Rewards** - The reward is agreed by the class and the pupils work towards achieving 50 stars, in order to achieve the reward. A teacher may operate a whole class reward for Literacy and Numeracy groups as well as class groups, (see Appendix 1).

Examples of Whole Class Rewards

Class story session;

Picnic;

Disco;

ICT time;

Art activities;

Board games;

DVD etc.

No pupil should be disapplied from this reward, for any reason.

Team Points

- There are four school teams, the names of which have been decided by the pupils within school. The teams are Gorillas (Red), Sharks (Blue), Crocodiles (Green) and Lions (Yellow).
- Each pupil and member of staff are allocated to a team, upon admission to the school.
- Each class has coloured tokens to distribute to pupils within each of the four teams. As Team Points are awarded, children are given the appropriate number of tokens, to put in to the phase reward tubes.
- In the final Deputy Head Teacher's assembly of the term, the Pupil Voice Representatives are invited to the front of the hall, to inform the rest of the school of the winning team. Points are added together, over a term, with the team with the highest number of points, receiving a reward.
- Rewards are to take place on a termly basis.

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. We encourage pupils to **choose** how they behave. When they make the wrong choice they incur a consequence. When a wrong choice is made, professionals should encourage a pupil to recognise what the correct choice should have been and discuss this with them. It is important to reinforce the correct course of action, rather than the wrong - referring the pupil back to better choices or reminding them of the school/classroom standards.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

In the Classroom

At Whitgreave Primary School, we have a consistent approach to the management of unacceptable behaviour within the classroom, based on the 'It's Good to be Green' Strategy. It is an approach which should be followed by all members of staff. Every class has a Wall Chart, displaying the names of each pupil, along with an 'It's Good to be Green' card.

At the start of the academic year, each class will generate their Class Standards, which will be displayed by the Wall Chart. These standards will be referred to by members of staff and the children when rewards and consequences are given.

At the start of each day, each pupil has a green card on display; however, this may change, in line with the behaviour/consequences detailed below. **Each lesson is a fresh start, therefore, at the start of each lesson/session, all pupils will display a green card.** For example, if a pupil has received a card in the first lesson, then a consequence will need to be given for that, however, the next lesson is then a fresh start for every pupil.

In addition to the Wall Chart, every class must also display the school's Rewards and Consequences Flow Charts, which should be utilised with pupils, where necessary.

Some behaviour exhibited by pupils, can be dealt with effectively by staff themselves. More extreme behaviours may require the help and support of other members of staff. In response to this, at Whitgreave Primary School, we have developed a two-tiered system of behaviour management.

The Consequence Pathway

(For behaviours that staff can effectively deal with themselves)

Minor, low-level disruptions that are likely to take place at any school, such as:

Telling tales;

Talking while the teacher is speaking;

Messing with objects on the table;

Arguing/disagreeing with another pupil etc.

Pupils should be given a quiet, **verbal warning** by the teacher, highlighting incorrect behaviour and specifying to the pupil what he/she needs to do. This verbal warning should be given quietly and discreetly, not delivered in a raised voice or in the direct hearing of peers. **The aim here is to point out behaviour that is unacceptable, not to humiliate the pupil.**

If the disruptions by the pupil continue, then the pupil should be asked politely to go and sit at the **Thinking Table (TT)**, a quiet table, away from other children where the pupil can think about their behaviour and re-focus for 5 minutes, (self-timed, using a sand timer). At this point, the 'Warning Card (yellow)' should be displayed, next to the pupil's name. At the end of this time, the pupil should apologise to the member of staff, before returning to their own seat.

ISSUES OCCURRING AT LUNCHTIME SHOULD NOT RUN INTO AFTERNOON SESSIONS AND WILL BE DEALT WITH APPROPRIATELY BY THE LUNCHTIME SUPERVISORS.

More 'Extreme Disruptions'

Sometimes a pupil's behaviour may be more extreme and they may need to be sent for a **Time Out (TO)**, to the **Thinking Table in the Partner Teacher's classroom**, for 10 minutes, thus removing the pupil from the classroom for a limited period of time. At this point, the 'Consequence Card (red card)' should be displayed, next to the pupil's name. **Under no circumstances, should more than one pupil at a time be sent to TO. While in there, the pupil should behave appropriately at all times.** If they do not, their behaviour should be reported by the teacher to a Phase Leader, who should speak to the pupil at an appropriate time. At the end of this TO, the pupil should apologise to the member of staff, before returning to their own classroom, with an apology also being given to their Class Teacher, before returning to their own seat.

Behaviour for which an immediate TO is appropriate, is either:

Repeated continuation of minor, low level disruptive behaviour, as detailed in the preceding section or continuing to misbehave even while sitting at the TT in own classroom, bad language, **heard by the teacher**, directed or undirected at another pupil, (if reported by another pupil but not heard, always give a verbal warning that if bad language is heard by you, the pupil will be asked to go to TO). Observed physical violence towards another pupil, refusal to follow instructions given by an adult, low level rudeness to an adult, such as tutting, eye rolling.

These behaviours merit an **immediate TO**, as they are unacceptable behaviours within school and the purpose of the TO is to clearly demonstrate to the pupils that those behaviours that are totally unacceptable within classrooms at the Whitgreave Schools and within society, in general. The pupils should take their work with them to the TO, where possible, or if work has not yet begun, they should take their reading book. On returning to class, the procedures detailed in the verbal warning section, should again be followed and the pupil should give an apology for their behaviour. If they continue to behave in an unacceptable manner, then they will need to be referred to another member of staff, detailed in The Referral Pathway.

Being sent to a TO has a follow-up consequence, (otherwise pupils might quite enjoy a little break from the classroom once in a while). The time needs to be paid back **to the appropriate staff member**, at the earliest available opportunity, (i.e. break/lunch), to make up for the work that they have missed. This time needs to be paid back in a classroom, not within a public area.

Remember, apologies should be asked for in a discrete manner - an apology should never be demanded and the pupil should not be asked to make an apology in a public manner as this would be humiliating. The most appropriate time to ask for the apology is when the pupil is paying back their time.

We are all aware that pupils at Whitgreave Primary School respond best to a discrete, quiet word to redirect their behaviour. It is often helpful to speak to pupils who are misbehaving outside the classroom, on an individual basis, rather than in front of their peers. If the teacher feels that a pupil will respond best to a quiet word or to making their apology outside the classroom, then the Phase TA can oversee the class, while the teacher and the pupil step just outside the door. However, the teacher should not be outside the classroom for any longer than 5 minutes and this should take place during appropriate times, such as when the class are engaged in an activity etc.

In Early Years, each base will have a Thinking Area and/or a Thinking Mat, instead of a Thinking Table.

The Consequence Pathway

Quiet, discrete verbal warning



Sent to own class TT for 5 minutes (Warning Card - Yellow Card)



Apologise



Sent to TO in Partner Teacher classroom (Consequence Card - Red Card)



Pay time back, break/lunch



Return and apologise



Any reports of bullying (see types of bullying below), will be dealt with following the Anti-Bullying Policy and the consequences above.

Record Keeping

A 'Class Behaviour File' is kept in every classroom, detailing all appropriate records.

Class Teachers must ensure that the appropriate 'Class Consequence Pathway Record' is completed, (see Appendix 2). All records must be completed accurately and kept up-to-date, as all behaviour records will be subject to termly monitoring and analysis.

If any pupil is being sent to TO on a regular basis, then their difficulties should be discussed with their parents after school and strategies should be suggested to support good behaviour. At this point, the Class Teacher should begin to maintain individual behaviour records for that pupil. If the pupil is taught by another teacher, they should also maintain individual records for the pupil. A referral to the Learning Mentor may need to be considered, if not already.

The Referral Pathway

(For behaviours that require the support of another member of staff)

A small minority of pupils at Whitgreave Primary School sometimes refuse to follow the requests that staff make regarding their behaviour and the sanctions that have been imposed.

In these cases, there is a need to gain the support of another member of staff, in order to ensure that a pupil does what they have been asked to do. If a pupil has been very rude or if they are point-blank refusing to comply with reasonable requests regarding their behaviour, then the pupil should be placed on **The Referral Pathway**. **This Pathway does not negate the use of The Consequence Pathway for that pupil.**

As long as they are complying with requests to move to the TT or go to TO, they will continue to be disciplined utilising the methods detailed within The Consequence Pathway information.

However, if they refuse to comply, they should always be referred to another member of staff who will attempt to enforce the original consequence. Once a pupil has been placed upon the Referral Pathway, they continue along it, stage-by stage, unless their behaviour improves for a significant length of time, (approximately 4 weeks), in which case, they revert back solely to The Consequence Pathway.

Referrals should always be made as quietly as possible and should not be discussed within the hearing of other pupils.

Stage 1

In the first instance, the pupil should be referred to the Partner Year Group Teacher (Referral Teacher), **at break time or lunchtime, if possible.**

The Referral Teacher should discuss the behaviour with the pupil and apply a sanction. The Class Teacher should keep a record of the referral on the pupil's Individual Referral Sheet, (**see Appendix 3**). If behaviour improves, no further action should be taken. If the behaviour continues then, the Year Group Teachers should use their professional judgement to decide whether the pupil will need to be referred to the Phase Leader next time.

Stage 2

If poor behaviour persists, the pupil should be referred to the Phase Leader, following exactly the same procedure as the referral to the Year Group Teacher. **At this point, the Phase Leader may decide whether to place a pupil on an Individual Behaviour Plan, (IBP). (An example IBP and Target Sheet can be found in Appendix 4).**

The Class Teacher should seek the involvement of the Strategic Lead for Behaviour, where necessary, in order to produce an IBP for the pupil concerned.

The Phase Leader, at their discretion, will refer the child to the next level, the Deputy Head.

Phase Leaders should continue to refer children to their Phase Leader counterparts during this stage and record them as Phase Leader referrals.

Stage 3

The Deputy Head will utilise all available records to discuss, in depth, the pupil's behaviour with them.

Stage 4

If referred again, the pupil's parents will be invited into the school, to discuss their child's behaviour formally, with either the Deputy Head or the Head Teacher.

Stage 5

A final referral will be made to the Head Teacher. The likely result for this referral will be exclusion; a constant disruption to the education of others cannot be tolerated as the pupil will have continually disrupted learning, not only for themselves but also for others. Following exclusion, a pupil will re-enter school at Stage 3, should the Referral System need to continue.

Record Keeping

The Referral System places the responsibility for the maintenance of full and accurate records with the Class Teacher. Good communication between Senior Managers and Class Teachers is vital in the effectiveness of this system. **All records must be completed accurately and kept up-to-date, as all behaviour records will be subject to monitoring and analysis.**

All records should be filed in the 'Class Behaviour File'.

Urgent Situation - If there is a disruption, such that pupils/staff are at risk, for example; it may be extreme physical/verbal violence that cannot be calmed by the staff present, then a member of SMT should be called for using the Walkie Talkies.

Behaviour that should be referred immediately to the Head Teacher or the Deputies:-

Verbal or physical abuse from a pupil directed at a member of staff should always be referred to the Head or Deputy, as should incidents of **extreme** violence against pupils. A detailed account of the event should be recorded, by the teacher, on the pupil's behaviour referral sheet.

Partnership with Parents/Carers

The school values the views of parents and encourages their support in achieving the highest standards of behaviour. Parents should be informed of good behaviour through regular verbal contact, stickers and notes at home. They should also be informed of concerns regarding behaviour, through verbal contact.

Concerns should be shared with parents **prior** to the pupil being placed onto the Referral Pathway, so that parents and staff can work together to help a pupil to improve their behaviour.

In the instance of a pupil being placed on an IBP, a meeting will be arranged with the parents, to share the IBP and to discuss the targets that have been set etc. Parents will be kept informed of their child's progress against these targets.

Further strategies to support pupils who are experiencing behaviour difficulties, and/or facing exclusion:

At Whitgreave Primary School, we also offer a wide range of further positive strategies to support pupils for whom behaviour is a concern. These strategies can be accessed through consultation with the Strategic Lead for Behaviour.

These strategies include:

- Referrals to the Learning Mentor, (LM). The LM offers a range of support programmes, for both the individual pupil and also for groups of pupils, depending upon needs.
- Referrals to Outside Agencies, in order to gain further strategies and support.
- Referrals to the Family Liaison Officers, where issues involve family units and 'hard to reach' parents.

7.5 Reasonable Force (please refer to Physical Restraint and Reasonable Force Policy)

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher, Designated Safeguarding Lead (or Deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails - e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher/Deputies to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school standards.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school standards.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by Police Officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the Police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the Police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the Police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a Police Officer or otherwise associated with the Police
- Not be the Head Teacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site Misbehaviour

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 or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- 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 a staff member (e.g. on a school-organised trip).

7.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the Police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, a member of the Senior Leadership Team will make the report.

The school will not interfere with any Police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the Police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to Children's Social Care, if appropriate.

7.10 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

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
- 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 Safeguarding and Child Protection Policy for more information.

7.11 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 consider whether to 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 consider whether to 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 (LADO), where relevant) will consider whether the pupil who made the allegation is in need of 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 Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious Sanctions

8.1 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Referral to Learning Mentor
- Use of Teaching Assistants
- Individual Behaviour Plans
- Pupil Support Units
- Multi-Agency Assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the Behaviour Log.

8.2 Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort.

In these instances, the Head Teacher will follow the appropriate statutory procedures, in order to carry out the exclusion.

9. Responding to Misbehaviour from Pupils with SEND

9.1 Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the Local Authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism
- Use of Sensory Rooms where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Is the pupil was likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCO) may 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.

9.4 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the Local Authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

11. Pupil Transition

11.1 Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

11.2 Preparing Outgoing Pupils for 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.

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour System within school and reporting

Behaviour management will also form part of continuing professional development.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating School Behaviour

All Class Teachers are responsible to maintaining up-to-date records of behaviour management, on a regular, daily basis. All records must be filed in the 'Class Behaviour File'.

Each term, this file will be submitted to the Phase Leader, who will complete a 'Phase Leader Monitoring Form', (see **Appendix 5**), identifying any pupils causing concern, next steps etc.

The Phase Leaders will then submit the forms to the Strategic Lead for Behaviour, who will then analyse whole school behaviour including analysis of significant groups (**Appendix 6**), producing a report for SMT, for discussion.

An overview of behaviour tracking at Whitgreave Primary School can be found in **Appendix 7**.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension

- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this Policy

This Behaviour Policy will be reviewed by the Head Teacher and the Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other Policies

This Behaviour Policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Physical Restraint and Reasonable Force Policy
- Acceptable Use and E-Safety Policy
- Equal Opportunities Policy
- Special Educational Needs Policy and Information Report

APPENDIX 1




































Key Behaviour Principles

- All pupils, staff, visitors and other members of the school community have the right to feel safe at all times at Whitgreave.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Bullying or harassment of any description is unacceptable, even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- Governors expect all members of the school community to behave responsibly and to treat each other with respect.
- Whitgreave is an inclusive school and we believe in equality and valuing the individual. All members of the school community should be free from discrimination.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will communicate expectations of behaviour clearly.
- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Strategies will be recorded where there is a high level of concern both on Behaviour Log sheets or, an Individual Behaviour Plan.
- We will seek advice and support from appropriate External Agencies.
- We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through research, attendance on courses and/or advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards school staff, will not be tolerated.

APPENDIX 2

CLASS REWARD POINTS

If we earn 50 stars, our reward will be:

APPENDIX 3

CLASS CONSEQUENCE PATHWAY RECORD

(Tick appropriate boxes to correspond to number of times sanction was applied)

Date	Name	Verbal Warning	Thinking Table (Warning Card)	Time Out (Consequence Card)	Comments

APPENDIX 4

INDIVIDUAL CONSEQUENCE/REFERRAL PATHWAY RECORD
FOR

(Tick appropriate boxes to correspond to number of times sanction applied)

Date	Time/Lesson	Verbal Warning	Thinking Table (Warning Card)	Time Out (Consequence Card)	REFERRALS				Parental Involvement/Comments
					Partner	Phase	Deputy	Teacher	
					Leader	Head			

APPENDIX 5

Whitgreave Primary School
Individual Behaviour Plan - School Action

Name: Fred Bloggs	D.O.B: 14/02/2000	Year Group: Y6 - AC, LC, (LJ, Y5 Teacher)
Start Date: 31/03/2011	Review Date: Summer $\frac{1}{2}$ term	Learning Mentor: Mrs D
Priority Concerns: Fred will sometimes disrupt lessons, however, he tends to just refuse to do his work. Often, when asked to move to the thinking table, he will refuse and the CT has to seek further support, from SMT. Fred sometimes decides the leave the class without permission, when he is annoyed.	Strengths: Fred has fantastic ideas to share with the class. He enjoys number work and often cares about the well-being of other members of the class. He can be very helpful and supportive to others.	Triggers: If Fred finds work difficult he may try and disrupt the lesson to avoid completing it, or just refuse to do it. Unfairness is also a trigger for Fred. He also gets upset quickly and angry, when other children 'wind him up'. Potential issues must be addressed straight away, to avoid escalation.

Preferred Learning Style: Kinaesthetic

Targets	Strategies	Delivered by:	Success Criteria	Future Action
To manage his behaviour successfully utilising a target sheet.	Use of a target sheet and daily reward system. Fred has 2 targets on his target sheet. If he achieves these targets in a session, he scores a 2 on his target sheet. If Fred does not achieve all the targets, he may score a 1. If unsuccessful, he scores a 0. There are 4 sessions each day and his target sheet is completed throughout the day. Fred needs to be reminded of his targets and his possible scores.	All staff	To score between 6 and 8 points each day. If successful, Fred has a 15 minute reward at the end of each day, with a child of his choice.	To continue on his target sheet and if successful for a continued period of time, move towards a 10 minute reward, every other day. Then move onto a reward every 3 rd day etc.

Additional Strategies:

Lots of praise to recognise and reinforce appropriate behaviour. This praise needs to be 'private praise', as Fred does not always respond well to public praise. Fred needs to be given time to 'calm down' before talking and dealing with issues. Staff need to ensure that he has this time.

Pupil Comments:

Parents have been informed by telephone and have received a copy of this IBP.

Parental Comments:

Signed: _____

Date: _____

Target Pupils

(Pupils with severe behaviour concerns)

As part of our positive behaviour strategies and following discussion with the Strategic Lead for Behaviour, some pupils are provided with an individual target sheet, which gives 2/3 specific behavioural targets for the pupil to concentrate on and achieve. These targets should be directly linked to the targets laid out on their IBP and should be generated by the class teacher.

- The pupil will score 0/1/2 for each session, based on their behaviour and targets.

0 = Unsatisfactory 1 = Satisfactory 2 = Very Good

- This gives them a possible score of 10 throughout the day, (5 sessions).
- If they achieve 7 or above (70%), then they are given a 10 minute reward activity after 3.15pm. This activity can be done with a friend - who provides a good role model, chosen by the teacher.

(Reward activities can be computer time, board games, art activities etc, however, they need to be managed by the teacher, but be enjoyable and fun).

- If the pupil scores less than 70% they **receive no reward**.
- This process will continue on a daily basis providing 'immediate' daily rewards for good behaviour.
- When the pupil has scored 70% daily for a period of 2 weeks, the rewards move onto 10 minutes every other day, (still 70% score).
- If this is maintained for a further 2 weeks, then the reward will be given every 3rd day.
- At this point, it is at the discretion of the teacher and the Strategic Lead for Behaviour to consider whether the pupil is ready to move on to a 'Progress Sheet' or whether they still need the close monitoring of a target sheet.
- These sheets and the reward system can be adapted for the needs of the individual pupils.

Class Target Sheet

Name: Fred Bloggs

Week Commencing:

Target 1:	I can follow instructions given to me by my teachers.
Target 2:	I can respond appropriately, when I encounter difficulties and ask for 'calm down time', if needs be.

	Session 1	Session 2	Session 3	Session 4	Total
Monday	0 1 2	0 1 2	0 1 2	0 1 2	
Tuesday	0 1 2	0 1 2	0 1 2	0 1 2	
Wednesday	0 1 2	0 1 2	0 1 2	0 1 2	
Thursday	0 1 2	0 1 2	0 1 2	0 1 2	
Friday	0 1 2	0 1 2	0 1 2	0 1 2	

If Fred scores 6, 7 or 8 on a daily basis, then he will be entitled to a 15 minute reward, at the end of each day, with a friend. This reward needs to be managed by the Class Teacher, in consultation with the child.

APPENDIX 6

Phase Leader Monitoring Form

Term/Date:

Class:

Name of Pupil	Thinking Table	Thinking Zone	Triggers/Next Steps?

- Please record pupil name and the number of times he/she has received the above sanction etc, from the Class Consequence Pathway.
- Identify any possible triggers and/or next steps, if appropriate.
- Please record below any children who are currently on the Individual Consequence Referral Pathway, detailing which stage, issues, parental comments, next steps etc.

Children on the Individual Consequence Referral Pathway:

Parental Concerns:

APPENDIX 7

	Based on Number of Children Referred			<u>Whole School %</u>		
	Number of children referred	% of children referred	Comparison to Spring Term	Number of children referred	% of whole school group	Comparison to Spring Term
Boys						
Girls						
Pupil Premium						
Free School Meals						
SEN						
SEN Support						
EHCP						
EAL						
Ethnicity - Indian						
Ethnicity - White British						
Ethnicity - White and Black African						
Ethnicity - Any other white background						
Ethnicity - Any other black background						
Ethnicity - Any other mixed background						
Ethnicity - Black African						
Ethnicity - White and						

Black Caribbean						
Ethnicity - White and Black Asian						

Analysis of Incidents

	Based on Number of Referrals			Based on Number of Children		
	Number of Referrals	Number of Referrals	Comparison to Spring Term	Number of Children	Whole School (478)	Comparison to Spring Term
Minor low-level disruption in class- for e.g. not following instructions						
Hurting another child						
Throwing Items						
Inappropriate behaviour towards staff						
Inappropriate language to another child						
Refusal to do work						
Stealing						
Lying about events in school						

Whitgreave Primary School Behaviour Tracking System

