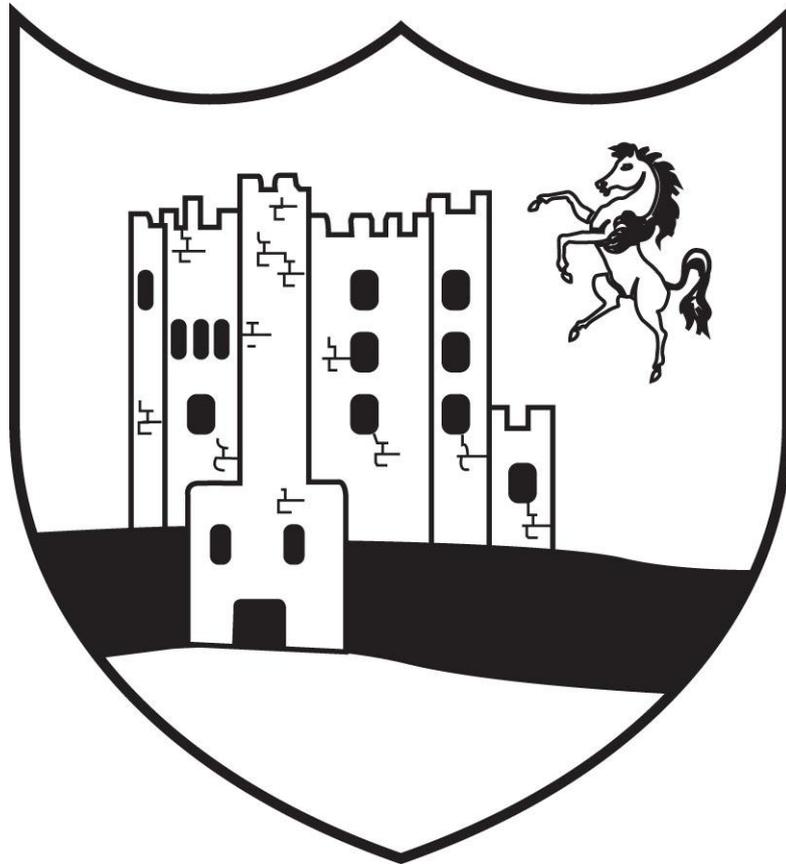


Balfour Infant School Behaviour Policy



Behaviour Policy

Date Written: September 2025

Next Review: September 2026

This policy will be reviewed annually at a minimum.

Policy Statement

As a school, we feel it is important to promote a caring and supportive environment in which all members of the community can feel secure and respected and therefore promote good behaviour for learning.

Balfour Infant School will not tolerate, dismiss, or minimise any harmful behaviours in school and will take swift action to intervene when this occurs. All allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with associated school policies, including the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy and Child on Child Sexual Abuse and Harassment Policy.

Aims of the Policy

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To ensure that victims of unacceptable behaviour are given a voice to challenge the perpetrator and to decide what should happen next using the conflict resolution model.
- To have a consistent whole school approach to maintaining high standards of behavior that reflect the values of the school.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behavior and consequences of unacceptable behaviour.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)

- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [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](#)

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 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

Rights and Responsibilities

Rights of Pupils

- To be able to learn to the best of their ability.
- To be treated fairly and with consideration and respect.
- To be listened to by the adults in the school.
- To feel safe.
- To be made aware of the expected standard of behaviour they should be displaying at school
- To be made aware of the school's key rules and routines
- To be made aware of the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- To know the pastoral support that is available to them to help them meet the behavioural standards
- 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.

Rights of Staff

- To be treated with respect, by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.
- To feel safe

Responsibilities of Pupils

- Treat others with consideration and respect.
- Listen when it is someone else's turn to speak.
- Follow instructions from teachers and other staff.
- Ask for help when it is needed.
- Do my best.
- To follow the school's key rules and routines

Responsibilities of Staff

- Telling pupils what is expected of them.
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Implementing the behaviour policy consistently
- Listening to and treating pupils and parents fairly and with respect.
- Model 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 (see appendix 3)
- 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

- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Responsibilities of Parents

- To get to know the school's behaviour policy and reinforce it at home where appropriate
- Support the school rules.
- 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
- Treat staff and other people's children with respect.
- Value the professional judgment of teachers.
- Take part in the life of the school and its culture

Responsibilities of Governors

- Supporting parents and the school in improving levels of behaviour.
- Reviewing and approve the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

Rights of Parents

- To be sure their children are treated fairly and with respect.
- To know that their children are safe.
- To be able to raise concerns with staff and to be told when there are difficulties.

Rights of Governors

- To be treated with respect by pupils, parents and staff.

Rights of Headteacher

- To be treated with respect by governors, pupils, parents and staff.
- To feel safe

Responsibilities of Headteacher

- Reviewing this policy in conjunction with the governing
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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

Our Vision

To provide a high-quality teaching and learning environment where every child and adult has the opportunity to 'Learn and Grow together.'

Core Values

- Curiosity
- Kindness
- Teamwork
- Respect
- Self-Belief
- Independence

The core values should be displayed in each classroom



Our Behaviour Chart system

Overview

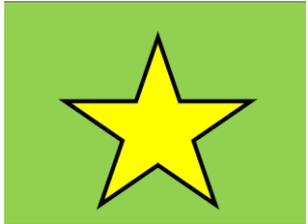
The behaviour chart system scheme provides:

- All pupils with the opportunity to make positive choices about their behaviour and influence outcomes
- An integrated system within daily teaching that promotes positive behaviour and effective behaviour management skills
- Clear systems to reward good behaviour and sanctions for inappropriate behaviour
- Whole class/school and individual reward system
- The least intrusive approaches to manage behaviour
- Teaching of specific behaviours and routines

Star chart principles:

- The school day is divided into 2 sessions, morning and afternoon.
- Each class has a behaviour chart and each session all children begin on their star to demonstrate the expectation that session, both in class and on the playground, it will be a positive one.
- Children know that there are consequences when making inappropriate behaviour choices
- Children should not be asked to turn their own card over.

Stage 1	Stage 2	Stage 3	Stage 4
Star Card	Think Card	Reflection Card	Sent to a member of SLT
Before moving the child's card, give a personal verbal warning	Take 2 -5 minutes to think and reflect.	KS1: Complete a reflection sheet with the class	If after these steps have been followed, a child continues to

	<p>Use the Zones of Regulation Strategies from the class toolbox</p> <p>If behaviour does not improve, miss 5 minutes of break or lunch with an adult on duty.</p> 	<p>teacher at the beginning of lunch.</p> <p>EYFS: Hold a restorative conversation with the child at an appropriate time in the day.</p> 	<p>show poor behaviour they will be taken to a member of the SLT.</p>
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Positive behaviour



Negative behaviour

Sanctions/Consequences

Before moving a child's card, they should be reminded of our expectations of them. To avoid behaviour escalating we use a range of techniques to encourage children to make good choices (appendix ii) and to follow our pupil code of conduct. Staff refer children to their class rules as a reminder.

However, if a range of strategies have been tried and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

Stage 1 If required, the child is given a verbal warning. At this level the class teacher is looking for opportunities to move the child back to their star.

Stage 2 If a child's behaviour doesn't improve, a think card is placed on the behaviour chart by the teacher. If a card is moved to 'Think', children are to lose 5 minutes at break or lunch supervised by an adult. At this level the class teacher is looking for opportunities to move the child back to their star.

Stage 3 If a child is moved to 'Reflect', Y1-2 complete a reflection sheet with their class teacher at lunchtime. If a child reaches stage 3, a 'reflection sheet' must be completed. This is then stored centrally in the headteacher's office.

Reception - hold a restorative conversation.

Stage 4 If the child's behaviour does not improve, they should be referred to a member of the SLT. The class teacher should complete the Referral to SLT form (appendix iii) and SLT will log this on CPOMs and inform the parents.

Stage 4+ If the child's behaviour does not improve or they are putting themselves or others in danger they should be referred to a member of the Headteacher or Deputy Headteacher in his absence.

The Headteacher may use one or more of the following strategies.

- Playtimes and lunchtimes may be missed;
- Pupils put it right with verbal/written apologies
- Withdrawal of privileges/responsibilities e.g. school council, monitor responsibilities
- The withholding of participation in before and after school clubs, educational visits or sporting events that are not essential in the curriculum.
- Being placed on Headteacher's report
- Carrying out of community service i.e. useful tasks to help the school
- The completing or redrafting to an acceptable standard of classwork or homework as required
- The child may receive an **in-school** exclusion.
- Letter/ telephone call to parents
- Staggered day exclusion (starts at 10am and finish at 4:30pm)
- The use of lunchtime, fixed and permanent suspensions
- Fixed term suspension

Internal Exclusion

This type of exclusion emphasises the fact that there has been a serious breach of the school rules. Parents are informed of the reasons for the Internal Exclusion and the pupil is withdrawn from all lessons and breaktimes. Work provided by the class teacher is done under supervision of a member of staff, usually a member of the SLT.

Staggered Day

This type of exclusion emphasises the fact that there has been further serious breach of the school rules after an internal exclusion. A staggered day exclusion requires the sanction of a member of the SLT, under the authority of the Headteacher, for a period usually between 1-5 days.

Parents are informed of the reasons for the Staggered Day Exclusion and the pupil is withdrawn from all lessons and breaktimes and attends school between the hours of 10am and 4:30pm.

Work provided by the class teacher is done under supervision of a member of staff, usually a member of the SLT.

The above may also be accompanied by other measures such as

- Referral to the Leader of Inclusion (LINC) where an **Individual Behaviour Plan** will be put into place to support the child and the family.
- Pastoral support programme
- Referral to outside agencies
- Placement on SEND register

Suspension and exclusion

Suspension is used only for very serious incidents or when other methods of support have not been effective. Only the headteacher has the authority to exclude a child from the school. A pupil may be suspended for one or more fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently. If a pupil is suspended, the parents and the local authority are informed without delay, giving reasons for the suspension. The parents, if they wish, may appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The governing body are also informed about any suspension.

Celebrating Achievement

At Balfour Infant School we believe in celebrating children's achievements and good behaviour

Praise is the most powerful way of influencing children's behaviour.

At Balfour Infant School, we aim to reward and praise children for their good efforts. Recognising, sharing and celebrating achievement is an important part of our lives. Such an approach creates a positive environment in which children can develop an understanding of relationships with others and a sense of self-discipline.

This happens in a variety of ways. Teachers are encouraged to send children who have worked hard to achieve a particular target to the SLT or another colleague for praise and acknowledgement.

It is important that good behaviour is acknowledged and rewarded for all pupils; whether they are consistently cooperative or hard working or they have succeeded in correcting inappropriate behaviour and/or work patterns.

Most children respond to small rewards and much can be accomplished both in the classroom and around the school by well-placed words, smiles and gestures.

Teachers and support staff are encouraged to use non-verbal cues to refocus anyone who is distracted, without having to stop learning and pair this with relentless praise and house points for what pupils are doing well. Staff are asked to use the raised hand signal to gain the whole classes attention and for their class to stop

talking. Teachers and TAs need to resist the urge to speak or say shush. Give the children take up time. When the person leads assembly and uses this signal the same applies.

Whole school – House Points

House Points are awarded in class and around the school for good work, kindness, good behaviour, positive attitude, helpfulness etc

Every child in the school is a member of a House Team. We have 4 houses:

Diamond

Emerald

Ruby

Sapphire

- House Points are also awarded in class and around the school for good work, kindness, good behaviour, positive attitude, helpfulness, handing homework in on time etc.
- Whenever a child receives a point s/he writes it on the class chart
- The house points from all classes are added together each week and the winning house announced in assembly.
- At the end of each term the winning house receives a reward

Whole School Awards

Every Thursday class teachers in Reception to Year 2 choose two pupils from their class to receive a **Star of Week Certificate**. This is linked to our core values. The pupils take their certificate to the Headteacher and are presented with a sticker and a star.

The certificate is then presented in front of the school in Friday's assembly.

Individual Rewards

Each teacher will use a variety of strategies to reward good work and behaviour e.g.

- Praise - at an individual level or class level, e.g. a smile, thumbs up, saying well done about something specific.
- Teacher marking comments.
- House points.
- Responsibilities given to an individual as a privilege.
- Special Rewards, e.g. children are sent to receive a reward from another member of staff or the Headteacher.

- Communication with parents, e.g. tell them about some aspect of their child's behaviour verbally or in writing

Sexual harassment and sexual violence

The school has a 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 child protection and safeguarding policy for more information

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
- 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).

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 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 child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Classroom management

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 pupil code of conduct or their own classroom rules
- 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 session/next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Removal from classrooms

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
- Allow the disruptive pupil to continue their learning in a managed environment

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

- Meetings with SLT
- Referral to Leader of Inclusion.
- Use of teaching assistants
- Individual behaviour plan
- Use of outside agencies

Team Teach Incidents (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 on CPOMS and reported to parents.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

- Mobile phones
- Alcohol
- Drugs or medication that the school has not been notified about
- Stolen items
- Tobacco products and cigarette papers
- Knives

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

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

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.

Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Pupil Support/Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. Staff are trained in behaviour management including de-escalation, calming down techniques and how to deal with challenging behaviour.

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 Leader of Inclusion 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. A child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the Inclusion Leader, parents/carers, adults working with the child and the child itself. See Inclusion Policy

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

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 child protection and safeguarding policy.

Parental Involvement

Parents have a vital role to play in any behaviour policy adopted by a school. The behaviour policy should be shared with all parents. If a child's behaviour should become a concern then the parents will be involved as soon as possible in a positive approach to help the child.

Parents can support our approach to behaviour by:

- Supporting the school rules.
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings and class assemblies and concerts.
- Discussing problems or differences of opinion at an early stage with the class teacher or Headteacher, to avoid misunderstandings.
- Valuing the professional judgment of teachers.
- Treat staff and other people's children with respect.
- Teaching their child to speak to an adult and not retaliate.
- Following the Home School Agreement
- Following the Health and Safety rules.

If a parent has any concerns about behaviour it is school policy that they initially approach the class teacher.

Monitoring and Review Procedure

Our school is not a static community; it is constantly growing and changing. The policy and its effects will be monitored regularly through School Council, the Senior Management Team, Parent Working Parties and Governors. It will be reviewed at the start of each school year in light of the school's growth and development as a community.

Other Related Policy Documents

- Anti-Bullying Policy
- Zones of Regulation Guidelines
- Safeguarding and Child Protection Policy
- SEND Policy
- Equalities Policy

(Appendix i)

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

(Appendix ii)

Strategies for managing behaviour:

- Encouraging children to make the right choices. That is children taking responsibility for their behaviour, making good choices and developing the skills to resolve conflict amicably.
- **Directing pupil to desired behaviour**- "I'd like to see you sitting quietly" (using the 'broken record' approach to avoid being drawn into discussion with the pupil)
- **Zones of regulation** – the Zones of Regulation is based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different

strategies to cope and manage their emotions based on which colour zone they're in.

At the centre of the Zones of Regulation is the acceptance that there is no 'bad' emotion. However we all have a responsibility to act in an appropriate way.

- **Take up time-** giving the pupil time and space to follow an instruction as though they are trusted to comply
- **Praise** of pupils 'doing the right thing'
- **Adding 'thanks'** to an instruction, to show that you are expecting compliance: 'could you just pick up that pencil? Thanks!'
- **Rule reminders-** 'remember the rule for that and use it thanks;
- **Modelling** the desired behaviour- eg. Talking quietly to set the tone
- **Partial agreement** (for avoiding argument/discussion over behaviour)- 'you may think it's unfair, but we're lining up now'
- **'when...then':** following what you want with what the pupil wants- 'when you have picked your chair up then you'll be ready to go'
- **Pause...direction-** make eye contact with the pupil and give them a moment to self-correct before issuing a direction
- **Mentioning the pupil by name**
- **Distraction and diversion-** good for avoiding a potential confrontation
- **Reminder of past successes-** that a pupil has managed this situation previously
- **Refocus-** 'what do you need to do next?'
- All opportunities to praise desirable behaviour should be taken.
- **Tactical ignoring-** good for managing attention-seeking behaviours (time limit + follow up strategy)
- **Catching pupil's eye** and miming desired behaviour
- **Private word**
- **Proximity-** close supervision, where required
- **Pointing out the behaviour/context** and allowing the pupil to self-correct- 'you're calling out/ we're doing quiet reading' ...follow up with a prompt such as 'what should you be doing?'
- Give the child a choice, always explaining reasons and consequences - 'If you choose to talk whilst I am explaining, I will have to move your name to yellow.'
- Be firm without confrontations.

Supportive strategies:

- Involve the parents at the earliest stage or at an appropriate stage.
- Involve the whole class in helping the child work or behave well.
- Involve the whole class in implementing agreed strategies.
- Consult with the Leader of Inclusion or SLT on appropriate course of action
Consult with outside agencies where appropriate

Inappropriate sanctions:

- Removal from the classroom to the corridor.
- Excessive use of appropriate sanctions.
- Use of unrealistic or unenforceable sanctions.

- Referral to a Member of the SLT too early or for minor wrongs.
- Children should not be asked to put fingers on lips.
- Corporal/physical punishment is not permitted under any circumstances (hands on head can be construed as physical punishment)
- Sitting on the floor (isolated). This does not include the carpet.

(Appendix iii)

Behaviour Referral to Senior Leadership Team

Name:	Date:
Class:	Time and location:
Sent by:	Sent to:

Type of Behaviour	Tick
Fighting (<i>punching, hitting/pushing, kicking, scratching, spitting</i>)	
Verbal abuse/name calling/swearing to a child/to an adult	
Racism, Homophobia, Sexism	
Insolence rudeness	
Bullying <i>repeated and deliberate negative actions against another</i>	
Wanton damage to property	
Defiance <i>not doing as told, blatant refusal</i>	
Disruptive behaviour	
Stealing	
Running out of class	
Other:	
Comments:	

Action taken by Head/Deputy

Action Type	Tick
Miss break and /or lunchtime	
Cooling off period/complete reflection sheet	
Discuss with pupil	
Verbal/written apologies	
Withdrawal of privileges/responsibilities e.g. school council	
The withholding of participation in before and after school clubs, educational visits or sporting events that are not essential in the curriculum.	
The completing or redrafting of work to an acceptable standard	
Telephone call/letter to parents/carers	
Carrying out of community service i.e. useful tasks to help the school	
Internal exclusion - half day, full day	
Staggered day (11am -5pm)	
Fixed term exclusion	
Other:	

Recorded on CPOMs	
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