

Glenmead Primary School

Behaviour Policy



This policy has been reviewed, referring to the guidance document:

Behaviour in Schools Advice for headteachers and school staff July 2023*

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Date of policy review: September 2023

Ratified by FGB: September 2023

Next policy review: September 2024

Signed:

A handwritten signature in black ink, appearing to read 'H. Allen', written over a light blue horizontal line.

Headteacher

Signed

Chair of Governors

Aims:

Our values of **Ready, Respectful, Safe** underpin our whole school approach to behaviour at Glenmead. This policy aims to promote consistent and positive behaviour through the ongoing development of pupil's emotional regulation and awareness from age 4-11.

We endeavour and model positive behaviour habits with our pupils and expect everyone to demonstrate these habits as a member of our school community. Appendix A and B

We believe that our approach to behaviour enables pupils at Glenmead to feel safe and happy enabling them to love and enjoy learning that will ensure key knowledge and skills are learnt and built on over time.

Pupils have a right to a voice; have the right to feel safe, fulfilled and to be valued as an individual. This policy sets out a clear framework for our consistent school approach to positive behaviour and relationships. It aims to promote relationships as a key behaviour strategy where we endeavour to understand each other, enabling everyone to work together with the common purpose and aim to help all pupils.

We are explicit in regard to our disciplinary sanctions Appendix D so there is clear transparency and consistency in terms of behaviour. All adults at Glenmead take responsibility for promoting positive behaviour and play a key role in the consistency of the approach. Like safeguarding, behaviour is everyone's responsibility, and all adults are expected to promote and model consistency. The school expects every member of the school community to behave in a considerate, cooperative, and respectful way towards others. Pupils are treated impartially, and the behaviour policy is applied in a consistent and attuned way.

For some pupils in our school community a degree of equity will be applied to ensure all pupils can access this behaviour policy equally. For example, this could include pupils on our SEN register with identified SEMH needs or by considering developmental and emotional stage.

Rationale:

At Glenmead Primary School we recognise that behaviour can be communicative and often reflects a pupil's emotion or feelings. Our behaviour policy is grounded in the belief that the majority of pupils are able to develop their ability to self-regulate emotions and behaviour.

Adult and pupil relationships are all-important for this to occur. Through co-regulation of feelings, pupils learn to become more independent and develop self-regulation by means of Emotion Coaching. However, on occasions a pupil may have a specific additional need that poses a barrier to this. The staff at Glenmead develop empathetic relationships with pupils and ensure that school expectations are applied fairly, taking equity into account. Staff model and expect high standards of behaviour in and around the school and expect the pupils to work to the best of their ability showing that they care and respect others around them. School staff are social, emotional and learning models for the pupils and use an emotional coaching approach to help pupils to co-regulate to achieve their best.

We aim to work with parents to achieve a shared approach and consistency between home and school to support their pupil's emotional and behaviour development. We have a Mental Health Lead and designated Pastoral Support Staff who supports the Social Emotional needs of the pupils aged 4-11 in and out of the classroom.

Promoting pupil engagement and self-regulation

At Glenmead we have 3 school core values that reinforce the school vision. The school values of **Ready Respectful Safe** are referred to constantly by all staff at points throughout the school day. Simple language is used and understood by all, enabling every pupil to own the expectation of the core values for themselves. Each value promotes different key characteristics of learning that we believe are essential for the pupils to develop into well balanced individuals who can fulfil their learning potential:

- Show pride in our school and what we achieve
- Demonstrate independence
- Make links in learning
- Understand relationships
- Choose and use tools skilfully
- Appreciate books, reading and penmanship
- Show confidence and be self-motivated
- Respect and tolerate diversity
- Show self-awareness and reflect on own learning
- Develop mathematical mastery
- Show a readiness to explore
- Demonstrate tolerance and an appreciation of diversity
- Appreciate athleticism and good sportsmanship
- Participate and be prepared to serve others (citizenship)
- Show resilience and persevere when problem solving
- Communicate clearly
- Value creativity

Appendix B

Learning Behaviour

We use a consistent model to support and promote positive learning behaviours and attitudes. This enables calm and purposeful learning environments where disruption to learning is minimised, and pupils are expected to play a key part in their own learning. A consistent mantra is used at whole school level, which promotes high level of engagement in learning and maximises the securing of knowledge and skills across the curriculum. Our mantra is shared in classrooms and around the school and used as a consistent whole school approach. Appendix C



At Glenmead we use **Emotion Coaching** to support pupils to understand, regulate and reflect on their behaviour and feelings. For example, staff would need to react very differently to immediately stop a dangerous behaviour. Where decisive and time sensitive intervention is required to stop a pupil from running across a road or scaling a fence, this approach may not be immediate enough to protect a pupil from harm. Emotion Coaching would however, be used to reflect on the behaviour after this kind of reactive behaviour event.

We use a 3 stepped approach to emotion coach and manage most behaviour at Glenmead:

Step 1 – Connection not Correction

We recognise the pupil's feeling and empathise with these feeling and not the behaviour as a starting point, which helps to acknowledge the feeling with them. We verbalise and label the feeling with the pupil, which validates to the pupil why they might be feeling that way and that it is ok to feel that. We use zones of regulation that all feelings link to, this supports the pupils to identify how their feeling links to an emotion. We acknowledge that the adult needs to make a connection with the pupil before any correction can occur. This is key to this first stage.

Zones of Regulation:

			
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Step 2 – Rapport before Reason

We then set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then..... We believe that there needs to be rapport between the pupil and adult before any reason can be unpicked and discussed. This is crucial to this stage.

Step 3 - Explore, scaffold and empower

We would then aim to problem solve with the pupil supporting them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the pupil to do something positive about their behaviour and supports them to self-regulate if

faced with a similar situation in the future. The more exploration and modelling of emotional problem solving a pupil receives the more empowered they become in identifying their own feelings and emotional regulation.

Appendix E shows some examples of Emotion Coaching in practice and highlights some key phrasing that we as a whole staff strive to use as a school.

Positive Rewards

Positive rewards and reinforcement are given to and shared with the pupils throughout the day. The aim is to promote confidence, motivation and to help pupils develop growth mindsets which in turn promotes and supports pro-social behaviours. These include:

- Verbal praise – class, group, individual personal feedback on behaviour and engagement with the school expectations
- Class Dojos – aligned to our characteristics of effective learning. Dojos are used to highlight and reward for positive behaviours within and without the classroom. They can be awarded by any member of staff.
- House points – every pupil belongs to a house: Falcons, Eagles, Hawks, Kestrels. The pupils are awarded house points for demonstrating that they are meeting expectations of learning outcomes in lessons. Any adult can award house points
- House Point Certificates – celebrating accumulation of points as the school year progresses
- Sharing work – work sharing is used across classes and the school- most powerfully by means of a hue visualiser displaying work on the IWB
- Wow moments are shared with families on Class Dojo pages. Parents are able to write comments for the pupil to share back at school with their class. There is also the opportunity to share 'Wow' moments from out of school on pupil Class Dojo Portfolios
- Star of the week certificates awarded in Celebration Assemblies – nominated by class teachers
- Sports personality and MiMove certificates- nominated by class teachers
- Stamps and stickers – may be awarded by all staff for meeting the expectations of desired behaviours as listed above

Behaviour scripts should be used to set 'social norms' and develop the desired culture within your classroom by the suggestion of an expected behaviour (injunctive norm). By drawing attention to the behaviours you **want** to see with a short, pithy script you can give all pupils an insight into your behavioural expectations: what they should be doing. The natural tendency is to conform to these norms. If a few well-chosen and targeted scripts are repeated and used consistently, they begin to act as a behavioural cue.

Example: *I can see that Mohammed is ready to go home. He has tidied up and has got all of his things ready and is sitting silently facing the front of the room. Thank you, Mohammed. You can go first.*

Example: *Zara has her book out already and has done her date and L.O. and used her ruler to underline. She is quiet and busy working. That's exactly what I am looking for. Good job, Zara.*

Middle table, you've all settled down and have all started writing now. Thank you.

[Read more on behaviour scripts and the psychological research behind this approach.](#)

Behaviour Regulation Support

We have a mental health lead and designated Pastoral Support Assistants to support behaviour regulation both on arrival to school, in lessons and at playtimes for pupils aged 4-11. This ensures that learning and play can continue and there is minimal disruption to others. If a pupil in school is disrupting learning, we have the following steps in place that both support the pupil who is displaying unregulated behaviour and the rest of the class to continue with their learning disruption free.

Classroom Behaviour Regulation Support Steps

Step One - Behaviour Reminders:

Where a pupil is starting to disrupt a lesson, classroom adults either show the sad face fan (EYFS and KS1) or place a reminder counter next to the pupil (Key Stage 2). This is done without any verbal interaction and the pupil will know instantly that the adult has noticed their behaviour is becoming dysregulated.

Usually, in this instance, a pupil can regulate the way they are behaving and modify the behaviour, showing that they can conform to the school expectations. Classroom adults will use positive praise and reinforcement to support the pupil to self-regulate and refocus their learning. It may be possible, in some instances, to 'step down' and halt any further escalation by removing a counter as a means of indicating that marked improvements have been noted and that improved self-regulation is evident.

The allocation of the counter (KS2) or the face fan (EYFS and KS1) can be mirrored on Class Dojo in the 'needs work' section. The allocated of a red dojo to the individual child can be done at the same time as the counter is allocated, or *instead* if the physical counter is not well received and triggers further lack of regulation. Again, no verbal interaction should be used.

If a pupil is shown the sad face fan or receives 3 counters in one lesson, then they move to Step 2. However, a degree of equity will always be applied where needed.

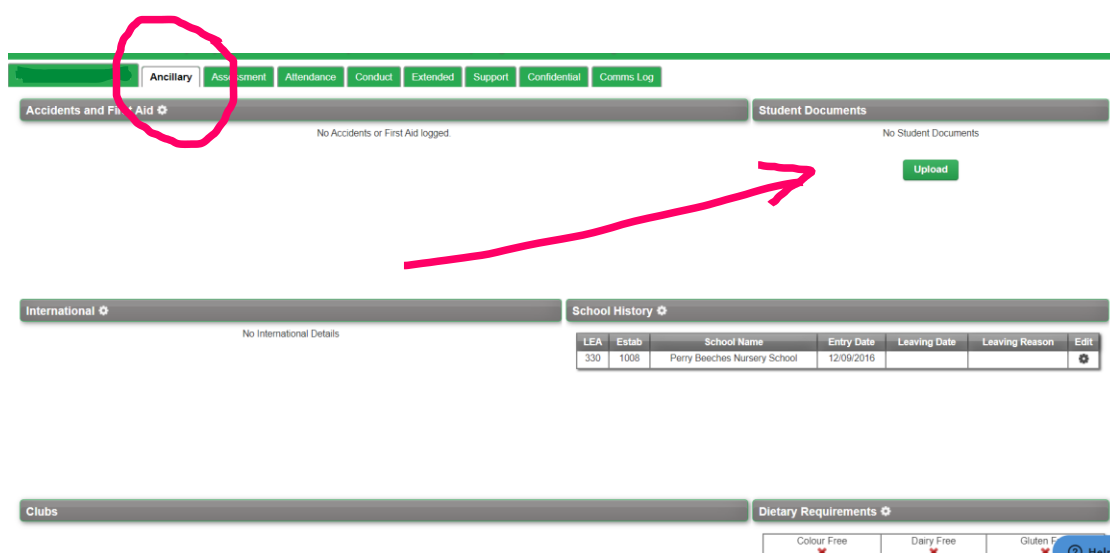
Step Two, Brain Breather: [Behaviour Regulation Booklets](#)

Each classroom has a Brain Breather area. If a pupil has received 3 reminder counters (or been shown the sad face fan 3 times), then this results in them leaving their learning space to move to another area of the classroom. They sit comfortably on a Brain Breather chair. They work through a Behaviour Regulation Booklet which supports them to be able to successfully return to the lesson.

The movement to the Brain Breather area in most cases is independent and requires very little adult engagement, meaning other pupils' learning is not disrupted and the pupil has the opportunity to regulate their own behaviour and reflect on the disruption they have caused. The Behaviour Regulation Booklet contains pages, which encourage the pupil to breathe in a calming way; to visualise calming environments and they are re-focused on being a successful learner and reinforces the 3 core values and characteristics of effective learning. The last page of the behaviour regulation booklet directs them to return to their learning. If a pupil moves to the Brain Breather area during a lesson, this is recorded by their class teacher as a '*minus*' on the pupil's conduct tab on Scholar Pack. This whole process takes a maximum of 10 minutes.

Step Three, Bounce Back into learning:

If a pupil has already visited the Brain Breather area once in a lesson and continues to disrupt the lesson or is unable to access the Brain Breather area independently then they move to Step 3. This is referred to as Bounce Back into learning. One of the Pastoral Support Assistants is alerted by means of an alert card sent to the Pastoral Office. They will enter the learning environment and ideally keep the pupil in the classroom and supports them to re-engage and focus. If the pupil responds negatively to this, then the pupil will be asked to accompany the Pastoral Support Assistant to another area of the school to enable privacy. Where possible the pupil takes their work with them in case their behaviour is linked to a misunderstanding connected to their work. The Pastoral Support Assistant works with the pupil using an Emotion Coaching approach to try to identify why the pupil is behaving in the way that they are. A reflective log will be completed and recorded. Appendix F. An incident requiring this level of intervention requires a conversation to take place between the parent and the class teacher on the same day. Families should routinely receive a copy of the reflection log via Class Dojo or as an attachment to email. It should also be recorded to the pupil's conduct tab as an 'incident' on Scholar Pack and a copy of their reflection uploaded to the *student documents* section on the *ancillary tab*.



The pupil, if they can, will then be returned to class to continue learning. The Pastoral Support Assistant will remain with the pupil for a period and will decide when they believe the pupil is regulated and engaged enough in learning to not disrupt others. In some cases, during periods of high dysregulation a pupil may remain with the Pastoral Support Assistant to complete their work out of class. If this is the case, then the class teacher will consider the general provision and make future adaptations for the pupil to minimise this happening again. SLT will monitor the patterns of low level and bounce back behaviour disruption in lessons.

Step Four:

If a pupil has received 3 Bounce Backs in a week, then they will receive a Praise Plan. Again, equity will be applied for pupils with identified SEMH and SEN behaviour needs to ensure equal access to the behaviour steps. Step 4 demonstrates that an individual pupil needs sustained adult support to regulate their behaviour Appendices G&H (PP).

The pupil will visit a member of the Senior Leadership Team to identify a target that they need to work on to help them self-regulate their behaviour. Then after each lesson during the week (depending on the behaviour foci) they will reflect on their behaviour with a school adult. They will use a Praise Plan to share their success and talk through their behaviours in the lessons. Stickers/stamps/comments are used on the plan to record positive behaviour. There will be no record of negative behaviour but the space on the card will be left blank or a motivational message of encouragement will be recorded to support the pupil. If, through discussion, it is identified that the pupil has continued to display negative behaviour in lessons or socially then the SENCO will become involved to assess any underlying SEND needs that are causing a barrier to the pupil's ability to regulate their behaviour.

Parents will be informed if their pupil is given a Praise Plan by their class teacher or member of SLT and they will receive feedback via the pupil's Praise Plan. Parents will be encouraged to meet with the class teacher and the pupil after 5 school days to share the pupil's success and discuss whether the plan needs to continue into the next week or whether the pupil has shown improvements in being able to regulate their behaviour. Patterns of behaviour will be looked at during this meeting and will form the basis of the decision of whether there is a need for the Positive Praise Plan to continue. The SENCO may be involved if the pupil has an identified SEND need and is on the school's SEND register.

Step Five:

If a pupil continues to disrupt learning despite the use of the stepped approach and despite SENCO involvement, then periods of Suspension may be considered by the Headteacher. Suspension is viewed as a last resort and a number of circumstances will be carefully considered, a degree of Equity may need to be applied depending on a pupil's individual circumstance; external professionals may be consulted, and alternative solutions may be explored before a Suspension is considered. Suspensions are in line with the Government document for schools, September 2023:

<https://www.gov.uk/government/publications/school-exclusion>

Playtime / Lunchtime Behaviour regulation support steps

Step One:

Playtime and Lunchtime supervising adults will endeavour to prevent behavioural incidents occurring by constant engagement with the pupils during social times and moving proactively around the space they are supervising. Adults supervising will encourage pupils to engage in games and use resources such as the play equipment and Play Leaders to actively ensure pupils have plenty to occupy themselves with. Positive praise will be used by adults supervising to reinforce positive social interactions to reinforce social behavioural expectations. If a pupil needs behavioural support at a social time, they will be spoken to by an adult who is supervising in the first instance to remind that their behaviour is impacting others. This is a vital step of early intervention and could be repeated a number of times before Step 2. Equity will always be applied where appropriate and all school adults know which pupils this would apply to.

Step two:

If despite several reminders from adults, a pupil continues to behave in a way that impacts others then they will be asked to come either come to a quiet space where they can receive adult support with more privacy to talk through their emotions. OR, one of the Pastoral Support Assistants will be utilised to engage with the pupil using the lower Learning Hub.

The pupil, if they can, will then be returned to continue with their playtime or the Pastoral Support Assistants may support the pupil to engage socially with others successfully.

Step Three:

If a pupil has already received support from the adult in the Learning Hub or the Pastoral Support Assistant and continues to increase their unregulated behaviour, then the member of SLT on duty will be called. The SLT member will complete the reflective log with the pupil which will be uploaded to Scholar Pack as an 'incident' Appendix F. Parents will be informed by the class teacher if their pupil has required this Bounce Back to a social time. If appropriate, a pupil will be bounced back into the playtime to re-join their peers. However, if the member of SLT doesn't think this social re-integration will be successful then the pupil will remain inside with the member of staff in the Learning Hub or with a member of SLT.

Step Four:

If a pupil continues to disrupt playtimes over time despite the use of the stepped approach and despite SLT involvement, then Praise Plans Appendix H specific for social times may be used or lunchtime detention can be used. In some circumstances periods of Suspension off site may be considered by the Headteacher. * Suspensions can be over the lunchtime period specifically if appropriate.

Suspension is viewed as a last resort and a number of circumstances will be carefully considered, a degree of equity may need to be applied depending on a pupil's individual circumstance; external professionals may be consulted, and alternative solutions may be explored before a Suspension is considered. Suspensions are in line with the Government document for schools, September 2023:

<https://www.gov.uk/government/publications/school-exclusion>

Monitoring and Reporting Behaviour Patterns

Every adult at school can report Level 2 + behaviour using our Scholar Pack online reporting system. This system is monitored by members of the SLT. Individual pupils can be 'monitored' more closely by the Pastoral Team and members of SLT, who look at behaviour patterns across the whole school as well as key successes that are shared at whole school level via staff meetings when appropriate.

Severe behaviour patterns, trends, actions and impacts are reported to the Governing Body – NO individual pupil is identified or named in this information or monitoring.

Applying equity to support individual needs

At Glenmead, we acknowledge that pupils' behaviour may reflect pupil's additional need, which may require alternate provision beyond that outlined in this policy. The SEND policy should be read in conjunction with this policy to expand upon how additional needs are supported at the school.

At Glenmead, we recognise that a pupil may have an additional SEMH or behavioural need rather than an additional academic need. Additional SEMH or behavioural needs may result in the pupil being on the Special Needs Register and having specific provision plans. Pupils with an individual learning need including a Social, Emotional, Mental Health need that links

to behaviour will have an Individual Pupil Profile and may graduate to have a SSPP. A pupil with an IPP and SSPP will be on the school's SEN register. Equity will be applied for these pupils where needed to ensure equality.

Risk Assessment

At times, it may be necessary to conduct a Risk Assessment or Individual Safety Plan for a particular behaviour displayed by an individual pupil. We will always try to reduce risks by managing the school environment, staff body language; the way staff talk and interact with the pupils and by personalising the curriculum and using additional learning opportunities for the pupil. Any risk assessment put in place for individual pupils will be shared with their parents and written in consultation with the SENDCO and will be acknowledged on the pupil's Individual Pupil Profile. All staff working with the pupil will be made aware of the control measures that have been put in place to minimise the risk.

Bullying – The KiVa Approach



What is KiVa?

KiVa is a whole school anti-bullying programme specially designed for schools. It supports our three school rules: **Ready, Respectful, Safe.**

KiVa has been developed using careful research. KiVa uses all the best ideas from previous anti-bullying programmes used around the world.

We are trialling it in our school so that other schools can learn from us.

What does KiVa mean for pupils at Glenmead?

- KiVa is part of Personal Social and Health Education with special lessons, so everyone understands what bullying is.
- KiVa creates a safe atmosphere where everyone can express their opinion freely and with respect.
- KiVa encourages learning together about feelings, relationships; what is safe and unsafe.
- KiVa is about applying new skills to a range of social situations, both in and out of school, and learning to solve problems.
- KiVa is about having the skills and knowledge to understand what to do if you or someone you know is being bullied.

KiVa means we stand together against bullying.

Parents who are concerned that their pupil might be being bullied, or who suspect that their pupil may be the perpetrator of bullying, should contact their pupil's class teacher in the first instance. These concerns will be investigated by the school via our KiVa process. Everyone believes working with the bullied and the bully is essential for moving forward positively. In the event of a bullying incident/allegation the parents of all pupils involved will be consulted and a plan of action is decided. If a pupil is accused of bullying and an investigation takes place, then the accused pupil's parents will be informed out of transparency.

Unresolved and persistent bullying can lead to Suspension or Permanent Exclusion due to the nature of the behaviour and the impact on the victim. However, Suspension/Permanent Exclusion is not always a desirable or best outcome for the perpetrator or the victim. The school has an Anti-Bullying Policy which is shared with pupils, staff and parents as part of this Behaviour Policy.

Please see the school website for our KiVa Anti-Bullying Policy and for more information about how the school deals with and strives to resolve bullying should it occur.

<https://www.glenmead.bham.sch.uk/key-information/safeguarding>

Child-on-Child Sexual Violence or Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we would follow the general safeguarding principles set out in **Keeping Children Safe in Education**. (KCSIE) Part 5. The Designated Safeguarding Lead (or one of the deputies) would deal with this kind of incident due to their knowledge and specialist training.

At Glenmead, the Senior DSL is also the Headteacher. Each incident would be considered on a case-by-case basis, but sexual violence and sexual harassment are never acceptable and will not be tolerated regardless of the age of the pupil. Although, we acknowledge as a Primary School, some of the pupils we work with are very young, we are never complacent about child-on-child sexual violence or harassment and would assess all allegations and events in order to judge whether the action was inappropriate regardless of age.

Some parents find the term child-on-child sexual violence or harassment hard to accept, especially if the pupil is very young. However, this is a term used in **Keeping Children Safe in Education** (KCSIE). Responding decisively to sexually harmful behaviour may prevent inappropriate behaviours from escalating and becoming habitual or normalised.

Staff are aware of the importance of challenging language and harmful behaviour between pupils in order to arrest a culture in which sexual harassment of all kinds can exist. Due to the overlap with behaviour and safeguarding in circumstances relating to child-on-child sexual violence or harassment, it is important that the Designated Safeguarding Lead is engaged and makes Request for Support to Birmingham Children's Trust as appropriate. In cases of child-on-child sexual harassment or violence parents of both pupils are always informed and this behaviour is recorded on the confidential tab on Scholar Pack. Serious child-on-child sexual violence or harassment can lead to Suspension or Permanent Exclusion regardless of the age of the pupil.

Negative Online Behaviour

Online incidents can occur both on and off the school premises. Even though an online space differs in many ways, the same standards of behaviour are expected online as apply offline. We expect the pupils to treat everyone with kindness, respect and dignity when online and this is promoted through our RSHE curriculum and Computing Curriculum making links to Online Safety. The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online and out of school can be brought into school by pupils which can lead to school feeling like an unsafe place. Behaviour issues online, especially when they have occurred out of school can be very difficult to manage. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment if proven, will be addressed in accordance with the same principles

as offline behaviour, including following the child protection policy and speaking to the Designated Safeguarding Lead (or deputies) when an incident raises a safeguarding concern.

If we suspect a pupil of criminal behaviour online, we will work with external agencies to safeguard all concerned. When an incident involves nude or semi-nude images and/or videos, the Designated Safeguarding Lead (or deputies) will lead on the school's response as handling such concerns can be especially complex and the principles as set out in **Keeping Children Safe in Education** will be followed. Many online behaviour incidents amongst young people occur outside the school and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture.

We are able to, and will, sanction pupils in line with our Disciplinary Sanctions Appendix D when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school or cause reputational damage to the school. Pupils who have permission to walk home alone may also be granted permission to bring in a mobile phone. These mobile phones **MUST** be switched off and handed into the class teacher on immediate arrival on campus and stored in a secure location until the end of the day. Parents will need to sign the consent form Appendix K if they want their child to bring their mobile phone into school and are expected to support the school in any sanction relating to the misuse of the phone either during the school day or at home or resulting from the phone not being handed in.

Serious Dysregulated Behaviour – Suspension and Permanent Exclusion

At Glenmead, it is rare that the school support we have in place will not have a positive impact on a pupil's behaviour development and regulation. However, the school does and will suspend, or in extreme cases, permanently exclude pupils for persistent abusive or violent behaviour or repeated and escalating disruptive behaviour that impacts others.

As a school, we will make all available provision for a pupil to achieve socially and emotionally. This may include considering whether a multi-agency assessment such as an Early Help Assessment or Statutory Assessment is required (see guidance Working Together to Safeguard Children). Despite this, if behaviour is unsafe, violent and prevents the efficient education of the other pupils, suspension or permanent exclusion may be applied.

We adhere to the DfE exclusion from maintained schools, academies and pupil referral units in England, September 2023 guidance and report any exclusions to Birmingham City Council Exclusions Team. Advice is always sought prior to permanent exclusion, and this is particularly important for pupils in receipt of an EHCP and Children of Looked After status.

[Suspension and Exclusion Policy](#)

Parent Link Service

Our SEND Parent Link Contact Line – 0121 303 8461 – is available for you to call from 9am to 5pm, Monday to Friday. A member of our team will listen to your query or concern and signpost you to the relevant professional to help with your child's needs.

Email: Parentlinkservice@birmingham.gov.uk

PO Box 16289, Birmingham, B2 2XN

Support of adults to ensure the consistency of approach to behaviour

All new staff are inducted into the school's approach to behaviour and the School Behaviour policy is reviewed on an annual basis with all staff. The ethos and vision of the school are outlined, and all staff are expected to support the approach. Recruitment of new staff will endeavour to challenge a candidate's view of behaviour management to ensure consistency of approach. Pupils' behaviour and attitudes are monitored as part of the school's Self Evaluation (SEF).

All school staff play a key role in the behaviour management for the, there is a culture at the school that behaviour is everyone's responsibility. Class teachers are the first point of contact between parents regarding behaviour unless an incident is deemed serious and warrants intervention or suspension / Permanent Exclusion. In this circumstance the communication will be with the Headteacher or the Deputy Headteacher in their absence and not the class teacher.

Staff receive Safeguarding training which links to specific potentially harmful behaviour. All staff should take bullying and child-on-child sexual violence and harassment seriously. These behaviours should not be allowed to become normalised. Staff minimising or failing to act on these behaviours would amount to a failure to safeguard pupils. They should not be viewed as 'banter' or 'part of growing up'.

Staff meetings are used for regular updates regarding behaviour and behaviour incidents are discussed and provision is adapted as required.

Appendix A:

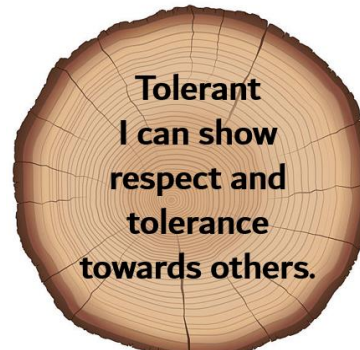
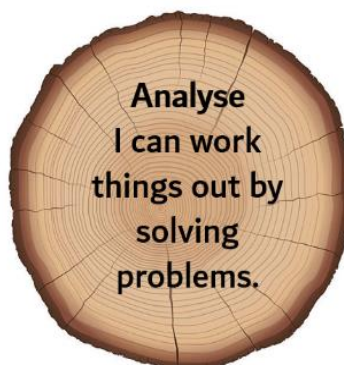
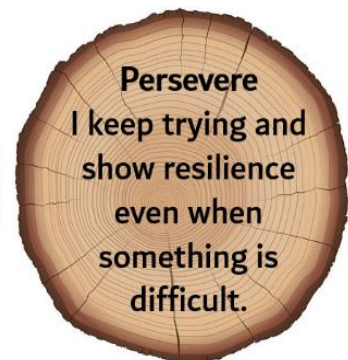
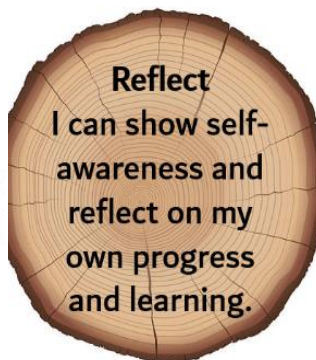
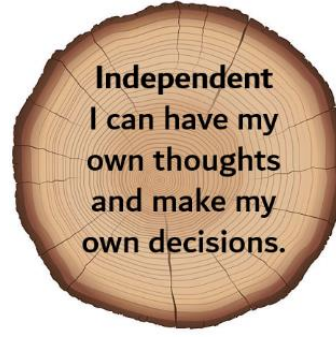
Characteristics, behaviours and attitudes for the most effective learning
EYFS and Key Stage 1

 <p>Exploring Elephant</p>  <p>I am an explorer</p>	 <p>Go for it Gorilla</p>  <p>I will have a go</p>
 <p>Slinkly - Linky Snake</p>  <p>I can make links</p>	 <p>Creative Chameleon</p>  <p>I have my own ideas</p>
 <p>Choosing Chimp</p>  <p>I choose ways to do things</p>	 <p>Concentrating Crocodile</p>  <p>I join in and concentrate</p>
 <p>Persevering Parrot</p>  <p>I keep trying</p>	 <p>Proud Peacock</p>  <p>I am proud of what I do</p>
 <p>Reflecting Rhino</p>  <p>I reflect on my progress</p>	 <p>Analysing Alligator</p>  <p>I can work things out</p>

Appendix B:

Characteristics, behaviours and attitudes for the most effective learning

Key Stage 2



Appendix C

Links between characteristics of effective learning and Glenmead Core Values

Ready	Respectful	Safe
Demonstrate independence Show self-awareness and reflection on own learning Develop mathematical mastery Show a readiness to explore Show resilience and persevere in problem solving	Show pride in our school and what we achieve Appreciate books, reading and penmanship Participate and be prepared to serve others Communicate clearly Value creativity Tolerance and respect for diversity	Understand relationships Choose and use tools skilfully Show confidence and self – motivation Appreciate athleticism and good sportsmanship

Our behaviour mantra: Good behaviour habits

- At Glenmead we expect you to show well-regulated behaviour around school.
- At Glenmead we take pride in our school and what we achieve.
- At Glenmead we demonstrate independence, resilience and perseverance.
- At Glenmead we expect you to communicate clearly, show confidence and self-motivation.
- At Glenmead we expect you to understand relationships and value friendship.
- At Glenmead we remember our KiVa rules; we should be prepared to support a victim and avoid being a bystander.
- We appreciate books, reading and penmanship.
- At Glenmead we demonstrate tolerance and an appreciation of diversity
- We appreciate athleticism and good sportsmanship.
- We value creativity and choose and use tools skilfully.
- At Glenmead we show self-awareness and reflect on our learning
- At Glenmead we develop mathematical mastery.
- Glenmead has good citizens who participate and are prepared to serve others in our community.

Restorative Questions:

- What happened?
- What were/are you thinking?
- What were/are you feeling?
- Who has been affected by what happened and how?
- What do you need (to do) to move forward?

Am I valuing the person?

Am I judging them or their story?

How and what am I communicating?

Appendix D

Disciplinary Sanctions


Severity	Level 1	Level 2	Level 3	Level 4	Level 5
Potential consequence	Reminders of expectation through school adult discussion	Recorded on Scholar Pack Bounce Back into learning and Praise Plan	Recorded on Scholar Pack In-school removal of privilege or loss of playtime	Recorded on Scholar Pack Lunchtime suspension/ part/full day suspension	Permanent exclusion Referral to inclusion panel/ COBS Exclusions team
Examples of unacceptable behaviour that sit at this level and result in the consequence. Please note these examples are not exhaustive and each behaviour will be looked at on an individual basis to see where it fits.	Not following adult instruction. One off.* Disrupting others learning. One off.* Disregard for school/ other's or own property.* Disregard for school uniform expectations. Not handing in a mobile phone if brought into school. One off negative response to school adult, rudeness or bad language.* Disregard for Glenmead good behaviour habits.*	Repeated episodes of disruption to others' learning in one lesson.* Repeated episodes of disregard for school adults.* Repeated episodes of defiance or rudeness when asked to follow adult instruction.* Consistent disregard for Glenmead expected Good Behaviour Habits * Deliberate defiance around handing in mobile phone. Child on child sexual harassment. One off *	Intentionally hurt another at playtime which is not viewed as a Level 4 injury and could have been as a result of provocation. Proven isolated incident of bullying towards another.* Inappropriate and insensitive use of Social Media/MIS messaging to or in regard to another pupil or staff member in or out of school if evidenced and proven.* Continued disruption to others learning.* Continued disregard for school adults.* Continued defiance and rudeness when asked to follow adult instruction.* Low level theft of school or other's property. Low value resources. Use of a mobile phone on site. Repeated child on child sexual harassment.*	Intentionally hurt another unprovoked.* * Witnessed and verified: Punched leaving injury. Kicked leaving injury. Bitten leaving injury. Child on child sexual violence. Proven ongoing incident of bullying towards another.* Damaging use of Social Media/MIS messaging to another pupil or staff member in or out of school if evidenced and proven.* Use of furniture or resources to threaten, cause damage, harm or disrupt learning or where classrooms have to be evacuated for safety.* Bringing a weapon onto the school site.* Physical fighting (both parties are likely to receive the same sanction if both involved). * Theft of high value school property or possessions of other's.* Intentional false allegation made against another	Persistent and ongoing undermining of school expectations which impact the education of others.* (from previous levels) Persistent and ongoing bullying of another. This could include social media/MIS messaging outside of school. Or continual false allegation with the intent to cause harm or harm reputation.* Serious one off or repeated event of extreme violence or sexual violence towards a peer or adult either on site or out of school hours.* Damaging use of shared photos, images, videos on social media/MIS messaging to another pupil or staff member in or out of school if evidenced and proven.* Bringing a weapon onto the school site and threatening to or causing harm. Bringing illegal drugs onto the school site. Use of illegal drugs.
Who can action	Any school adult	Class Teacher, Pastoral Support Assistant, SLT	SLT Headteacher	Headteacher or deputy in her absence	Headteacher
Parent informed?	No	Yes	Yes	Yes	Yes

Glenmead Primary School is committed to equality and recognises that some children on the SEND register may need a level of equity to be able to access behaviour expectations equally. Being on the SEND register does not excuse negative behaviour though. Key question asked in this situation is "Were recognised/acknowledged/recorded/known needs being met at the time...."

***This behaviour if ongoing and persistence can escalate and lead to Level 4 and Level 5 over time**

Appendix E:

Emotion Coaching

<p>Respect</p>	<p>STEP 1 Connection not Correction</p>
<p></p> <p>Notice Stress and step in to press the 'Pause Button' Be proactive not reactive</p>	<p>I can see that you are looking a bit ... Am I right in thinking you are ...? I can sense something is not quite right ... I understand that things are getting a bit excitable/ people are beginning to lose their tempers/ feeling hurt ... I understand you are feeling angry/ sad/ jealous/ worried – is it because ...? I would feel if I were ...</p>
<p>Positivity</p> <p></p> <p>Root in place and allow space to reflect and breathe through the problem</p>	<p>STEP 2 Rapport before Reason</p> <p>Can you tell me exactly what happened? What do you think led up to this ...? Has this happened before? If more than one child – take time to listen to both versions – not allowing them to interrupt each other. I see you both agree on ... I wonder why you find it hard to agree on ... These are the behaviour expectations we have to follow. Doing that is not OK.</p>
<p>Collective Responsibility</p>	<p>STEP 3 Explore, scaffold and empower</p>
<p></p> <p>Respond with care for everyone</p>	<p>These are the behaviour expectations, which we have to follow to keep everyone safe and happy. How can we find a way to put this right? If you were, how would you feel? How can we make things better for everyone? How can we sort this out? What can we learn from this .. Next time you are feeling like this, what could you do?</p>

Appendix F

Bounce Back- Reflection Record - Restoration

Date

Time.....

Name of child.....

Lesson.....

1. How are you feeling?

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

2. What went wrong?

3. How can you put this right?

Adult completing this report:

This box will be ticked if your child was taken out of the classroom because of this incident / the way they responded to adult support. BUT that your child then returned to the classroom to complete the lesson with support.

We have to make you aware if your child was taken out of class.

This box will be ticked if your child was taken out of the classroom because of this incident / the way they responded to adult support. AND that your child was supported to complete their work remaining out of the classroom for the rest of the lesson.

We have to make you aware if your child was taken out and remained out of class.



Name Dates

My target is to



	1 st lesson	2 nd lesson	3 rd lesson	4 th lesson
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



Pupil's comment at end of Praise Plan

Class Teacher comment at end of Praise Plan

Parent comment at end of Praise Plan

HT/ DHT comment at end of Praise Plan



Appendix H

Praise Plan Social Times



Name..... Date.....

My target is.....



	Playtime	Lunchtime	Playtime (KS1)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



Pupil's comment at end of Praise Plan

Class teacher comment at end of Praise Plan

Parent's comment at end of Praise Plan

DHT/ HT comment at end of Praise Plan

Appendix I Glenmead Primary School Mobile Phone Consent (Year 5 and 6 only)

I give consent for my child (name).....class to bring their mobile phone to school for reasons of security.

By giving my consent I agree to the following conditions and understand a failure to adhere to these restrictions may result in permission being revoked.

Please tick each statement to demonstrate agreement.

I acknowledge that the purpose of my child bringing their phone to school is for emergency contact on their way to and from school and for no other purpose.

I acknowledge and agree that mobile phones must be switched off while on the school campus.

I acknowledge that my child must hand their mobile phone into their class teacher at the gate each morning and that this will then be kept in a secure location during the day and collected at the end of the day

I acknowledge that it is my child's responsibility to collect their phone at the end of the day from their class teacher and if it is left at school it will remain in a secure location until the end of the next school day.

I acknowledge that if my child fails to hand their phone in, this will be dealt with in accordance with the School Behaviour Policy and Sanctions. I recognise that this may also lead to my child no longer being able to bring their mobile phone into school.

I acknowledge that the mobile phone has adequate insurance, or I take responsibility if it were to be broken or lost while in my child's possession before handing it in or once collected at the end of the school day. I recognise that Glenmead Primary School cannot take responsibility for this.

Name (print) Signed

Date

Behaviour Flow Chart
September 2023

