

Behaviour Policy



Garfield Primary

Today's children, **tomorrow's** future.

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By Chair of Governors:

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1. Policy statement

Garfield School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. The Governing Body and staff at Garfield School believe that positive learning behaviours are fundamental to success in the classroom for both children and staff. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged and supported to improve.

Garfield School is a place where children and adults should feel safe, secure and valued. We celebrate our diverse community and expect that some of our pupils will have diverse needs which require support. We promote good behaviour, self-discipline, respect and challenge as well as working to prevent bullying, racism, discrimination and all other prejudices. High expectations of behaviour extend throughout school and are supported by all our staff. Our parents play a central role in encouraging our pupils to achieve a good standard of behaviour throughout the school.

This updated Behaviour Policy contains considerable changes to how we support behaviour at Garfield Primary. It has been carefully written after consultations with staff, parents, children and governors.

2. Fundamental principles and school vision and values

The school's vision and values statement (GARFIELD) is at the centre of all that we do.

- Grow
- Achievement
- Respect
- Fun
- Inspire
- Everyone
- Learning
- Discovery

These are visible in all aspects of life at Garfield. We aim for a school community in which all members of our school community have the right to:

- Feel secure and safe;
- Feel happy and be treated with kindness and understanding;

- Be treated fairly and consistently;
- Be listened to (at an appropriate time);
- Be treated with respect and politeness;
- Be treated with empathy.

The children at Garfield have the right to:

- Feel happy and cared for;
- Have self-respect, show respect and tolerance of others and behave responsibly ;
- Be confident and have high self-esteem ;
- Build resilience and learn through being able to overcome challenges ;
- Develop good relationships with a wide range of people;
- Experience the thrill of and develop a thirst for learning;
- Make a difference to the world through how they are.

The fundamental principles which underpin our Behaviour Policy are:

- Unconditional positive regard for all pupils;
- Refrain from raising your voice unless necessary;
- Focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

3. Aim of the policy

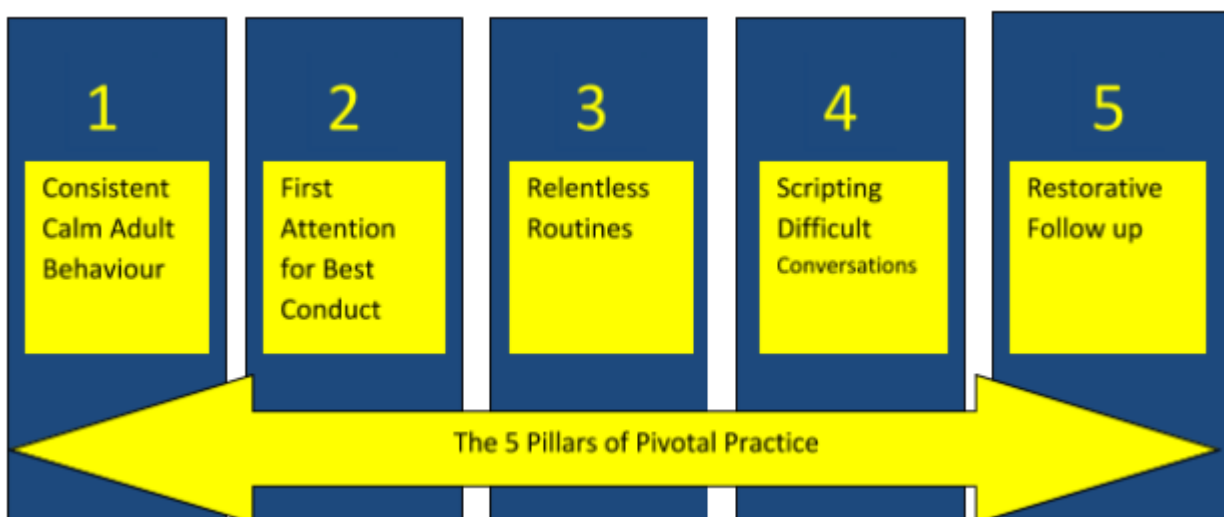
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To avoid to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- •To promote community cohesion through positive relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

4. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural standards
- Positively reinforces behavioural standards
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

5. Our Behaviour Policy is based on the Five Pillars of Pivotal practice



When the Adults Change, Everything Changes by Paul Dix

6. Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, staff taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, staff as role models for learning, staff learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment** and code of conduct evident of our values.

7. Roles and Responsibilities

The school has three Star Rules. These are:

Ready to Learn Show Respect Kind to Everyone

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success. Expectations of adults and consistent adult behaviour will lead to pupils consistently conforming to our expectations.

All staff everyday will:

1. **Meet and greet** children at the door.
2. Refer to three **Star Rules**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson: hand up for stop, count down from 5 will be used across the school and a positive recognition board will be used in every classroom.
6. Be **calm** and give 'take up time' when going through the steps. Give opportunity to alter behaviour before giving sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are displaying poor behaviour choices.

Achievement Leaders:

Achievement Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners

Achievement Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence across the school to encourage appropriate conduct
- Support staff in returning learners to learning by attending reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Recognition Boards, Positive Phone Calls and Raffle Tickets
- Ensure staff training needs are identified and targeted

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support Achievement Leaders and Subject Leaders in managing learners with more complex negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the school, particularly at times of mass movement.

Pupils will:

- Follow the Garfield Values
- Follow the three star rules and go 'above and beyond'
- Safely work, play and move around the school
- Respect all children and adults and school property
- Avoid distractions when working
- Always try hard to do their best
- Have a go at things that appear hard
- Show politeness towards others
- Be sensitive to the needs of others
- Listen and speak appropriately to others
- Work co-operatively
- Be prepared to resolve problems with others

- Show responsibility about their own learning outside of school
- Follow behaviour routines and stepped sanctions

Pupils want staff to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

Parents

Close contact between staff and parents should be encouraged and maintained. When necessary, support for parents should be given or directed to the most suitable external agency.

Parents will:

- Encourage independence and self – discipline
- Show an interest in all that their child does in school and offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Follow the home-school agreement

Headteacher and Governors

The Headteacher has the day-to-day authority to implement the school behaviour policy.

Provide a framework for consistent behaviour monitoring in school.

Headteacher will:

- Ensure that all staff are following the policy and review the policy accordingly.
- Have the authority to issue fixed-term suspensions and/or permanent exclusions to individual pupils.

The Governing Body will:

- Support the Headteacher in implementing this policy.
- Scrutinise and approve the behaviour policy on an annual basis.

8. Support for Pupils

Restorative Practice

Staff will use restorative practices as strategies to help resolve issues and may be used to prevent further incidents occurring between children. These include:

- Creating a culture of communication where children have a voice
- Trying to deal with issues immediately where it happens – build within the classroom
- Teaching children to take direct responsibility for their actions.
- See conflicts as opportunities for resolutions
- Creating clear and consistent expectations for children and adults
- Creating a growth mindset.
- Teaching Mindfulness - empowering children to recognise and manage their emotions.
- Cultivating empathy.
- Building the capacity to listen, understand and communicate following scripted conversations.
- Building restorative support.
- Monitoring behaviour.

Pastoral Support – Lead Learning Mentor (LLM)

The Learning Mentor continually supports pupils who are in situations which may be preventing them from reaching their full potential at different times of their education. They strive to help children develop the skills they will need in the next stage of their education. They also provide training for staff who work with pupils with challenging behaviour.

Counselling

TalkTime is an external company which the school currently has a service level agreement with. TalkTime is where children can go to express their thoughts or think about their worries, through talking, creative work and play therapy. The School Counsellor supports this process, together with their team, helping children to find new ways of coping with difficulties so that they don't get in the way of friendships or learning. Referrals to TALKTIME can be made for a number of reasons including bereavement, family separation or difficulties, anxiety, low self-esteem or friendship difficulties. The referral can be made by parents, staff or a self-referral by the child and all need to have parental consent. TALKTIME is available during lunchtimes as a drop in for children who have worries or concerns they want to discuss. Parents give permission for this to take place but as a confidential service they will not be informed of their child's involvement unless there is a safeguarding concern.

TALKTIME support is also offered for members of staff and parents

9. Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Garfield we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. To ensure consistency across the school, no additional class incentives or positive reinforcements are to

be introduced by class teachers and other staff. This will allow every child to have the same experience.

10. Managing Daily Behaviour

Classroom level

- Praise for choice
- Team Points for demonstrating 3 star rules an adult can give the maximum of 2 team points at a time.
- Mention/Note/phone call to parents for behaviour that is 'over and above.'
- Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Recognition Boards

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include "One Voice" for classes who constantly talk over each other, "Speak Politely" to emphasise manners or "Hands and Feet to Yourself", for those who give them to others too freely. When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a **collaborative strategy**: we are one team, focused on one learning behaviour and moving in one direction. At the end of the week the aim is for everyone to have their name on the board.

School level

During Garfield Values and Vision Assembly children may receive:

- Individual Team Points – weekly winners.
- Garfield Postcards - weekly. Each term three of these will be focus for staff to embed. (G-Grow, A- Achievement, R –Respect, F – Fun, I- Inspire, E- Everyone, L- Learning and D – Discovery)
- Raffle Ticket winners - for showing Marvellous Manners -weekly
- 'The Star of the Week' - for outstanding effort and or behaviour that is 'over and above'- weekly
- Hot Chocolate Fridays with the Headteacher or member of Senior Team for the Star of the Week winners - weekly
- Rewards for winning teams (Air, Water, Earth and Fire) - termly
- Garfield Cups - termly - each term cups are awarded to children for achievements in certain areas. (Shilling Cup for Reading, O'Hara Cup for the Arts, Chambi Cup for Homework, Pamela Cup of Kindness, Hornsey Trophy for Singing, Partridge Writing Cup and Sports Personality of the Term)

11. Managing poor behaviour choices

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary,

every minute a learner is out of the classroom is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour you want to see; we do not pander to attention seekers. All learners must be given 'take up time' in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption

11.1 Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

11.2 Behaviours which cause Concern

Behaviours which could trigger Stepped Sanctions

- Not following a class rule
- Disrupting others learning
- Not trying to do the best work
- Being rude to others
- Answering back
- Being dishonest or unkind
- Not respecting school property
- This is not an exhaustive list

12. Application of Sanctions

12.1 Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Sanctions should be followed in each classroom and be used when behaviour is deemed to be unacceptable. Staff have a right to teach and children have a right to learn. Children who display disruptive behaviour stop staff from teaching and stop others and themselves from learning. There are times in every classroom when children may disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so.

Any member of staff who works 1:1 or with groups of children should apply the behaviour policy and follow the procedures in the same way as class staff. Each classroom should have the three Star Rules clearly displayed near a Calming Table.

Stepped Sanctions to Manage Poor Behaviour Choices

Steps	Managing Poor Behaviour Choices - STEPPED SANCTIONS	Adult's Response	Actions / consequences
Reminder	<ul style="list-style-type: none"> - Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include non-verbal cues. • a 'look' • a visual point to what you expect <p>Hand gesture: Stop</p> <ul style="list-style-type: none"> - Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready to Learn; Respect, Everyone - De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. - If appropriate, make links with the Zones of Regulation - Praise will be given if the learner is able to model good behaviour as a result of the reminder. 		N/A
Warning	<p>If the behaviour persists:</p> <ul style="list-style-type: none"> - A clear verbal warning delivered privately wherever possible (in class), making the learner aware of their behaviour and clearly outlining the consequences if they continue. - The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. - If appropriate, make links with the zones of regulation - Praise will be given if the learner is able to model good behaviour as a result of the reminder. - Script: <p>"Stop, think,make the right choice. Think carefully about your next step"</p>		N/A
Cool off & 30-second script	<p>If the behaviour persists:</p> <ul style="list-style-type: none"> - The child is moved to the quiet area within the classroom: calming table. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. - Adult to use the 30-sec script to move child to their calming table. - A child can complete a calming reflection activity, continue their work or have thinking time. - A 5 or 10-minute timer needs to be used to pre-empt the anxiety of the unknown. - After the calming time, the adult guides the child back to re-join their table/activity. <p>*note: Children with additional needs might need to use another designated area in class, e.g. book corner, den or stay at their table. This is fine; a 30-sec script and a timer need to be used so the child understands this stage of the behaviour management.</p> <p>The 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Garfield, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) 		<p>2 minutes after class for restorative conversation (see next stage for guidance).</p> <p>Suggested reflection activities:</p> <ul style="list-style-type: none"> • Mindful colouring • Calming cards • Mindful breathing cards • Reading book • Continue to work in their subject book

	<ul style="list-style-type: none"> • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour) That is who I need to see today...Thank you for listening 	
Time out	<p>If the behaviour persists:</p> <ul style="list-style-type: none"> - The child is sent to agreed foster class: “This behaviour is unacceptable. Here is the work I expect to be done”. - The child should be sent with work to complete. Child should be accompanied by another responsible child or adult if necessary. - The foster class teacher should calmly send the child to a quiet area of the classroom. They will not discuss the behaviour, ask the child about details but encourage better choices and an apology. - The child should remain out of their class (in their foster class) for the maximum of 20 minutes completing work set at the calming table. If work is not done when the class teacher collects the child, the class teacher should ensure the work is done at an appropriate time. - After the lesson class teacher will spend 5 minutes for the Restorative Conversation: <div data-bbox="244 696 1088 1032" style="border: 1px solid black; padding: 5px;"> <p>5 questions is usually enough from the following:</p> <p>What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?</p> </div> <ul style="list-style-type: none"> - Visuals will be used to support younger children and children with additional needs in the conversation. - Children will be expected to have a reflective dialogue with an adult. Adults will use the script to ensure consistency of approach across the school. 	<p>After each Time Out incident:</p> <ul style="list-style-type: none"> - CT has a Restorative Conversation with the child - CT informs the parent after school (face-to-face or email) <p>Two Time Out incidents in a week :</p> <ul style="list-style-type: none"> - CT has a Restorative Conversation with the child - CT must inform the Link Senior and parents - The child will miss up to 20 minutes of lunchtime in a reflection room (with an SLT/LM on duty) <p>Three or more Time Out incidents in a week (or regular incidents):</p> <ul style="list-style-type: none"> - CT has a Restorative Conversation with the child. - The 3 incidents will be logged on CPOMS under Behaviour category. - A meeting with the CT, LS and parents/carers will be arranged via a Behaviour Letter (sent home by the Link Senior on duty that day) and pastoral support discussed (Learning Mentor). - Behaviour Letters will be uploaded to CPOMS and saved on the O Drive.

		<p>Regular Time Out during the term:</p> <ul style="list-style-type: none"> - Weekly monitoring meetings with the LM to discuss their behaviour (during lunchtime). - An Individual Behaviour Support Plan will be considered.
<p>SLT support</p> <p>Senior Leader 'On Call'</p>	<p>Serious Incidents</p> <ul style="list-style-type: none"> - Adult to call the Senior Leader on duty that day: “Urgent/Non-urgent assistance to ... (location), please.” - Depending on the age and additional needs of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Senior Leader on duty. <p>Such incidents include:</p> <ul style="list-style-type: none"> • Fighting • All forms of bullying • Racist, sexist or homophobic comments • Inappropriate name calling • Using abusive/offensive language • Physically striking adults • Stealing • Continually disrupting learning • Destroying school or others’ property. • Continuous rudeness to adults • Continuous swearing • Online bullying and other forms of inappropriate online behaviour <p>Adults call the Senior Leader on duty immediately if the child:</p> <ul style="list-style-type: none"> • Is a danger to themselves or others • Leaves the classroom or a lesson without permission and refuses to follow adults instructions/ steps to reintegrate them back to class for a considerable period of time • Runs away and/or hides from adults 	<ul style="list-style-type: none"> - A formal meeting with the CT, SLT and parents/carers will be arranged via a Behaviour Letter and pastoral support discussed (Learning Mentor). - The Behaviour Letter will be scanned and uploaded on CPOMS. Scanned letters will be saved on the O Drive. - For continued behaviour incidents, the child will be put on an Individual Behaviour Support Plan. - A risk assessment will be written if appropriate. - Weekly monitoring meetings with the LM to discuss their behaviour (during lunchtime). <p>Consequences for the child:</p> <p>The SLT will decide on the appropriate sanction:</p> <ul style="list-style-type: none"> - Reflection time at lunch - Exclusion from privileges, e.g. football - Internal suspension - External suspension
Lunch	<p>Supporting behaviour at playtimes and lunchtimes</p> <ul style="list-style-type: none"> - As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. 	

	<ul style="list-style-type: none"> - To foster good relationships, lunchtime staff will consistently 'catch children being good' and showing good manners, and share this with them. - Staff will hand out raffle tickets to reinforce this message. - Behaviour incidents should be managed at lunch time in line with the policy. - Stepped Sanctions for children who display inappropriate behaviours: <ol style="list-style-type: none"> 1) A child should be spoken to first and given a warning. 2) A short time out, eg. 5 minutes on the bench/by the wall/ in the quiet area or near the adult. 3) If continued, the child will be sent to a reflection room 4) Serious incidents should be first addressed by staff and then referred to the Senior Leader on duty: <ul style="list-style-type: none"> • 12:00 - 12:30 - the child is escorted to the Reflection Room (Tiger) • 12:30 - 1:00 - Senior Leader on duty called to the incident area 	
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12.2 Behaviour Incidents off the School Premises

While the school will make every effort to deal with behaviour on the school premises and to prevent poor behaviour outside the school gates, we recognise that we cannot be held directly responsible for behaviour that takes place off site, by pupils in this school, or by pupils of other schools or on a pupils' journey to school.

At Garfield, we encourage pupils to tell us about incidents that happen inside and outside school so that we can:

- Make key staff aware of the outside incident;
- Monitor that they do not continue within the school;
- alert colleagues in another school whose pupils were involved in behaviour incidents;
- advise parents of appropriate services to use including Community Police/Police

If there are incidents involving Garfield pupils outside of school premises and school hours, we will not follow the Stepped Sanctions procedures.

Suspensions and Exclusions

Fixed Term Suspensions

Garfield Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy or seriously harms the education or welfare of others in the school, the Headteacher may take the decision to suspend them for a fixed period. Parents will always be informed of it at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and when a child has misbehaved, it is expected that they will be welcomed and treated without any resentment when they return. Suspension is always a very last resort.

We will follow the DfE guidelines when issuing a suspension. (*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022*)

Permanent Exclusions

The Secretary of State for Education feels that permanent suspension should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid suspension (See Exclusion Regulations). The governors of Garfield Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent suspension should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

13. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Borough.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. assemblies, school trips but only if the behaviour is dangerous.

14. Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Using the Zones of Regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

Reasonable adjustments for pupils will be recorded on a Learning Support Plan (LSP) and One Page Profile. All adults are responsible for knowing a child's individual needs before teaching them and should ensure they have accessed the child's LSP/One Page Profile. Staff need to use these documents to understand what works and what doesn't work for that child.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, the Inclusion Team evaluates the reasons and steps that would work for that child. Copies of One Page Profiles will be kept in the main office and shared with supply staff or visitors.

Behaviours that children with SEND might exhibit to try to communicate with you but which may be read as misbehaving:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focusing their attention on the adults- following and asking repeated questions. This might be for more reassurance that they are doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured.

Positive Handling

For Positive Handling and Reasonable force, Garfield Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013). Any force used should always be the minimum needed to achieve the desired result. Key staff at Garfield have had the appropriate training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS and in a Positive Handling folder. Parents will be informed of any incident where force or restraint has been used on their child.

15. Review and Evaluation

- With all of the above reward systems we constantly evaluate:
- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use the Garfield school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

Appendix 1: One Page Blueprint

Garfield Primary School Behaviour Blueprint		
Relentless Routines		
Wonderful Walking Legendary Lines Hand signal for STOP Tremendous Transitions		
Positive Reinforcement / Positive Strategies / Rewards and Recognition for Effort		
1. Team Points 2. Garfield Postcards 3. Star of the Week 3. Cups 4. Recognition Boards 5. Marvellous Manners Raffle Tickets 6. Phone calls to parents 7. Lining Up Stars 8. Hot Choco Fridays		
Visible Adult Consistencies <ul style="list-style-type: none"> ● Meet and Greet ● Calm and Caring ● Model our Values 	Three Star Rules <ul style="list-style-type: none"> ● Ready to Learn ● Show Respect ● Kind to Everyone 	Over and Above Grow Achieve Fun Inspire Discover
Stepped Sanctions 1. Reminder & Positive Reinforcement Hand gesture, non-verbal cue 2.Warning Clear verbal warning : <i>“Stop, think... make the right choice. Think carefully about your next step.”</i> 3.Cool off & 30-second script The child is moved to the isolation area within the classroom: calming table . It 4.Time out A short time away in another class. Restorative conversation with the class teacher after the lesson.	30 second scripted interventions <ul style="list-style-type: none"> ● 'I noticed you are .. (wandering around the classroom chatting) ● At Garfield we (refer to the 3 rules) ● You have chosen to (refer to the rule broken) ● Because of that, you need to (refer to the action to support behaviour eg. move to another table etc.) ● 'Do you remember when you... ' (finished all your writing) ● That is who I need to see today. Thank you (for listening). 	Restorative Conversation <ul style="list-style-type: none"> ● What happened? ● What were you feeling/thinking at the time? ● How did this make other people feel? ● Who has been affected and how? ● What should we do to put things right? ● If this happened again, how could you do things differently?
Serious incidents - call for Senior Team support <i>“Urgent / Non-urgent assistance to”</i>		

Appendix 2: Restorative Practices in Schools

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions - To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?