

# Mehria Primary School



MEHRIA PRIMARY SCHOOL

## Behaviour & Discipline Policy

**Date agreed: March 2024**

**Review date: March 2026**

**Signed: \_\_\_\_\_**

Headteacher

**Signed: \_\_\_\_\_**

Deputy Headteacher

**Mehria Primary School**  
**Behaviour and Discipline Policy**

**Aims of the policy**

- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
- To enable children to develop a sense of self worth, respect and tolerance for others.
- To produce an environment in which children feel safe, secure and respected. Objectives For children to show
  - Self confidence
  - Self control
  - Respect, courtesy and tolerance towards teachers, other staff and towards each other
  - Pride in their achievements
  - Interest in their activities
  - Empathy with others feelings
  - Respect for their environment and community

Teachers and all staff are expected to be good at managing and improving children's behaviour. It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

A variety of methods are used to encourage and support pupils to behave appropriately:

- PSHE/Citizenship/Assemblies
- School Council
- Code of Conduct
- Sanctions
- Rewards
- Areas of Responsibility/good role models
- Mutual respect expected of all adults and children
- Anti-Bullying policy
- BUDDIES Team
- A range of visitors into school and a variety of visits offsite
- Rights Respecting School

- **School Council**

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Year 1 to Year 6, elects one boy and one girl to represent them on the council. This representative is presented with a 'Student Council Badge' to show that they are on the school council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held monthly and minutes are distributed to year groups for reflection and discussion.

The School Council are responsible for making decisions about certain aspects of school life which affect all pupils - e.g. School Code of Conduct. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

#### BUDDIES Team

At the beginning of each year, children are selected to be 'BUDDIES' monitors. Their role is to be a contact for children who feel that they have no one to play with or feel that someone is being unkind to them. They are asked to report any concerns to their class teacher or the Headteacher.

#### Anti-Bullying Week (November)

Mehria takes part in the national anti-bullying week. This is done through assemblies, poster competitions and discussions/debates in classrooms.

#### School Code of Conduct

Each year group has a copy of the Code of Conduct which is on display in the classroom to remind all children of the expectations of behaviour within school.

### **When Things Go Right:**

#### Rewards

Rewards and praise are used throughout the school. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school. Praise is a great motivator and should be given freely in whatever way is most appropriate for the children concerned – orally /stickers, by employing positive comments first when marking work, etc. Praising the child is more effective than nagging as it reinforces positive expectations. These are some of the ways helpful behaviour is rewarded in our school:

- Verbal praise;
- Descriptive praise through marking of children's work;
- Certificates;
- Pupil Of The Year Award

Children from each year group [1– 6] are chosen by their class teachers for particular mention in whole school assembly. This may relate to work, attitude, behaviour etc. Each of the winners is presented with a certificate including a prize.

- Reward chart

Each year group has their own reward chart. The achievement will be given as follows:

20 Stars – Bronze certificate

40 Stars – Silver certificate

60 Stars – Gold certificate

80 Stars – Teacher's certificate and a 'Well done' Badge

100 Stars – Head Teacher certificate presented during assembly with a Head Teachers pencil and ruler.

- Attendance

Those children with 100% attendance each term are presented with a special certificate.

#### Areas of Responsibility

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences.

These roles include:

- Classroom monitors
- School Council Representatives
- Head Boy and Head Girl

#### Mutual Respect

At Mehria we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults,

between children and adults and between children. In this way every member of the school is valued and feels valued.

### 1. Parents –

At the start of each school year, parents are asked to sign a home school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents have a clear role in making sure that their child is well behaved at school.

### 2. Staff –

- Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- Be alert to signs of all forms of bullying and racial harassment and deal firmly with it in line with school policy.
- Model the type of behaviour felt to be acceptable.
- Play an active part in building a sense of community.
- Deal sensitively with children in distress.
- Support each other in maintaining good classroom management and be sensitive to each other's needs.
- Apply the agreed standards of behaviour consistently.

### 3. Children

- Should treat others as they would like to be treated, ie with tolerance and respect for other's views and rights.
- Should accept responsibility for their own choices and actions.
- Should dress appropriately in the agreed school uniform. Haircuts and the wearing of jewellery should also be in line with school policy.
- Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- Complete all assigned work within an agreed timescale.

### Employed Staff Powers to Discipline Pupils

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

- The power applies to all paid staff with responsibility for pupils, eg including Teaching Assistants.
- Staff can discipline pupils at any time that the pupil is in school or offsite eg, visits and residential visits.
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property.
- Staff can impose an agreed sanction

- Staff have the power to impose a detention; during the school day eg lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity afterschool eg representing the school, or whilst on a residential visit.

The power to discipline pupils applies to behaviour both in school, and out (in certain circumstances – eg bringing the school’s reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Headteacher should consider whether a child’s behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school’s safeguarding procedure.

Schools should also consider whether continuing disruptive behaviour, might be as the result of unmet educational or other needs, and whether a CAF would be suitable.

Physical Restraint of a pupil:

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- be causing harm to themselves or another person
- involve damaging property

**We use a range of strategies to ensure that children build positive, trusting working relationships with adults in school, and with each other. We use codes of conduct for adults and children, as follows.**

When dealing with behaviour issues the following is expected:

When talking to children adults will:

- Speak in a calm quiet voice;
- Respect the child’s personal space;
- Maintain eye contact;
- Speak with the child in a non public place, when appropriate;
- Ask the child what they think/believe happened;
- Listen to the child without interrupting when appropriate;
- Speak at child’s eye level when appropriate, bend down or sit down as and when appropriate.

If more than one child is involved, the adult will give them each equal time to talk with no interrupting. The adult will also offer them time to come to an appropriate solution and to think about consequences of their actions.

When talking to adults children will:

- Speak in a calm quiet voice;
- Maintain eye contact;
- Respect the adults personal space;
- Listen to the adult without interrupting.

When dealing with behaviour issues, adults will always:

- Use positive behaviour management strategies wherever possible;
- Use non-verbal or simple redirection strategies wherever possible in order to avoid the disruption of learning;
- Give children the opportunity to change their behaviour wherever possible before imposing a sanction;
- Use the language of choice to ensure that children have the opportunity to change their own behaviour, and learn to take responsibility for their actions;
- Tell children what they do want them to do, rather than what they want them to stop doing, wherever possible.

Time out System:

Time Out systems can:

- Give children time to think about their behaviour;
- Help children take responsibility for their behaviour;
- Take the heat out of a situation;
- Be a successful intervention strategy;
- Form part of a wider staged response strategy to address difficult behaviour;
- Help to teach children about acceptable codes of behaviour;
- Help children make good choices.

Children will be asked to take time out in class after two warnings. We use a traffic light system to give children a visual reminder of warnings given. The procedure for Time Out is laid out below and this is displayed in each classroom so everyone knows the routine:

- All children will start each lesson with their name on the green traffic light.

- If a child breaks a rule, they will be reminded of the rule and why it is important. Their name will be moved from the green traffic light to the orange; this is a first warning.
- If the behaviour continues, the child will be reminded of the rule again. Their name will be moved to red and they will take 10 minutes Time Out in their class.
- During their 10 minutes in Time Out, the child will complete a Think It Through sheet (Appendix 2) to help them to reflect on their choices, and how they could do things differently in the future.
- Each time the child has Time Out in their class, they will bring their Think It Through sheet back and place it in a box for their teacher to look at. If a child has been has had Time Out three times in one week with the same adult, a member of the Senior Leadership Team will meet with them and their parents/carers to discuss the behaviour and make a plan to avoid this situation arising in the future.

Time Out takes place when a child is disrupting the class and interfering with children's right to, learn, in other words their behaviour can no longer be ignored (see Appendix 1).

### **When Things Go Wrong:**

Unacceptable behaviour includes Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category.

- Disobedience to a reasonable instruction.
- Non-completion of school work that could be reasonably expected.
- Inappropriate dress [e.g. trainers] extreme hair styles [e.g. Mohican, tram lines, 'extreme' will be determined by the Headteacher] body piercing [e.g. navel, more than one piercing to the ear, facial piercing]
- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property eg graffiti
- Answering back, rudeness or aggression to adults or others.
- Stealing, including hiding another person's property.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy, including non or poor attendance, and a regular pattern of late attendance
- Racist or derogatory comments eg use of the word 'gay' or behaviour that causes offence eg all forms of bullying
- Fighting or encouraging others to fight.
- Forming gangs for the purpose of intimidating others.
- Bullying, in any form, eg cyberbullying (including from home), homophobic bullying.



- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
- Putting themselves, other children or adults at risk.
- Moving around school in a way that falls below the expected standards of general behaviour, eg running, shouting, pushing.
- Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.

### Pupil's Conduct Outside the School Gates

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable."

This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, eg offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- Or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.
- Poor Attendance\*

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

### Sanctions/Punishments

When children's behaviour does fall below the acceptable standards (see above), the Headteacher, or delegated person is likely to carry out an investigation into the incident.

Any investigation will be recorded in a Behaviour Log, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation the Headteacher or delegated person can:

- Speak to a child or group of children without the parents' consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The Headteacher, or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The Headteacher, or delegated person will then determine the sanction to be used.

The punishment used must be reasonable and must not breach any other legislation (disability, SEN, race and other equality acts). A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

- 'behaviour board'
- Time out system
- Completing extra work or repeating work until it meets the expected standard.
- Short term loss of privileges eg withdrawal from a visit or to represent the school – used once
- Loss of free/ play time
- During play time a pupil may be taken indoors for a five minute cooling off period.
- Removing graffiti or tidying an area disrupted by the child, including picking up litter (age appropriate).

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities eg after-school clubs and may also be used on residential visits.
- Exclusion from the right to represent the school.
- The establishment of a behaviour record/log or home school report book.
- A verbal disciplining from a senior member of staff
- A requirement for a written apology.
- A regular behaviour report/log to be given to the Headteacher.
- A letter/telephone call to a parent from the Headteacher or Deputy.
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and head teacher.

This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

#### Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (Eg Police if the child is 10yrs old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

### Exclusion

The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Dealing with Inappropriate behaviour of parents, visitors and other adults in school: The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

### Inappropriate behaviour:

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site
- Being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

### How the school can respond:

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.

3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.

4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.

**Policy Approved by: Mr Zia Qazi (Headteacher) – Safeguarding Lead**

**Mrs Zile Humma (Deputy Headteacher) – Safeguarding Officer**

## **Appendix 1**

<b>Stage 1</b> Behaviours do not interfere with children's right to be safe or right to	<b>Example of behaviour</b>	<b>Things to say</b>	<b>Strategies to deal with the behaviour/consequences</b>	<b>Things to watch out for</b>
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<p>be learn and they happen for the first time.</p>				
	<p>Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking.</p>	<p>Label behaviour/explain effects: 'You are calling out/making noises/fidgeting. This is distracting others from their work.' Describe positive action: 'You need to sit down/work quietly please.'</p>	<p>Tactical ignoring (for a short period only). Describe positive desired action. Praise others in the class for doing the right thing. If this is not effective: give a reminder followed by a warning. Move name down to orange.</p>	<p>Could the behaviour be demonstrative of a sensory need? Monitor future incidents to check for this.</p>
	<p>Pushing in the line.</p>	<p>Describe positive action: 'You need to go to you own space in the line.'</p>	<p>Describe positive action first. If this does not work, send child to the back of the line. If this is not effective: give a reminder followed by a warning. Move name down to orange.</p>	<p>Is this happening regularly? Does the child need a visual reminder card to help them with this?</p>
	<p>Play fighting.</p>	<p>Label behaviour/explain effects: 'You are play fighting. This is not a good idea because someone could get hurt.' Describe positive action: 'You need to focus on your work/find a different game to play.'</p>	<p>Describe positive action first. If this is not effective: give a reminder followed by a warning. Move name down to orange.</p>	
	<p>Walking around the classroom without permission.</p>	<p>Label behaviour/explain effects: 'You are wandering around the room. This means that you are not focused on your work.' Describe positive action: 'You need to go back to your table and focus on your work.'</p>	<p>Describe positive action. If this is not effective: give a reminder followed by a warning. Move name down to orange.</p>	<p>Does the child need regular learning breaks to help keep them focused? If so, ensure that this is built in to each lesson.</p>
	<p>Bickering or squabbling.</p>	<p>Redirect attention: 'What should you be doing right now?' Ensure issue does not continue: 'This is finished now. We are going to focus on our work.'</p>	<p>Resolve issue between children if necessary. Redirect attention. If this is not effective: give a reminder followed by a warning. Move name down to orange.</p>	
	<p>Telling tales/made up stories about others.</p>	<p>Redirect attention: 'How did you respond when...did that? Did you make the right choice?' Reassure: 'Thank you for telling me. Right now, I am...but I will deal with that later.'</p>	<p>Resolve issue between children if necessary. Redirect attention. If this is not effective: give a reminder followed by a warning. Move name down to orange.</p>	<p>Does the child need a social story to help them understand how to deal with issues with others?</p>
	<p>Throwing a tantrum which does not endanger others, themselves or school property.</p>	<p>Show empathy: 'I understand you're feeling...because...' Calm the situation: 'Take some deep breaths/come and sit down/let's move away from...'</p>	<p>Remove the child from the situation for some calming/reflection time if needed. Explain later (after the child is calm) why the behaviour was not what we expect. Discuss calming strategies with the child for future use. Move name down to orange if/when appropriate.</p>	<p>Is there another reason why the child has reacted in this way? Check with parents/carers to see if there is anything else going on in the child's life that might be having an impact on their behaviour.</p>
	<p>Failing to complete the task set.</p>	<p>Check understanding: 'What do you need to do next?' Direct towards helpful strategies: 'What could you do/use to help you with that?' Encourage: 'I can see you've made a great start there. Now you just need to...' Give a choice: 'You can either get your work finished now and then it will be done, or you can choose to carry on</p>	<p>Check understanding and resolve any issues/misconceptions arising from the task. Relocate the child to a place where they are better able to concentrate. If nothing else is effective: have the child finish the work during playtime or lunchtime.</p>	<p>Why is the child failing to complete the task? Is it because the level of work is too challenging? Do they need some sensory input/a</p>

		chatting/fidgeting/wasting time but then you will have to do your work in your own time.'		learning break to enable them to focus?
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<b>Stage 2.</b> <b>Behaviours do begin to impinge on children's and adult's rights. They are often behaviours that have continued from stage one and sometimes require a period of time out.</b>	<b>Example of behaviour</b>	<b>Things to say</b>	<b>Strategies to deal with the behaviour/consequences</b>	<b>Things to watch out for</b>
	Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking – continues after adult intervention/warning.	Repeat reminder: 'I have already asked you to sit down and work quietly so that you do not distract others.' Explain choice: 'You have chosen to continue to...' Explain consequence: 'I have already given you a warning. Now you need to go for ... minutes Time Out in...'	Move name down to red and give child a set period of Time Out in Buddy Class. Record incident in behaviour book.	
	Pushing in the line – continues after adult intervention/warning.	Repeat reminder: 'I have already asked you to go to your own space in the line.' Explain choice: 'You have chosen to continue to push in.' Explain consequence: 'I have already given you a warning. Now you need to go for ... minutes Time Out in then you can rejoin the back of the line.'	Move name down to red and give the child a set period of Time Out before asking them to rejoin the line at the back.	
	Play fighting – continues after adult intervention/warning.	Repeat reminder/explanation: 'I already explained to you that it is dangerous to play fight.' Explain choice: 'You have chosen to continue play fighting.' Explain consequence: 'I have already given you a warning. Now you you need to have ...minutes Time Out in...'	Give the child a set period of Time Out in the Buddy Class or at the wall if in playground.	
	Walking around the classroom without permission - continues after adult intervention/warning.	Repeat reminder: 'I have already asked you to sit down.' Explain choice: 'You have chosen to continue walking around the classroom.'	Move name down to red and give the child a set period of Time Out in the Buddy Class. Record incident in the behaviour book.	
	Bickering/squabbling/telling tales about other children - continues after adult intervention/warning.	Repeat reminder: 'I have already explained that...This has already been dealt with.'	Separate children who are bickering/squabbling. If behaviour continues/child/ren continue to disrupt the class, move name down to red and give them a set period of Time Out in the Buddy Class. Record incident in the behaviour book.	
	Failing to complete the task set for the second time in a day.	Check understanding: 'What do you need to do next?' Direct towards helpful strategies: 'What could you do/use to help you with that?' Encourage: 'I can see you've made a great start there. Now you	Move name down to red and give the child a set period of Time Out in the Buddy Class. Ensure that they finish the work they have missed during playtime/lunch time. Record incident in the behaviour book.	Would the child benefit from a Task Board to help keep them on task/break them on task/break the challenge down into manageable

		just need to...' Give a choice: 'You can either get your work finished now and then it will be done, or you can choose to carry on chatting/fidgeting/wasting time but then you will have to do your work in your own time.'		chunks?
	Deliberately breaking/ destroying school property.	Explain rule: 'In our school, we must all try to take care of property. You have made the wrong choice by breaking/destroying this...'	Move name down to red and give the child a set period of time in the Buddy Class. Give the child a job to do to 'pay back' the school for the property they have broken eg tidying, sorting, helping an adult at playtime etc. Record incident in the behaviour book.	
	Swearing at another child.	Explain rule: 'In our school, we are always kind to others. Swearing at someone else does not show that you are being kind. You have made the wrong choice by using that word.'	Move name down to red and give the child a set period of time in the Buddy Class. Have the child write a letter of apology during playtime/lunch time. Record incident in the behaviour book.	Does the child need a social story to help them to understand why swearing is inappropriate?

<b>Stage 3. These behaviours seriously impinge on children's and/or adult's rights, most often the right to be safe.</b>	<b>Example of behaviour</b>	<b>Things to say</b>	<b>Strategies to deal with the behaviour/consequences</b>	<b>Things to watch out for</b>
	Calling a child/adult racist/homophobic name.	Label behaviour/explain effects: 'You have said something that is racist. That is extremely upsetting for others to hear and it is not acceptable at all in this school.'	Send child to Headteacher. Record in incident book.	Could any racist behaviour be an indicator of radicalization? Check PREVENT guidelines and inform Safeguarding Lead where necessary.
	Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting. Fighting in the classroom or playground. Running out the classroom during a lesson.	(Remember: the main priority in the first instance is to diffuse the situation and calm the child down. The behaviour can be dealt with later) Show empathy: 'I understand you're feeling...because...' Calm the situation: 'Take some deep breaths/come and sit down/let's move away from...'	(Remember: physical restraint should only take place if there is no alternative to ensure the safety of a child and must only be carried out by a member of staff who has received appropriate training). After situation is calm: Send child/ren to Headteacher/member of the Leadership Team. Record incident in the behaviour book.	

**Preventative measures include:**

- 1. Rules clearly displayed.**
- 2. Traffic light system – all children encouraged to 'stay on green'.**
- 3. Whole class reward system.**
- 4. Regular class discussions about difficult behaviour that is common to large group of children.**

- 5. PSHCE lessons.**
- 6. Regular praise/encouragement for children doing the right thing.**
- 7. Consistent team approach between all adults.**
- 8. Adults model behaviour and relationship skills which we are trying to promote in school. Adults to be in the right place at the right time.**
- 9. Individual reward scheme/visual reminders for children causing concern.**
- 10. Language of choice used wherever possible – children given the opportunity to make the 'right' choice and change their own behaviour.**

## **Appendix 2a**

### **Think It Through...**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**I was not:** **Following Rules**      **Being Respectful**      **Being Safe**      **Listening**  
(Circle all      **Following Directions**      **Being Cooperative**      **Being Responsible**  
that apply)

**Other:** \_\_\_\_\_

**And (describe what happened)**

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**I should have (what should have you have done differently?)**

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**If I had done this (what would have been different?)**

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**So from now on**

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**My Signature** \_\_\_\_\_

**Appendix 2b**

**THINK IT THROUGH...**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This is what I did:

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This behaviour is not ok because:

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This is how I felt:



Happy



Sad



Bored



Angry



Lonely



Frightened

Next time, I will:

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I apologised for my actions:

YES

NO