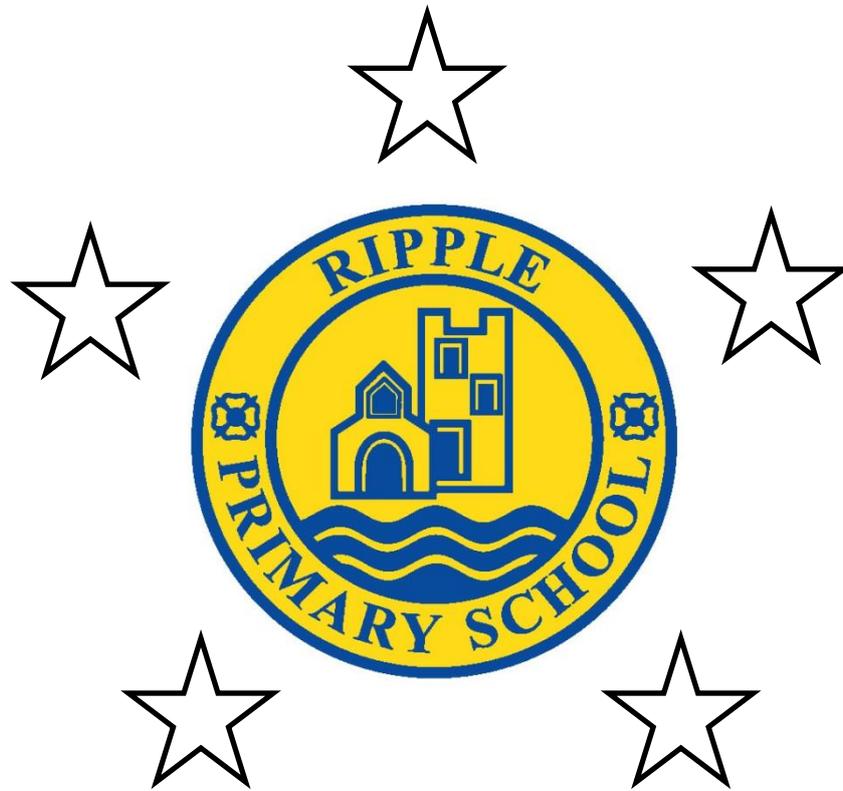


Ripple Primary School



Pupil Welfare and Behaviour Policy

2016/17

Review date July 2017

Vision

High aspirations and a shared passion for learning.

Mission Statement

At Ripple Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

A continuous focus on the quality of learning for our children is at the heart of everything we do. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

We celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.

Rationale

We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. We should keep in mind that, for the majority of pupils, appropriate behaviour is mainly governed by self-discipline, and the most effective way to foster this is through children realising and accepting responsibility for the outcomes of their own actions.

Purposes

- ▶ To have in place a clear and consistent approach to behaviour management within the school so that all staff, pupils and parents/carers are aware of the expectations, systems, procedures and support in place
- ▶ To ensure all staff are practicing in accordance with the current SEN Code of Practice
- ▶ To use pupil behaviour logs as a central point to log concerns, incidents and as an evidence base to monitor behaviour
- ▶ To ensure early identification of children experiencing behavioural difficulties through assessment and observation.
- ▶ To ensure children with SEMH make at least good progress.
- ▶ Planning in class and group interventions to allow for differentiation in curriculum based on knowledge of individual children and their needs
- ▶ To ensure the most effective use of all school staff and resources for pupils with identified additional needs, through effective planning and interventions
- ▶ To ensure that whole school behaviour and the progress of children with Additional Needs is regularly monitored and reviewed.
- ▶ To ensure that parents are fully and regularly consulted and supported, that their input is valued and that their knowledge of their child is utilised
- ▶ To build capacity for further developments.

Guidelines

Our School Expectations

Our school expectations are central to conversations about behaviour and how we behave at Ripple. They inform any discussion as to positive behaviour and behaviour in need of change.

We have high expectations for all children but recognise that developmental milestones impact on a child's understanding of behaviour and on their self-awareness. Our Pupil Welfare and Behaviour Support Policy takes account of this and differs in approach and response to behaviour in EYFS, KS1 and KS2. However, at the centre of the policy remains the expectation that children will follow the school expectations and that we teach them about making positive choices.

EYFS Expectations

- We follow grown ups' instructions
- We try our best
- We use kind words, hands and feet
- We put away and look after things in school
- We move and play safely

KS1 & 2 Expectations

- We follow adult instructions
- We treat each other with fairness and respect
- We take pride in ourselves and our environment
- We move around safely and calmly at all times
- We always try our best to improve

The main focus of our Pupil Welfare and Behaviour Support Policy is to acknowledge and reward those pupils who always behave well, to help pupils take responsibility for their actions and to support children who may struggle with their behaviour.

At Ripple we follow a 5 star system. We encourage all children to be a 5 star pupil and support them to achieve this. The vast majority of pupils never leave 5 star status during their time at our school. They enjoy all the privileges and are polite, well mannered, behave in the appropriate way and are a credit to themselves, their family, their teachers and the wider school community.

Additional guidance is provided to further support the small number of pupils in EYFS, KS1 and KS2 who need to develop appropriate behaviour skills at a particular point in time is saved in X:\Staff Resources\Personal Development, Behaviour and Welfare\Behaviour

Positive Behaviour Management

Positive behaviour management strategies are used throughout the school and are central in our approach to supporting behaviour.

| Possible rewards | Possible consequences |
|--|---|
| Praise Stickers Personal points Table points Shining star at lunch award Communication with parents Visit to SLT Recognition in celebration assembly Golden Time End of year certificates | Time Out Thinking time Exit from classroom Incident Loss of star (and privileges) Communication with parents Parent meeting Internal exclusion Fixed term exclusion |

Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have a positive interaction with a child rather than a negative. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair. We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (ie. the child understands exactly why they have received the consequence). We make every effort to ensure that consequences are applied calmly, firmly and consistently.

Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of consequences include:

- A focus upon the behaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are a very unkind girl".
- A message about what the child should do in future;

- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.

Before moving a child's name down the staged system we use a range of techniques:

Tactical ignoring. We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour

Modelling. We demonstrate the desired behaviour. E.g if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.

Cueing. We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."

Shaping. If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."

Proximity Praise. We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!

If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:

Humour. This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.

Negotiation. Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down

Transfer adult - Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation

Distraction – sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction:

- Ask once nicely e.g. “Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please.”

If this does not work:

- Ask once firmly e.g. “You need to stop tapping.”

If this does not work:

- Then move the child’s name on the consequence system.

This serves as a “**Reminder**”

The Staged Approach

Throughout all phases within school we follow a staged process to support behaviour:

1. Reminder

Teachers use a variety of strategies to ensure the child has acknowledged that their name has moved. They need to know that there has been a consequence to their actions. We can then use the staged system at the pace we feel is most effective for the child. We should always give some take up time between each stage, and ensure the child knows what is happening.

2. Warning (Give a warning and state reason, explaining future consequence if behaviour continues)

3. Time out (Child is isolated in/out of class as appropriate)

Thinking area / amber / time for change in EYFS

(Child is isolated in/out of class as appropriate)

4. Consequence

- ▶ Thinking time
- ▶ Exit - child is isolated away from class.
This can be used as a de-escalating strategy as well as in serious circumstances where no other measure can be taken (resulting in an incident). Some children with additional needs will benefit from moving out of the situation they are having difficulty in. The aim of exiting is to talk through and turn their behaviour around.
- ▶ Incident

The decision as to whether behaviour warrants an ‘incident’ is down to Year Group Leaders. Logging of the incident and further action taken is the responsibility of the class teacher.

Behaviour logs are located in:

Rmstaff\Year Group\Y?\Behaviour\ CLASS

These must be kept up-to-date and are an essential tool for discussions with parents, other staff and other agencies. YGL must be informed immediately when a log is updated.

Leadership Team Involvement

If pupils continue to make inappropriate choices about their behaviour they will be referred to their Year Group Leader or a member of the Middle Leadership Team. Pupil behaviour will be discussed with the pupil with a view to one or more of these outcomes:

- ▶ Reflection time with MLT (using restorative conversation) Pupil thinks of strategies to repair situation.
- ▶ Parent / Carer meeting.
- ▶ A Referral to the Inclusion Manager - This will include reviewing and developing pupil targets or developing a behaviour management plan with the support of all staff working with the child.

Behaviours for Learning

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour and how to become good learners. We believe that good behaviour is a fundamental element of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

At Ripple Primary School we promote Behaviour for Learning. We teach, support and encourage all children to develop the following skills:

| |
|---|
| Wearing appropriate Ripple school uniform with pride |
| Bringing PE kit and book bag to school |
| Following instructions and responding to requests |
| Contributing ideas at appropriate times |
| Speaking politely, using an appropriate tone of voice and body language |
| Listening to the ideas of others without negative comments |
| Asking questions to demonstrate active engagement in learning |
| Ignoring distractions |
| Persevering when learning is challenging and trying new things |
| Moving on from making mistakes |
| Showing concern and understanding to others |
| Sharing equipment |
| Working with others in pairs and small groups |
| Acting on teacher and peer feedback to improve learning |

Behaviours for Learning are at the centre of all teaching and are at the core of our ethos. We teach these specifically through:

Discussion and Modelling

Teachers regularly discuss the different aspects of the SEAL curriculum and Pupil Welfare and Behaviour Support Policy with the pupils in their class. Through regular Circle Time they are able to share their ideas, opinions and feelings. An effective

way of moderating a child's future behaviour is to spend time talking to them following inappropriate behaviour. Debrief is a key element of moving on after an incident. This discussion should take place at the first available non-teaching time; i.e. break time, lunchtime or straight after school as appropriate.

This discussion should be taken by the adult who has had to deal with the child's behaviour i.e if this has happened at lunchtime the discussion should be had primarily by the MDA, in class by the teacher or TA etc.

If the matter is not resolved through discussion (repeated if necessary) then the proper channels of line management should be followed: i.e. class teacher, year group leader, phase leader.

All staff model positive and effective interaction with both colleagues and children. Children learn through experience so at Ripple Primary School we place a heavy emphasis on modelling both academic and social teaching and learning.

The Social and Emotional Aspects of Learning (SEAL)

Ripple Primary School follows the Social and Emotional Aspects of Learning (SEAL) curriculum. SEAL offers a whole-curriculum framework for teaching social, emotional and behavioural skills to all children. It is designed to facilitate a systematic and spiral approach to learning and provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

All classes use the SEAL curriculum to support teaching of behaviours for learning as well as the key areas of social, emotional and behavioural skills. Small SEAL groups also take place daily for more targeted, wave 2 support.

SEAL is organised into seven themes which are covered within a school year: New Beginnings, Getting on and falling out, Bullying, Going for goals, Good to be me, Relationships and Changes.

The Learning Environment

The environment in which a child is taught and learns can be a key factor in their behaviours for learning. All classrooms should have a behaviour display with the class expectations, positive visual cues, Behaviours for Learning focus, behaviour management incentives and a clear system to display the staged approach.

Behaviour expectations should be part of daily dialogue between adults and pupils. Please refer to the Learning Environment Checklist when setting up your classroom (saved in T:\Staff Resources\Teaching, Learning and Assessment\Teaching and Learning Policy\Learning Environment).

Golden Time

Every week each class may have a maximum of 30 minutes of 'Golden Time' in which children are able to make a choice from a number of structured activities. Golden Time is designed to give teachers the facility of rewarding their class for good work, good behaviour, special achievements and anything that deserves positive acknowledgement. The teacher has the option to deduct minutes.

Transition

We recognise that moving into a new Key Stage can be difficult for children as systems and routines change. The first half term of each new Key Stage focuses on teaching the children the new systems and how to adapt to the 5 star expectations. This ensures a consistent and smooth transition into new phases of learning and behaviour.

Statutory Framework for the Early Years Foundation Stage

At Ripple Primary School the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon.

We work in line with Statutory Guidance to support behavioural development in the early years and to focus on Personal, Social and Emotional Development (PSED). This curriculum is taught explicitly through direct teaching, implicitly through modelling and the provision of a range of resources for children to engage with during child initiated time, both in a classroom and small group context.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

By the end of Reception, children are expected to meet the Early Learning Goals.

This guidance identifies seven inter-connected areas of learning. There are 3 prime areas of learning. One of these is: **Personal, Social and Emotional Development (PSED)**

In the area of PSED, they are:

| | A Unique Child: observing what a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
|--|--|--|---|
| <p>Personal, Social and Emotional Development: Making relationships</p> <p>40-60 Months</p> <p>This may look like: The child plays co-operatively in a group, sharing and taking turns. When playing together with others, the child usually responds in a friendly and kind way, listening to other children's ideas and points of view. The child interacts positively with other children and adults.</p> | <p>-Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> | <ul style="list-style-type: none"> • Support children in linking openly and confidently with others, e.g. to seek help or check information. • Model being a considerate and responsive partner in interactions. • Ensure that children and adults make opportunities to listen to each other and explain their actions. • Be aware of and respond to particular needs of children who are learning English as an additional language. | <p>-Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</p> <ul style="list-style-type: none"> • Ensure children have opportunities to relate to their key person, individually and in small groups. • Provide activities that involve turn-taking and sharing in small groups. |

| | | | |
|--|---|---|--|
| <p>Personal, Social and Emotional Development: Self-confidence and self-awareness</p> <p>40-60 months</p> <p>This may look like: The child makes choices within their environment and expresses their preferences. The child tries new things, explores resources and tools, and shares their experiences with others including adults and peers. The child plays independently expressing their ideas and innovations and asks for support when needed.</p> | <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> | <p>Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <ul style="list-style-type: none"> • Offer help with activities when asked but not before. • Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. • Recognising and enjoying children's success with them helps them to feel confident. • Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. | <p>Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities.</p> <ul style="list-style-type: none"> • Provide experiences and activities that are challenging but achievable. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. • Provide regular opportunities for children to talk to their small group about something they are interested in or have done. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. |
| <p>Managing feelings and behaviour:</p> <p>40-60 months</p> <p>This may look like: The child responds appropriately to experiences, communicating his or her needs, views and feelings. The child is aware of the consequences of words and actions and adapts his or her behaviour accordingly. When playing as part of a group, the child takes turns and shares. The child knows the expectations and routines of the setting, applies strategies to respond to changes of routine and offers explanations as to why these are necessary. The child is usually able to adjust his or her behaviour to reflect this understanding.</p> | <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> | <ul style="list-style-type: none"> • Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. • Model being fair, e.g. when choosing children for special jobs. • Be alert to injustices and let children see that they are addressed and resolved. • Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. • Encourage children to think about issues from the viewpoint of others. • Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. • Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices. | <p>Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.</p> <ul style="list-style-type: none"> • Provide activities that require give and take or sharing for things to be fair. • Use Persona Dolls to support children in considering fair ways to share and get on with each other. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. • Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine. |

EYFS Procedures

In EYFS we have high expectations for children's behaviour. We teach what it means to have 5 Star behaviour. All children start every day with 5 stars, with all staff in the classroom emphasising and linking it to school expectations.

EYFS approach to PSED and behaviour management:

- ▶ We have a positive behaviour management ethos. We praise children for doing the right thing, rather than focusing on those doing wrong.
- ▶ We are specific in our praise and always name the thing they are doing right e.g. 'Thank you for holding the door, you have been very helpful'. All behaviours should link back to our school expectations and positive behaviours for learning.
- ▶ We plan for and model positive behaviours for learning.
- ▶ We focus on sharing and turn taking.
- ▶ We use Circle Time to incorporate the SEAL curriculum.
- ▶ We use rewards and incentives to support positive behaviour.
- ▶ Staff give clear instructions and explain why (where appropriate).
- ▶ Visual signs/photographs are used in the staged approach to help children understand when they are making inappropriate/ poor choices.
- ▶ A traffic light system is used and Time Out is used if a child's behaviour is unacceptable.
- ▶ Once Time Out is completed, the child has a fresh start.
- ▶ We regularly communicate with parents/carers (informally and formally).
- ▶ A weekly certificate is awarded to one child in each class who has consistently demonstrated 5 star behaviour.

EYFS responses to different levels of behaviour

| | Expected Behaviour | Warning | Time Out Chair | Exit (MLT) |
|-------------------|---|--|---|--|
| BEHAVIOURS | <ul style="list-style-type: none"> -Wearing appropriate Ripple school uniform with pride -Bringing PE kit and book bag to school -Following instructions and responding to requests -Contributing ideas at appropriate times -Speaking politely, using an appropriate tone of voice and body language -Listening to the ideas of others without negative comments -Asking questions to demonstrate active engagement in learning -Ignoring distractions -Persevering when learning is challenging and trying new things -Moving on from making mistakes -Showing concern and understanding to others -Sharing equipment -Working with others in pairs and small groups -Acting on teacher and peer feedback to improve learning | <ul style="list-style-type: none"> -Not showing good Behaviours for Learning -Pushing in -Spoiling other children's games -Not sharing -Name calling -Teasing -Speaking inappropriately to adults -Being uncooperative -Getting involved in another child's inappropriate behaviour -Running inside -Using swear words -Rudeness to other pupils -Climbing on furniture -Racist language | <ul style="list-style-type: none"> -Repeated warning behaviours -Retaliating (hitting back) -Damage to property -Kicking -Fighting -Continuous refusal to follow instructions -Running away from adults -Stealing | <ul style="list-style-type: none"> -Repeated Time Out Chair behaviours -Vandalism -Throwing furniture -Vicious kicking, biting -Dangerous refusal to -follow instructions -Swearing at staff -Physical/verbal abuse of staff -Running out of school -Bullying |
| | <p>We recognise that within the EYFS setting, the teaching of Behaviours for Learning has to account for developmental stages. Children will need to be taught the expected behaviours and wouldn't be expected to demonstrate them upon starting school. Initial teaching of behaviour focuses on the skills of sharing and turn taking.</p> | | | |
| ACTIONS | | | | |

KS1 & KS2

KS1 Star System

In KS1 we focus on 5 star behaviour. A class display promotes the school expectations and identifies children who are demonstrating 5 star behaviour. Teachers continue to use the staged approach of reminder, warning and consequence to manage behaviour but some behaviours may warrant an 'incident' and the subsequent consequences.

All behaviour is linked to our school expectations. If a behaviour warrants being recorded in the child's behaviour log or warrants an incident a conversation must take place with the child as to why by linking back to the expectations. YGLs make all decisions about whether behaviour warrants an incident.

When children move down a star, the YGL will inform Julia Woodstock (PA to Inclusion Lead) who will send out a letter to parents. CT/YGL must also inform Julia when a child moves back up the star system so a letter can be sent to parents. The pupil remains at this level for 5 days if they are in year 1 and 2. If there are no further incidents during this period the pupil will return to 5 Star Pupil status. Further incidents will result in losing a further star.

KS2 Star System

In KS2 we focus on 5 star pupils. All pupils start on 5 stars at the beginning of every half term in year 3 and every term in years 4,5 and 6. Teachers continue to use the staged approach of reminder, warning and consequence to manage behaviour but some behaviours may warrant an 'incident' and the subsequent consequences.

All behaviour is linked to our school expectations. If a behaviour warrants being recorded in the child's behaviour log or warrants an incident, a conversation must take place with the child as to why by linking back to the expectations. YGLs make all decisions about whether behaviour warrants an incident.

When children move down a star, the YGL will inform Julia Woodstock (PA to Inclusion Lead) who will send out a letter to parents. CT/YGL must also inform Julia when a child moves back up the star system so a letter can be sent to parents. The pupil remains at this level for 5 days if they are in year 3 or 10 school days if they are in years 4,5 or 6. If there are no further incidents during this period the pupil will return to 5 Star Pupil status. Further incidents will result in losing a further star.

KS1 responses to different levels of behaviour

| | 5Star Behaviour | 4 Star Behaviour | 3 Star Behaviour | 2 Star Behaviour | 1 Star Behaviour |
|------------|--|--|--|--|---|
| BEHAVIOURS | <ul style="list-style-type: none"> - Wearing appropriate Ripple school uniform with pride -Bringing PE kit and book bag to school -Following instructions and responding to requests -Contributing ideas at appropriate times -Speaking politely, using an appropriate tone of voice and body language -Listening to the ideas of others without negative comments -Asking questions to demonstrate active engagement in learning -Ignoring distractions -Persevering when learning is challenging and trying new things -Moving on from making mistakes -Showing concern and understanding to others -Sharing equipment -Working with others in pairs and small groups -Acting on teacher and peer feedback to improve learning | <ul style="list-style-type: none"> -Not showing good Behaviours for Learning -Pushing in -Spoiling other children's games -Not sharing -Name calling -Teasing -Speaking inappropriately to adults -Being uncooperative -Getting involved in another child's inappropriate behaviour -Running inside | <ul style="list-style-type: none"> -Repeated 4 star behaviours over a week -Play fighting -Using swear words -Arguing back -Rudeness to other pupils -Climbing on furniture -Lying -Retaliating (hitting back) | <ul style="list-style-type: none"> -Repeated 3 star behaviours over a week * -Rudeness to adults -Damage to property -Kicking -Fighting -Continuous refusal to follow instructions -Running away from adults -Swearing at pupils | <ul style="list-style-type: none"> -Repeated 2 star behaviours -Vandalism -Throwing furniture -Vicious kicking, biting -Dangerous refusal to follow instructions -Swearing at staff -Racist language -Stealing -Physical/verbal abuse of staff -Running out of school -Bullying |
| | 5Star Behaviour | 4 Star Behaviour | 3 Star Behaviour | 2 Star Behaviour | 1 Star Behaviour |
| ACTIONS | <p>A range of positive reinforcement strategies. Certificates in assembly.</p> | <p>Parent to be informed verbally by the class teacher if one of the above behaviours has been logged.</p> <p>When the class teacher feels appropriate or after 3 logged incidents, a conversation is held between class teacher, YGL and parent/carer.</p> <p>An individual catch me being good chart to be used for 5 days. If no improvement please refer to 3 star section. If behaviour changes, child moves back to 5 star status.</p> | <p>Parents to be informed via conversation and letter.</p> <p>Pupil to be closely supervised at break and lunch times and their access to the playground may be restricted. (for a maximum period of 5 days)</p> <p>Refer to Inclusion Support Framework for next steps.</p> <p>3 times on 3 stars:</p> <ul style="list-style-type: none"> -Teacher and YGL/PL to meet with parents to discuss concerns -Pupil action plan to be developed with targets set. -Inform Inclusion Lead (YGL/PL) | <p>Parents will receive written notification to meet and discuss their child's behaviour PL and DHT.</p> <p>Referral to the Inclusion Lead for further advice re strategies and support</p> <p>Development of a behaviour management plan</p> <p>Involvement in a behaviour intervention group</p> | <p>A meeting may be held with parents to discuss a Common Assessment Form (CAF) to assist in identifying additional support for the school and the family in addressing the behavioural concerns.</p> <p>If little or no improvement in behaviour is seen, the school will take further action..</p> <p>If appropriate, a referral will be made to the Local Authority's Behaviour Support Team, the school's Educational Psychologist and/or the Primary School Therapy Service and/or to Acorns</p> |

KS2 responses to different levels of behaviour

Pupils on 5 Stars

| Reasons for being on this level. | Behaviour which might be shown. | What happens to children at this level. | Supported by |
|--|--|--|--------------|
| You demonstrate positive behaviours for learning and this is recognised by all adults. | <p><u>You are showing positive Behaviours for Learning:</u></p> <p>Wearing appropriate Ripple school uniform with pride Bringing PE kit and book bag to school Following instructions and responding to requests Contributing ideas at appropriate times Speaking politely, using an appropriate tone of voice and body language Listening to the ideas of others without negative comments Asking questions to demonstrate active engagement in learning Ignoring distractions Persevering when learning is challenging and trying new things Moving on from making mistakes Showing concern and understanding to others Sharing equipment Working with others in pairs and small groups Acting on teacher and peer feedback to improve learning</p> | <p>-Your good reputation is recognised by the whole school community -You may participate in all school activities. -You will receive rewards, stickers and/or certificates. -You will receive privileges. -You may be chosen to represent the school.</p> | All adults |

Pupils on 4 Stars

| Reasons for being on this level. | Behaviour which might be shown. | What happens to children at this level. | Supported by |
|---|---|--|--------------|
| <p>Adults are concerned about your behaviour or effort inside and/or outside class. You are not showing positive behaviours for learning (see list) Your behaviour choices mean that you or others are not able to learn. This has happened three times in the <u>past 5 days</u> in year 3 or <u>past ten days</u> in years 4, 5 or 6.</p> | <p><u>Your behaviour is causing concern because you might not be</u></p> <p>Wearing appropriate Ripple school uniform with pride Bringing PE kit and book bag to school Following instructions and responding to requests Contributing ideas at appropriate times Speaking politely, using an appropriate tone of voice and body language Listening to the ideas of others without negative comments Asking questions to demonstrate active engagement in learning Ignoring distractions Persevering when learning is challenging and trying new things Moving on from making mistakes Showing concern and understanding to others Sharing equipment Working with others in pairs and small groups Acting on teacher and peer feedback to improve learning</p> | <p>-Your parents/carers will be informed that you have moved to four stars by letter -You will meet with your class teacher to go through your 'Moving to five Stars' plan sheet and identify positive behaviour for learning targets to work on. -You may not take on a role of - responsibility. -You will remain on four stars for five school days in year 3 or ten school days in years 4,5 or 6 so that your behaviour can be monitored. -If there are three further incidents, within the identified time frame on four stars you will move to three stars. If your behaviour for learning has improved and you have met your targets you will move back to five stars.</p> | All adults |

Pupils on 3 Stars

| Reasons for being on this level. | Behaviour which might be shown. | What happens to children at this level. | Supported by |
|--|---|---|---|
| <p>Adults are very concerned about your behaviour or effort inside and/or outside class as your behaviour for learning on four stars has shown little or no improvement.</p> <p>You are not showing positive behaviours for learning and this is affecting learning for you and others. This has happened three times in the <u>past 5 days</u> in year 3 or <u>past ten days</u> in years 4, 5 or 6.</p> <p>You have not been able to make positive behaviour choices yourself so adults need to do more to support you</p> <p>You are returning from fixed term exclusion. NB – if a child has returned from exclusion on 3 stars, the 'moving to 4 stars' meeting still needs to take place before they return to class</p> | <p><u>Your behaviour is causing concern because you are not using positive behaviours for learning</u></p> <p><u>You have repeatedly struggled to follow the school expectations.</u></p> | <p>-Your parents/carers will be informed by letter that you have been placed on this level.</p> <p>-You will meet with your class teacher and Year Group Leader to complete your moving to 4stars plan. This will be used to identify positive behaviour for learning targets and support strategies for you to work on.</p> <p>-Alternative provision will be made for you during playtimes, lunchtimes and Golden Time.</p> <p>-You will not take part in any extra-curricular activities, trips or represent the school.</p> <p>-You may not receive any whole school awards or achievement certificates.</p> <p>-If there are three further incidents on three stars you will move to two stars. If your behaviour for learning has improved and you have met your targets you will move back to four stars. Your parents/carers will be informed by letter.</p> <p>3rd time at 3 stars:</p> <ul style="list-style-type: none"> - Behaviour lead informed - Pupil Action Plan - Behaviour intervention | <p>All staff</p> <p>Parents will be informed by letter and invited to meet with class teacher</p> <p>Teacher to refer to Inclusion framework</p> <p>Social Inclusion Team</p> <p>Parents will be informed by letter and invited to meet with a member of SLT to discuss additional support.</p> |

Pupils on 2 Stars

| Reasons for being on this level. | Behaviour which might be shown. | What happens to children at this level. | Supported by |
|---|--|--|---|
| <p>-Adults are very concerned about your behaviour or effort inside and/or outside class as your behaviour for learning on three stars has shown little or no improvement.</p> <p>-Despite support strategies that have been agreed, your behaviour choices mean that you or others are not able to learn.</p> <p>-You are not showing positive behaviours for learning and this is affecting learning for you and others.</p> <p>-Your presence in the school could be detrimental to the education and welfare of yourself and others.</p> <p>-Your behaviour in school could be detrimental to your own health and safety and that of others.</p> <p>-You have not been able to make positive behaviour choices yourself so adults need to do more to support you.</p> | <p><u>Exclusion Categories which may include</u></p> <p>Physical assault against a pupil or adult</p> <p>Verbal abuse/threatening behaviour against a pupil or adult</p> <p>Bullying – includes verbal, physical, homophobic bullying, racist bullying</p> <p>Racist abuse</p> <p>Damage</p> <p>Theft</p> <p>Persistent disruptive behaviour</p> | <p>-Behaviour Management Plan</p> <p>-Your parents/carers will be required to attend a meeting with a member of SLT to discuss your behaviour.</p> <p>-A Common Assessment Framework (CAF) may be initiated to assist in additional support strategies, including involvement with external agencies.</p> <p>-You are at high risk of exclusion</p> <p>-Alternative provision will be made for you during playtimes, lunchtimes and Golden Time. Alternative provision may also be made for you during lessons.</p> <p>-You will not take part in any extra-curricular activities, trips or represent the school.</p> <p>-You may not receive any awards or achievement certificate.</p> <p>-If there are three further incidents on two stars you will move to one star. If your behaviour for learning has improved and you have met your targets you will move back to three stars. Your parents/carers will be informed by letter.</p> | <p>-All adults</p> <p>-Social Inclusion Team</p> <p>-Parents will receive written notification to meet and discuss their child's behaviour with a member of the school's Senior Leadership Team.</p> <p>-A meeting will be held with parents to complete a Common Assessment Form (CAF) to assist in identifying additional support for the school and the family in addressing the behavioural concerns.</p> <p>-If appropriate, a referral will be made to the Local Authority's Behaviour Support Team, the school's Educational Psychologist and/or the Primary School Therapy Service.</p> |

Pupils on 1 Star

| Reasons for being on this level. | Behaviour which might be shown. | What happens to children at this level. | Supported by |
|---|--|---|--|
| <p>-Adults are extremely concerned about your behaviour and you are at serious risk of permanent exclusion.</p> <p>-You may already have had one or more fixed term exclusions.</p> <p>-Your presence in the school is detrimental to the education and welfare of yourself and others.</p> <p>-Your behaviour in school is detrimental to your own health and safety and that of others.</p> | <p><u>Exclusion Categories which may include</u></p> <p>Physical assault against a pupil or adult</p> <p>Verbal abuse/threatening behaviour against a pupil or adult</p> <p>Bullying – includes verbal, physical, homophobic bullying, racist bullying</p> <p>Racist abuse</p> <p>Damage</p> <p>Theft</p> <p>Persistent disruptive behaviour</p> | <p>-You may be excluded from school in accordance with the regulations.</p> <p>-Alternative education provision at a specialist Additional Resource Provision is a serious consideration.</p> <p>-A managed transfer to a different school is a serious consideration.</p> <p>-Your parents/carers will be required to attend a meeting with the Headteacher and others to discuss your behaviour</p> | <p>-All adults</p> <p>-Parents will receive written notification. Parents are required to make an appointment with the Headteacher where their rights and responsibilities will be explained.</p> <p>-A CAF will be in place and additional Team Alongside the Family (TAF) meetings will be held to support the family in addressing the pupil's behavioural concerns.</p> <p>-The pupil's behaviour may trigger a period of exclusion. If excluded, when the child returns to school they will be placed on a behaviour level that is deemed appropriate by the Headteacher.</p> |

Pupils at this level have shown unacceptable behaviour and the Headteacher will take the appropriate action based on the whole circumstances of the individual.

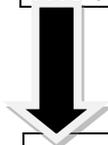
BEHAVIOUR SUPPORT

Inclusion & Support Framework

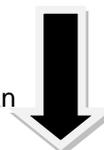
INITIAL CONCERN ABOUT A PUPIL (NOT SEN)

| Processes at level 1 - Class teacher supported by Year Group/Phase Leader / Inclusion Team | Resources |
|---|--|
| <p>A. Identification The class teacher has a concern about a pupil's learning, progress, attendance or behaviour and having first checked that their classroom behaviour plan is working effectively and/or curriculum appropriately differentiated, she/he completes a 'Teacher Concern Profile' to identify and prioritise their concerns.</p> <p>B. Assessment The class teacher continues to assess the pupil using some of the following approaches:</p> <ul style="list-style-type: none"> • Investigation of pupils achievement • Levels and comparisons to peers/age group. • Investigation of rates of progress. • Approach to learning/learning behaviours. • Concentration and attention levels. • Behaviour observation in relevant settings. • Baseline behaviour frequency counts. • Analysing the behaviour pattern(s) (ABC). • Discussion with the pupil. • Discussion with colleague.es • Discussion with parents. • Investigation of pupil's records. • Peer observation and feedback. • Speech and language indicators of need. <p>C. Intervention After collecting detailed information about the pupil, the class teacher, along with the parents and pupil will agree on the learning behaviours to be targeted and the interventions to achieve these targets The class teacher can be supported by the Year Group/Phase Leader. The Wave 1 folder should be referred to for further strategies. The following are some possible interventions:</p> <ul style="list-style-type: none"> • <i>Adapted curriculum</i> • <i>Specific seating arrangement(s)</i> • <i>Specific preferred responsibilities</i> • <i>Buddy system for class and/or playground</i> • <i>Targeted behaviour reinforcements</i> • <i>Targeted learning reinforcements</i> • <i>Learning reward chart</i> • <i>Behaviour reward chart</i> • <i>Targeted behaviour consequences</i> • <i>Home – School positive record book</i> • <i>Modified tasks</i> • <i>Visual/differentiated aids</i> • <i>Visual timetables/systems and structures</i> • <i>Inclusive strategies from Speech and Language Handbook</i> | <p>'Teacher Concern Profile'</p> <p>Pupil Action Plan</p> <p>Behaviour review checklist</p> <p>Behaviour log</p> <p>Observation pro forma</p> <p>ABC pro forma</p> <p>Visualisation pro forma</p> <p>Parent / teacher pro forma</p> <p>Assessment information</p> <p>Progress tracking systems</p> <p>Ongoing teacher and TA assessments</p> <p>PIVATs</p> <p>Action planning form ASPs</p> <p>Behaviour charts</p> <p>Target charts</p> <p>School-home books</p> <p>Widget symbols</p> <p>Visual timetables</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> • Consequence system • Specific skills Groups (e.g. anger management, self-esteem, Reading etc.) • Targeted in-class TA support • Involvement in lunchtime support clubs. • Use of specific equipment • Referral to FSW for support (this can only go through the Inclusion Team) <p>A Common Assessment Framework may be started as part of meeting the pupil's needs.</p> <p>D. SEN review At Ripple Primary school, all plans are reviewed termly. However, pupils with emotional and behavioural difficulties may often require reviews much more frequently than once a term. A suitable review date will be discussed (between Inclusion Team, class teacher, parents and pupils) and set during the IEP writing process.</p> <p>If no progress observed or concerns and/or situation requires external support, stage 3 process to be agreed by Inclusion Team and class teacher.</p> <p>A referral to be made to Inclusion team Triage.</p> | <p>Assessments/Training/Advice from LA if required</p> |
|---|--|

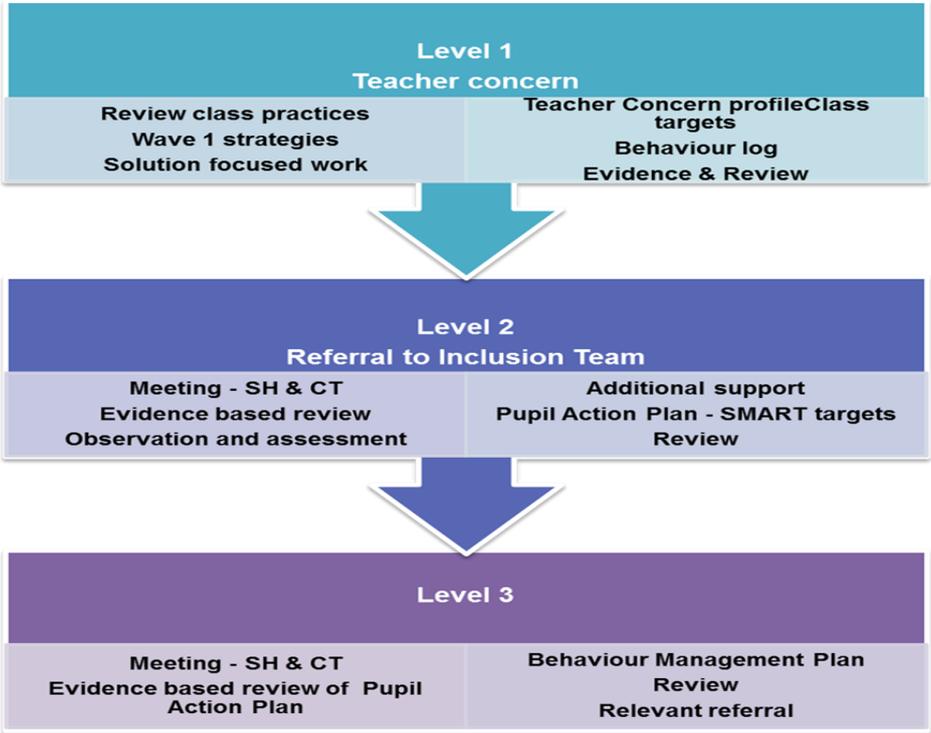


| Process at level 3 – Inclusion Manager and class teacher | Resources |
|---|--|
| <p>A. SEN Identification</p> <p>The Inclusion Team, in partnership with the class teacher, parent(s), pupil, makes a referral to the appropriate outside agency for guidance on meeting the pupil's needs.</p> <p>B. SEN Assessment</p> <p>Further assessments of the pupil's difficulties in and outside school may be necessary before agreement can be reached on appropriate interventions. This may involve school staff in supporting outside professionals to gather information.</p> <p>For children with BESD, a Behaviour Management Plan will be completed at this stage.</p> <p>C. SEN Interventions</p> <p>The assessment process should help to clarify the pupil's support needs and lead to the development of school intervention programmes as well as support from external agencies e.g.:</p> <ul style="list-style-type: none"> • Inclusion Advisory Support, • Educational Psychology Services • CAMHs • The Acorns / CPC • The Child and Family Consultation Service • CDT <p>The pupil and their interventions will be added to the appropriate provision map.</p> <p>A Common Assessment Framework may be started as part of meeting the pupil's needs.</p> | <p>Advice may be required from the LA as to which agencies to involve.</p> <p>External assessments as appropriate</p> <p>Behaviour Management Plan</p> <p>Intervention group</p> <p>Continuation of plan</p> <p>External agency support</p> <p>CAF form</p> <p>Extra Financial Support e.g. Dowry, contingency</p> |



| | |
|---|------------------|
| This process may indicate that a full-assessment of the pupil's SEN is appropriate. | Statement of SEN |
|---|------------------|

BEHAVIOUR PROCESS FLOW CHART:



SUMMARY OF CLASS TEACHER EXPECTATIONS FOR MANAGING BEHAVIOUR

I have...

- Communicated school expectations and behaviours for learning to the class
- Consistently reinforced behaviour expectations
- Ensured children understand that there are consequences for their actions

When the behaviour of a child in my class causes concern I have...

- Fully investigated what has happened
- Discussed the behaviour with the child/children
- Logged behaviours which caused concern, what happened and the outcomes
- Copied the log to the year group leader to enable them to monitor behaviour.
- Communicated ongoing or serious concerns with parents