

Glendale Infant School



BEHAVIOUR REGULATION POLICY

Philosophy and Approach

We believe that children and adults flourish best in a calm and ordered environment, in which everyone knows what is expected of them and children are free to develop their learning without fear of being hurt or hindered by anyone else. We recognise behaviour is a form of communication. It is everyone's responsibility to support children's social, emotional and mental health needs by creating an inclusive and positive School ethos. We have consistently high expectations of behaviour which include:

- Be kind and friendly
- Be sensible and safe
- Be polite to everyone
- Always do your best
- Look after our world

We aim to:

- Provide all children with a secure base. A secure base is described as one or more adults who respond sensitively to children's needs. (Bowlby, 1988). The secure base model demonstrates that children's positive interactions with adults provides a secure base in which children can explore, learn and develop (Beek and Schofield 2004 & 2005). See appendix C.
- Develop children's skills to enable them to self-regulate at times of emotional instability, with co-regulate initially if needed.
- Develop close liaisons between home and School to discuss how to support children's emotional wellbeing.
- Use personalised targets/actions with regard to behaviour expectations as required via observation and Thrive profiling.

- Reinforce behaviour expectations in School, whilst at the same time recognising when these may not be achievable for a child, due to emotional trauma or lived experience. In this case the parent-key adult relationship is key to ensuring effective communication.
- Encourage intrinsically motivated and appropriate behaviours, using a range of strategies to develop children's self-esteem.
- Work towards a situation in which children and adults can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Releasing feelings and frustrations through a 'tantrum' helps restore the physiology of the brain in order that the child can return to a calm state. Going through this period is vital and the nurturing adult response will act as a learning experience that should help them develop these skills for the future; this is called 'Co-regulation'. If we fail to bring children down to a calm state, children remain in a heightened state of stress, which can lead to proven mental or physical long-term health implications.
- Self-regulation means that skills such as resilience, problem solving, social skills and patience have been acquired, all of which will be good foundations for learning as they progress through school. There may be varying factors that mean children will not have acquired these skills fully and so we will endeavour to support children in developing these skills through nurturing responses and consistent practice.

To support children's developing self-regulation skills we will:

- Gather as much information as possible about the child before induction into School in order that we can be ready to support them as soon as they start.
- Be positive role models and ensure that we demonstrate our own self-regulation skills at all times.
- Acknowledge children's feelings and understand that their experience of a situation may be very different to others.'
- Never shout at children, belittle or undermine them. We will never use strategies that name and shame children.
- Provide spaces and activities that allow children to be calm and feel safe, as well as be active as needed.
- Ensure physical activity and active learning is a primary focus for children who need this within the school day.
- Use small, rather than large group times, where appropriate, to give children an opportunity to interact with each other and share their feelings as well as allow adults to become more attuned to children's needs and interests.
- Be aware of and prepare for those times that may make children feel more vulnerable and prone to dysregulation, i.e. transitions, changes in routine, changes in home life.
- Build strong relationships with children's families to ensure an effective two-way flow of information regarding individual children.

- Ensure that quieter children are not overlooked with regard to self-regulation. Quiet conformity does not necessarily mean a child is able to understand or regulate their feelings, it possibly just means they have learnt to act in a specific way to elicit a desired response from an adult.
- Ensure we set clear boundaries that children understand are there to keep them safe. Structure and consistent routines help children understand what is expected of them as they move through the school.
- Ensure regular assessment identifies any gaps in development that may be leading to children's frustrations and provide timely interventions to support this.
- Ensure all practitioners have access information about Self-Regulation through induction or training. Co-regulation strategies we will use: Name it to tame it – acknowledge children's feelings "I can see that makes you feel angry" rather than "Don't be silly, there's nothing to cry a bout".
- Appropriate rules and expectations that do not set children up to fail. For example, ensuring children are clear about boundaries and know what is expected of them through a consistent routine as well as consistent communication from all staff, this can be through daily discussions/reminders, visuals, stories and overtly verbalising 'WAGOLLS'.
- Use positive language to help children understand expectations and boundaries, including the reasons, such as; 'We use our quieter voices inside so everyone can hear each other' or 'We use our walking feet inside, but we can use our running feet outside because there is more space'. Adults must also role model this.
- Work closely with parents/carers so they also know the school 'expectations' and the reasons why they are in place so they can reinforce them with children as needed, regular communication is key to this.
- Provide spaces and resources for children to use that help bring them to a calm level once they have reached a heightened state or where children can acknowledge they may reach that state and so can access the resources to help them manage the situation. Safe spaces/dens within the classroom, Curlly's Den and other identified spaces outside of the classroom.
- Being available for a hug if a child needs it. We will never withhold affection as a punishment for behaviour. We will also not force physical affection on children that do not want it, whilst being mindful of reasons this might be the case
- Breathing techniques that will be encouraged throughout the day; at the start of a session or following physically activity to allow children to be aware of their own body and bring themselves to a calm state.
- Using visual timetables to help children understand the routine, particularly for those with English as an additional language
- Use ABCC sheets to help identify children's triggers, so that we can pre-empt any reoccurrence of challenging behaviours and act accordingly (See ABCC sheets for explanation of how this will be used)
- Talk to children about what is happening in their brains, helping them to recognise their feelings and begin to adopt strategies to manage them

- Providing activities that focus on developing children’s physical development, self-awareness, pro-social and communication skills (see appendix A – agile approach, appendix B – effective ways to co-regulate.)
- Areas of the learning environment must be purposeful and organised, so children know where to access specific resources as children do not respond well to chaos.

Responding to “challenging” behaviours

Children who struggle to regulate their emotions often respond to a situation with anti-social behaviours; this may include screaming, biting, throwing objects, hitting etc. In some children, this may also include bullying through hurtful or discriminatory words or behaviour toward other children. Through the process of co-regulation, we help children to understand that hurtful and discriminatory actions or words are not acceptable behaviours; we want children to recognise that certain actions are right and that others are wrong – while emphasising that all emotions are ok and normal. In responding to “challenging” behaviour, we will:

- Re-direct children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity.
- Not raise our voices to children, unless it is necessary to keep them safe.
- Make it clear to children that it is the behaviour that is unwanted, not them.
- Recognise that children are individuals and that some behaviours are developmentally normal in young children e.g. biting, being possessive of toys, not wanting to conform to routines etc.
- Work in partnership with parents/carers by communicating openly about behavioural issues and advise ways in which we can work consistently in addressing them.
- Understand that how a particular type of behaviour should be handled will depend on the child’s age, level of development/understanding and the circumstances surrounding the behaviour.
- Help children to identify non-aggressive strategies to help them stand up for themselves if it is appropriate to do so eg. Stand tall, put your hand out and say ‘STOP’ in a loud voice.
- Help adults to reflect on their own responses toward challenging behaviours to ensure that their reactions are appropriate.
- Praise children and acknowledge their positive actions and attitudes when they occur, ensuring that children see that we value and respect them, and attention is gained through positive behaviours.
- Ensure all adults are consistent in their approach to responding to unwanted behaviour, using ‘stop... that is ...unsafe/not kind hands etc’, ‘I need you to stop x and do y,’ ‘can you do/use.....?’
- Promote non-violence and encourage children to deal with conflict amicably. Supporting children in developing empathy and children will only be encouraged to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate. Children should never be forced to say “sorry” or threats made if they refuse to.

- Parents/carers will be informed if their child's behaviour has caused harm or distress to another child. In all cases inappropriate behaviour will be dealt with in school at the time and it will be explained to parents/carers that no further sanctions will be appropriate due to the time scale and that simply talking to their child about the incident and positive behaviour is sufficient.
- Where challenging behaviour is becoming a regular concern, the class teacher along with the SENDCo will help to identify triggers and possible reasons for the behaviour, parents/carers will be informed that behaviour is being monitored in order to identify appropriate support required.
- If this challenging behaviour continues, parents/carers may be asked to meet with staff to discuss their child's behaviour, to ensure consistency between home and school; this will include completing a 'Personal Intervention Plan'. Staff, with parents/carers, will make every effort to identify any concerns and the causes of that behaviour in order to put appropriate, supportive plans in place (recognising the behaviours exhibited when an individual child's behaviour escalates or de-escalates, and how best the role of the adult can support this.) Where necessary further advice from other professionals may be sought, this might include the SENDCo completing a referral to the Significant Adult Provision (SAP.)
- Respect and confidentiality are maintained with regard to dealing with challenging behaviour.

Marie Lapworth, Zoe Clark and Louise Hopkins are the school advocates for self-regulation. They will advise staff on issues regarding children's wellbeing and behaviours and will keep up-to-date with legislation and research supporting changes to policies and procedures. They will access relevant sources of expertise where required and act as a central information source for all involved. Any relevant training will be cascaded to the staff team.

Protective Behaviours

Protective Behaviours is a safety and life skills programme which builds confidence and resilience by exploring everyone's right to feel safe. It is based on two key factors:

- We all have the right to feel safe all of the time.
- We can talk with someone about anything even if it feels overwhelming or small.

At Glendale Infant School we follow these two themes along with the language of safety to ensure all children feel safe in school. We value how children feel and ensure that children have a right to talk about their feelings. We also support children to recognise their early warning signs, as an indication that they are beginning to not feel safe. We provide skills, strategies and tools to enable individuals to reflect on their emotional wellbeing, so that they feel safe and secure again.

Positive handling and restraint

All staff have a contractual duty of care to maintain discipline and to keep children safe. This duty of care may require them to physically intervene in certain circumstances;

- The aim will always be not to use a 'hands on' approach unless absolutely necessary.
- Staff are trained in the Team-Teach method of positive behaviour management.
- Any physical intervention will be appropriate and for the safety and wellbeing of all.

For further guidance please see our Positive Handling and Restraint Policy and statutory guidance and the document '*Guidance on the Use of Force and Physical Intervention*', which can be accessed in Warwickshire's inter-agency safeguarding procedures at <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>.

Hurtful behaviour

Most children at the early stage of learning appropriate social and group behaviours will at some stage hurt or say something hurtful to another child. This hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt.

- We recognise that young children may behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings if they do not have the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. For some children, the emotional brain takes over from the thinking brain, causing them to react in a certain way – 'fight or flight.'
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We do not engage in 'punishing' responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through offering verbal or physical containment, if this is what the child indicates they need, or if the child requests this. Verbal children may also respond to physical containment to calm them down, but we offer them an explanation and discuss the incident with them matched to their level of understanding.
- We recognise that some children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them (if they are not yet at the stage of being able to do this for themselves) and helping children to express them, making a connection verbally between the event and the feeling. "Anna took your car, and you were enjoying playing with it. You didn't like it when she took it? Did it make you feel angry?(How did that make you feel?) Is that why you hit her?" Some children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour. Staff use key words, depending on stage of development of child.
- We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Anna, it hurt her and she didn't like that, it made her cry."
- We help children develop pro-social behaviour, such as resolving conflict over who has the toy/resource. "I can see you are feeling better now and Anna isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt. Sometimes a child may be encouraged to ask if the hurt child is ok, and support them to make them better – get a wet paper towel, take them to the first aid chairs etc. Adults will also model this strategy.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for children to engage in excessive hurtful behaviour are:
 - ♣ They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in school.
 - ♣ The child may have insufficient language or mastery of English, to express him or herself and may feel frustrated.
 - ♣ The child is exposed to levels of aggressive behaviour at home and may be at risk.
 - ♣ The child has a developmental condition that affects how they behave.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. We believe that all children who attend Glendale have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. All incidents of bullying are recorded on a concern form and incidents of bullying are monitored to look for patterns of behaviour. Support is put in place where needed. As a school we are aware that some of our children are developmentally at an early stage of learning appropriate social and group behaviours and may engage in unacceptable behaviour from time to time that is unintentional and without deliberate intent. Staff recognise that some incidents of angry/aggressive, persistent or unacceptable behaviour may occur and these will need to be addressed quickly and supportively. If a child bullies another child, staff are aware that we would:

- Show the children who have been bullied that we are able to listen to their concerns and act upon them.
- Intervene to stop the child who is bullying from harming the other child or children.
- Explain to the child doing the bullying why her/his behaviour is not acceptable.
- Give reassurance to the child or children who have been bullied.

- Help the child who has done the bullying to recognise the impact of their actions.
- Make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- Not label children who bully as ‘bullies.’
- Recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others. (Explore with the child why they are behaving in this way.)
- Recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies can be just as hurtful to the bullied child as the original behaviour. Discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- Share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Child on Child Abuse

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour.

Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the child who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately.

Bullying will not be tolerated in any form, from adults or children. It will be dealt with using the strategies above.

Restorative Approaches

Wherever possible, school will seek to repair relationships using restorative approaches. Restorative Approaches puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

Regulating Emotions

As a school we will teach children to understand and manage their emotions through the use of the 'Inside Out' characters. Further information and advice for staff and parents/carers can be gained from The Wellbeing Lead.

Micro-scripts to use

What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why in moments of stress you find yourself saying phrases like 'Why am I waiting?' and 'Would you do that at home!' Here are some key phrases.

'I've noticed.....'

Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the child to defend against.

'I need you to....'

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing 'choice' in the moment is not helpful, 'You can choose to do this now or at break time' will tempt many children to go for the latter and that is not the outcome you really wanted.

'You are better than that...'

Instantly reminds the child that you have faith in them despite their poor behaviour today. Done well it can reframe the child as the best version of themselves. It refers them back to a time when they behaved well

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being kind or safe and for all aspects of good work and behaviour. All staff to give verbal or written praise as often as possible.

Stickers - Children really enjoy receiving a sticker and verbal praise, something which is instant and quickly shows parents/carers that they have had some positive praise. These are given out by Teachers or TA's at their own discretion.

Captain Values - Focusing on children who have demonstrated achievement, a star with their name is placed on the values display in the classroom. There are displays in the entrance hall and Nurture room.

Star of the Week certificates - celebrating achievements are awarded weekly in assembly. This can include work, following school rules. Children can bring awards from outside of school too, including swimming, dance, football, gymnastics etc.

Monthly Hot chocolate Friday - Children who consistently show good behaviour/choices (but are too easily forgotten) may be invited to attend the Hot Chocolate club. Teachers to nominate children they feel should be invited to spend 10 minutes with the Headteacher in her office, chatting and drinking hot chocolate, squash or water.

Sanctions

1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations " are you being/showing me safe and sensible? " delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
4) Time in	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	At this point the child will be referred to a member of SLT, the child could spend some time in another classroom/room for the remainder of the lesson. All internal referrals to be recorded in class behaviour/concerns log, an ABCC filled in if applicable/necessary. If referral is need at playtime, then this will need to be shared with the class teacher and logged by the member of staff dealing with incident.
6) Reparation	A restorative meeting should take place before the next lesson. If the child does not attend or the reconciliation is unsuccessful the teacher should call on support from a member of SLT, who will support the reparation process.
7) Meeting involving parents	Continued breach of behaviour results in a meeting with the teacher, child and Key Stage Leader/SENDCo, recorded and targets agreed on behaviour plan that will be monitored over the course of two weeks.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process.

First incident

- ABCC form completed by ***an adult involved in dealing with the incident.***
- Warning of next steps in future if there are repeated incidents of this kind.
- Class teacher informed (if they were not the ones completing the Log.)
- ABCC form shared with SENDCo.

Second incident

- ABCC form completed by an adult involved in dealing with the incident.
- Class teacher informed who will notify parents of the incident verbally.
- Teacher's to ensure that all is in place to support the child positively.
- ABCC form shared with SENDCo.

Third incident

- ABCC form completed with the involvement of SLT.
- Parents contacted and possible following actions: - Possibility of a daily/weekly report.
- Staff to consider Nurture lead completing the use of 3 houses to find out any underlying issues for this behaviour.
- Consider referral to Nurture team and further support if necessary.
- Warning of future sanctions e.g. internal exclusions, suspension.

Sanctions for Serious Behaviour

Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of step 3 of the Sanctions Ladder i.e. the child leaves the classroom and is deemed unsafe.
- A verbal warning by the Deputy Head/EYs Lead/Headteacher as to future conduct.
- Withdrawal from the classroom for the rest of the day (Internal exclusion.)
- Communication with parents/carers informing them of the problem.
- A meeting with parents/carers, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then suspension procedures may be implemented. Local Authority guidelines will be followed. Parents/carers have the right of appeal to the Governing Body against any decision to suspend or exclude.
- A meeting involving parents/carers and support agencies. Introduction of a Pastoral Support Plan.
- Extreme situations of serious behaviour may result in children moving more quickly to Headteacher and/or SENDCo involvement.

All actions must be logged and any meetings with parents/carers will require notes to be taken. Records are an important step to get the right support.

Playtime or Lunchtime Exclusion

If, as a result of a restorative conversation, it is decided that a child should miss their playtime. The child can sit and draw/write their reflection. This sanction is only to be used as a result of a misdemeanour having taken place at playtime or lunchtime. Children who miss playtimes are expected to complete a 'Reflection sheet' explaining the reason why they have been excluded from the playground and what they should have been doing instead.

Children "Beyond"

A few children may be beyond normal incentives and sanctions in this policy. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self-esteem. They may have basic emotional or physical needs which are not being met. They often feel they are incapable of 'being good', so they do not even try. The usual systems for incentives and sanctions will not motivate these children. They are often afraid of their own behaviour and feel they cannot regain control. To help children break out of this negative pattern, a small achievable target should be set, with a motivating reward, so that they can experience success. This will be set in discussion with the SENDCo.

APPENDIX 1:

The AGILE Approach to Co-regulating Responses advises adults to pay close attention to their...

A – Affect: how your tone and expressions convey your emotions. In times of stress, is your affect loving, supportive and soothing?

G – Gesture: facial expressions, hand gestures, body movement and pacing all reflect your emotions and are felt by a child during your interactions.

I – Intonation: modifying the tone of your voice helps convey affect and social/emotional meaning. This is 'felt' and 'understood' long before words. Even after language develops, affect, gestures and intonation convey the genuine meaning of interpersonal exchange. This communication is stronger than words.

L – Latency (waiting): wait and give the child time to take in your gestures and intonation. Co-regulation requires patience.

E – Engagement: before you continue, be sure you have engaged the child. Their facial expressions, sound and body language will tell you if they are engaged.

APPENDIX 2 Behaviour Stages:

Stages	Behaviour	Interventions and Consequences
1	<p>Low level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> • calling out interrupting when the others are talking • ignoring minor instructions • making inappropriate noises 	<p>Apply positive strategies to encourage appropriate behaviours in line with the school's ethos e.g.</p> <ul style="list-style-type: none"> • catch them being good • praise – happy face • pre-empting the situation • reminder of school expectations • talking quietly to children • restorative approaches • give an object to fiddle with
2	<p>Medium level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> • petty theft • persistent disruptive behaviour • deliberately creating a disturbance • general refusal to follow requests • offensive language 	<p>Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school's ethos e.g.</p> <ul style="list-style-type: none"> • class teacher to talk to parent/carer and pupil • record incidents • give choice/expectation with timescale • use visual timer • lose time at lunch or break time • use emotions thermometer/cards
3	<p>Higher level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> • serious challenge to authority • harming someone, fighting and intentional physical harm to others • repeated refusal to do tasks • harmful, offensive name calling • continuing to leave the class without permission • damage to property • malicious allegations against staff 	<p>Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school's ethos</p> <ul style="list-style-type: none"> • Check for any underlying home issues. • PSP in place, referral to outside agencies for advice, strategies and interventions • Complete ABCC forms • Response plan, highlighted outcomes, risk assessment and continuum involve parents/carers in weekly monitoring • Consider 'internal exclusion'
4	<p>If strategies from number 3 do not have an impact then we move on to 4. Serious inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> • bullying – physical and emotional • deliberately throwing objects with the intention of harming someone • repeated challenge to authority • persistent refusal to follow instructions • extreme danger of violence • leaving school premises • bringing banned substances or items into school 	<ul style="list-style-type: none"> • Fixed term suspension may be considered – length is dependent on the severity and frequency of the incident/s and the child's on-going behaviour and will increase as a response to serious and persistent inappropriate behaviour. Headteacher needs to decide on the length of suspension • Involvement of outside agencies, SAP and CAMHS

Appendix 3: Playtime and lunchtime expectations

These expectations need explicit teaching at the beginning of each school year and children need reminding about them frequently. We expect all children to do as they are asked by the adults on duty at all break times - this includes teachers, teaching assistants and midday supervisors.

There are guidelines to exemplify our school rules which all children must follow:

- Be sensible and safe - Play on the playground and take care with the equipment.
- Be sensible and safe - Make sure a grown-up can always see you.
- Be sensible and safe - Children must only go inside to use the toilets and should not be in classrooms at all.
- Be kind and friendly - Play nicely and do not spoil other children's games.
- Be sensible and safe - Play sensibly with others, do not play rough games.
- Be polite at all times.

End of playtime - the bell will be rung to signal the end of playtime

- Be polite - All children must stop playing, get down from equipment and wait quietly for instructions.
- Be sensible and safe - When the bell is rung again children walk quietly to their lines. The adult will ensure the children are calm and quiet and ready to walk to their classroom.

Rough play

- Be sensible and safe, kind and friendly. - Any rough play where children get hurt will result in the children concerned walking with an adult for some of playtime, repeating behaviour they remain with adult for the remainder of the playtime.
- Be sensible and safe, kind and friendly. - Play fighting games are **NOT** allowed.