



## **BEHAVIOUR POLICY**

### **Believe and Achieve**

**Believe in ourselves, those here to help us and God  
Achieve our goals and celebrate success in every area of school life**

*With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him, all things are possible.' Matthew 19.26.*

This underpins our **Christian vision** statement at St Nicholas:

*Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.*

Our **Values** are: kindness, hope, perseverance and responsibility.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy reviewed by:	School Effectiveness Committee
Policy adopted by GB:	October 2024
Chair of Governing Body:	Lucy Parr
Headteacher	Rizelle Crouch
Policy review due:	October 2025

### **1.Values and Vision**

Our therapeutic approach to behaviour management has been inspired by the Hertfordshire Steps (Therapeutic Thinking) approach. This policy outlines the purpose, nature and management of the behaviour policy and practice in our school. Our school relies on all its members – adults and children – behaving in certain ways to achieve its purpose. Our central purpose is concerned with children's learning and their overall wellbeing. We recognise that positive change in behaviour can be achieved and we know that behaviour can be affected, influenced and changed by a variety of factors that may be difficult to understand. We are committed to innovative thinking, adapted working practice and a search to develop new ways of engaging all children.

*"You can't teach children to behave better by making them feel worse.*

*When children feel better, they behave better."*

*Pam Leo*

Our behaviour and discipline policy aims:

- to maintain, encourage, promote and value pro-social behaviour and reduce anti-social behaviour through planned responses
- to build our sense of community by being welcoming and inclusive
- to have agreed rewards and consequences to support our policy and practice
- to have a consistent and supportive approach across the school
- to proactively promote behaviour that enables all children to achieve their potential and develop socially, academically and personally
- to build internalised discipline in our learners so that the need for external discipline is reduced
- to reflect our core school rules of being kind, being responsible and staying safe
- to reflect our Christian values of forgiveness and redemption: Ephesians 4:32 "Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."
- to promote the right of every person to work and learn in a safe environment where positive social, emotional and behavioural skills can be practised
- to involve learners, parents and any other stakeholders

## **2.Types of Behaviour**

### **Pro-social behaviour**

In our school, pro-social behaviour means helping and supporting other people because you believe that their feelings and experiences are important. It includes behaviours such as helping, sharing, comforting, being empathetic and protecting others from harm. When children improve their pro-social behaviours, benefits flow through to their learning, behaviour and wellbeing outcomes. Staff respond to pro-social behaviour by affirmation and measured praise. Staff model and demonstrate pro-social behaviours (both to pupils and to each other) by being positive, helpful, kind and accepting of diversity.

By considering the rights and responsibilities of pupils, teachers and parents we have created our St Nicholas Code of Conduct. (See Appendix 1.)

As we demonstrate pro- social feelings/behaviours/actions, we also want to enable the children to identify and explore these by using, displaying and modelling a wide related emotional vocabulary, e.g. "I felt **optimistic** today because everyone put in top effort on their writing." This range of emotional vocabulary extends children's thoughts beyond simple descriptions such as 'happy' or 'angry' and encourages self-awareness and self-reflection.

Prosocial Feelings		
Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood

Responses to pro-social behaviour include:

- encouragement / praise / affirmation – verbal and non-verbal
- extra responsibilities given
- sharing positive action in assemblies and newsletters
- certificates for Good citizenship/stars of the week/headteachers awards
- dojo points
- other class-based rewards (always check any systems with SLT/head teacher).

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, are routinely trained to ensure that procedures are carried out consistently. The children will be expected to respectfully keep to the school rules in the playground. Praise for good behaviour in the playground is as effective as in the classroom.

We promote the teaching of pro-social behaviours through:

### **Relationships**

we recognise the importance of creating positive relationships and knowing our pupils as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained pro-social feelings within our children. This is achieved through daily, positive interactions with all members of our school community as well as specific activities such as collective worship, reflection time, House activities etc.

### **Role modelling**

Staff will set examples of behaviour and conduct in order to encourage our pupils to do the same. All children have the right to be treated with respect and dignity and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Raised voices will only be used when necessary i.e. to prevent a danger or harm.

### **Consistency**

Consistency is integral to our therapeutic approach to behaviour. All staff are expected to follow the behaviour policy. Pupils benefit from a consistent approach as it means, regardless of the member of staff teaching them, the same policy will be followed. This helps to create a calm, safe and secure environment.

### **Positive phrasing**

We disempower challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language. Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with a 'please' or 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the child to comply.

### **Protective factors**

These will encourage pro-social behaviour, promote resilience and limit the risk of anti-social/difficult behaviour. These include:

- clear policies on behaviour and bullying
- an 'open door' policy for pupils and parents to raise concerns
- a whole school approach to promoting good mental health and positive relationships
- positive classroom management, peer influences and friendships
- effective safeguarding and child protection policies
- multi-agency working

- appropriate procedures for staff to raise concerns

### **Supporting All Learners**

Low-level behaviour issues may cause disruption to some lessons. Among others, these unacceptable behaviours may include: talking unnecessarily; shouting out without permission or interrupting people; not starting work when asked to; showing a lack of respect for teachers and/or peers; not having the correct equipment; answering back.

Staff should respond to these low-level disruptive behaviours by aiming to understand the underlying reason for the behaviour by talking to and assessing the child. For example, are there underlying learning or emotional needs that are not being met?

Some responses to low level disruptive behaviour might be:

- clearly establishing class/school rules and reiterating these
- ensuring that 'natural consequences' are given e.g. If a child is messy, the consequence is tidying; if a child is chatting to a friend, the consequence is moving them away from that friend
- affirming, recognising and clearly describing behaviour which meets expectations e.g. 'I can see that \_\_\_ is ready to learn because they have their equipment ready and they are looking at me.'

Persistent low-level behaviour may need a more escalated/individualised response (see behaviour 'levels' later in this policy and the 'behaviour flow chart').

### **Unsocial Behaviour**

Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on other pupils' learning. Introverts may communicate their negative feelings in this way and staff should be aware of this and give support. Examples of this behaviour include not wanting to associate with others; not choosing to behave sociably or not following instructions – but not to the detriment of others. This behaviour should be addressed and might require intervention e.g. a talking therapy or an art therapy

### **Antisocial Behaviour**

This includes difficult or dangerous behaviour that causes harm to an individual, a group or to the environment. The behaviour may cause alarm, harassment, injury or distress. This behaviour violates the rights of others. In school, all children have a right to learn in a safe environment. Antisocial behaviour includes physical aggression, verbal aggression, damaging property and being unsafe.

In cases of antisocial behaviour, staff should use the 'Behaviour Flow Chart' to plan a response and the 'Early Prognosis' to analyse the behaviour and begin to plan strategies and actions. The flow chart should be followed closely and an 'assess, plan, do, review' approach implemented.

### **Unforeseeable Behaviour**

Some behaviours are unforeseeable and are, therefore, not covered by this policy. They may have never been previously experienced or may be so historic that we believed that they would not recur.

Any behaviour of this nature should immediately be reported to the Headteacher who is then responsible for taking action.

## **3. Responding to Behaviour**

The response to inappropriate behaviour should be restorative. As a Christian school, we believe in values of forgiveness, generosity and compassion.

“In everything, do to others what you would have them do to you...” Matthew Chapter 7, verse 12

This restorative approach is characterised as:

*An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.*

Professor George Wright 1999

It is important to:

- describe the difficult behaviour in an unemotional, non-judgemental and factual way
- identify how the harm can be repaired
- look at the experiences, feelings and needs of everybody involved
- make plans to ensure the behaviour is less likely to happen in the future and regularly ‘assess, plan, do, review’.

A restorative conversation involves bringing together the child who perpetrated an offence together with the victim(s) so that the impact of the behaviour can be explored in a non-judgemental way. Confronting the emotional impact of your behaviour is much more powerful than the imposition of a sanction.

Consequences will be used in a balanced way and will relate to the act and **not** the child. Wherever possible, the consequence should link to the behaviour in a natural way e.g. ‘You are not able to line up without hurting someone, so you will always be with the teacher at the front/back of the line.’ Children should be helped to understand why their behaviour is not acceptable and conversations should be had between the pupil and the adult **or**, mediated by an adult, between the pupil and the victim. Pupils should be encouraged to consider the impact of their actions and to fully comprehend the effect of their behaviour.

A clear distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs relating to behaviour, will find it difficult to follow the expectations of the school. Individual strategies will therefore need to be implemented to support them (follow the **Behaviour Flow Chart**).

### Levels of Response

In our school, the staff response, policy and process involved has a number of agreed levels. See Appendix 6 and 7 for further details and descriptions of behaviour categories and possible consequences.

**Level 1** – The adult describes the inappropriate behaviour e.g. ‘You are interrupting. Our school rule is to be kind and that means listening when others speak and not interrupting.’ This is a warning level, and a very brief restorative conversation may be needed (considering the impact of the behaviour on others).

**Level 2 in class** – This is categorised as persistent Level 1 behaviour. Pupils may be moved to a suitable location within the classroom to reflect on their behaviour and/or a restorative conversation takes place with an adult. KS 1 children will have a conversation with their teacher and notes may be made on a ‘thinking time’ green slip. KS2 children will complete a *Thinking Time* sheet (appendix 3). These sheets will be filed in the class behaviour file. The process of the conversation/reflection might be:

- explore what happened; allow them to tell their story; if there are more children involved, each should tell their story with no interruption
- support their story with non-judgemental accurate descriptions and explore thoughts and feelings
- identify who has been affected and how
- consider how we can repair relationships and plan different responses next time
- a restorative conversation outlining the effect of behaviour on others in a debrief session during playtime or some of lunch time, including reference to forgiveness and a new start.; this may involve an apology.

**Level 2 in the playground** – Pupil is asked to sit on the thinking bench and told, “This behaviour..... is unacceptable”. The pupil is given time out to think about what they have done and KS2 children are asked to complete a *Thinking About my Behaviour* sheet (see Appendix 4 ). This enables staff to keep a brief record of any significant incidents that happen in the classroom or the playground. This should include the date, an explanation and any action taken.

**Level 3** – Pupils reach level 3 if the inappropriate behaviour continues. A *Thinking time* slip is filled out (Appendix 3). A restorative conversation and an appropriate consequence should be given. Refer to forgiveness and a new start. A Level 3 letter is completed by the teacher and **parents are informed** by email (with letter attached, appendix 8) but may also be spoken to by phone or in the playground. Records are kept in the class behaviour file.

**Level 4** – Pupils reach level 4 by either continuing with the previous Level 2/3 inappropriate behaviour or by committing a one-off serious act of anti-social behaviour. Pupils **must talk to the Headteacher/SLT** about their behaviour and a level 4 form (appendix 5) completed; there should be reference to forgiveness and a new start. The Level 4 letter is completed (appendix 9) and **parents are informed**. Records are kept in the class behaviour file.

The behaviour records are monitored to assess trends for individuals and overall school behaviour.

### **Recurrent Negative/Anti-Social Behaviour**

If an individual’s negative behaviour is recurrent and is not changing even though the policy is being followed then refer to the behaviour policy flow chart for next steps.

The first step would be: **Early Prognosis** report to put behaviour strategies/plans in place then an **Assess, Plan, Do Review cycle** should follow.

If Early Prognosis is not working then a behaviour plan should be created including consideration of the following:

- **risk calculator** – is the behaviour difficult or dangerous?
- **subconscious and conscious behaviours analysis** – is the behaviour predominantly conscious or subconscious?
- **anxiety analysis** – what variables are affecting the behaviour?
- **therapeutic tree (roots and fruits).**

This **Therapeutic (Risk Reduction) Plan** should be put in place followed by regular cycles of **Assess, Plan Do, Review**

All documents to support this process of making behaviour plans are available on the school server under Behaviour, Therapeutic Thinking.

### **Exclusions**

Internal exclusions, often known as **isolation**, are where a child is removed from their normal lessons for a period of time and work in a space away from their class. Internal exclusions are not subject to the same rules as external exclusions.

In external exclusions, only the Headteacher (or acting head teacher) can decide whether to exclude a pupil, for a fixed term or permanently and considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents must be told in writing by the Headteacher and they have the right to appeal against an exclusion. The only reason a child can be excluded is because of their behaviour either in or outside of school. The decision to exclude must be lawful, rational, reasonable, fair and proportionate.

### **Links with Home**

At St Nicholas Primary School we believe in working to build an engaged partnership with parents / carers so that they are able to support the school in promoting positive behaviour and attendance. We feel it is important that parents / carers know the measures taken to promote pro-social behaviour in school and are able to participate in their

children's education by having two-way communication with the school. The 'Early Prognosis' document includes information about the child's experiences at home. Information is shared with parents by:

- our Agreement between School and Home;
- Code of Conduct
- newsletters and through awards which are sent home
- the procedures as laid out in this policy
- the procedures as laid out in our Anti-Bullying Policy
- meeting with parents to ensure involvement in supporting the school in managing their child's behaviour
- through their involvement in meetings with external agencies where appropriate.

### **Procedures for Review and Evaluation**

Our Behaviour Policy is a living policy. See Appendix 10 for a useful list of key definitions relating to the policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- short questionnaires and/or conversations with pupils, staff and parents/ carers
- School Council feedback and pupil voice
- statistical data of pupils or groups who are regularly given consequences or rewards
- classroom/playground observation

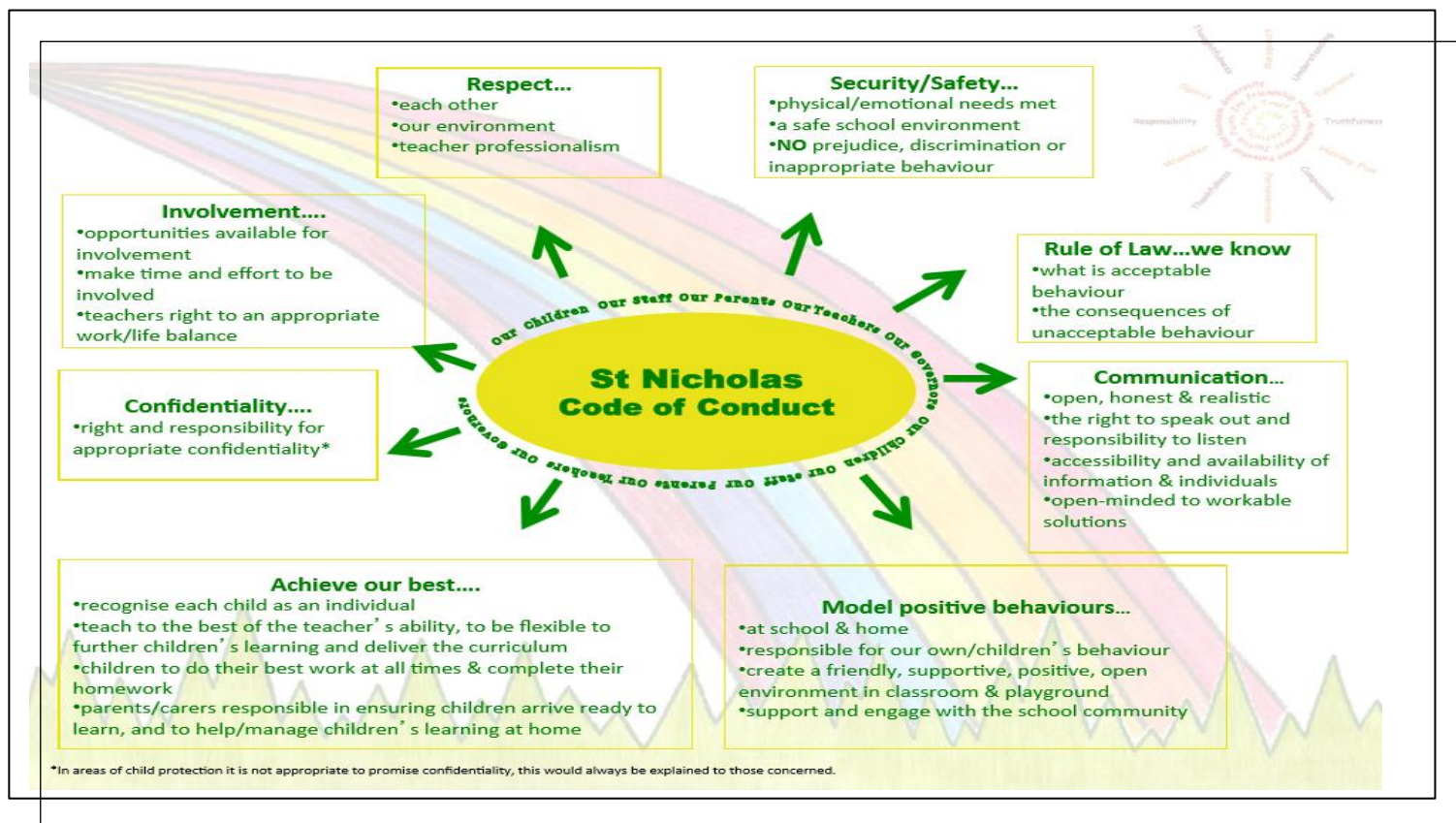
### **Complaints**

The school's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling all complaints. Related policies:

- Anti-Bullying Policy
- Equality Policy & Accessibility Action Plan
- Complaints Procedure
- Special Educational Needs and Disabilities Policy

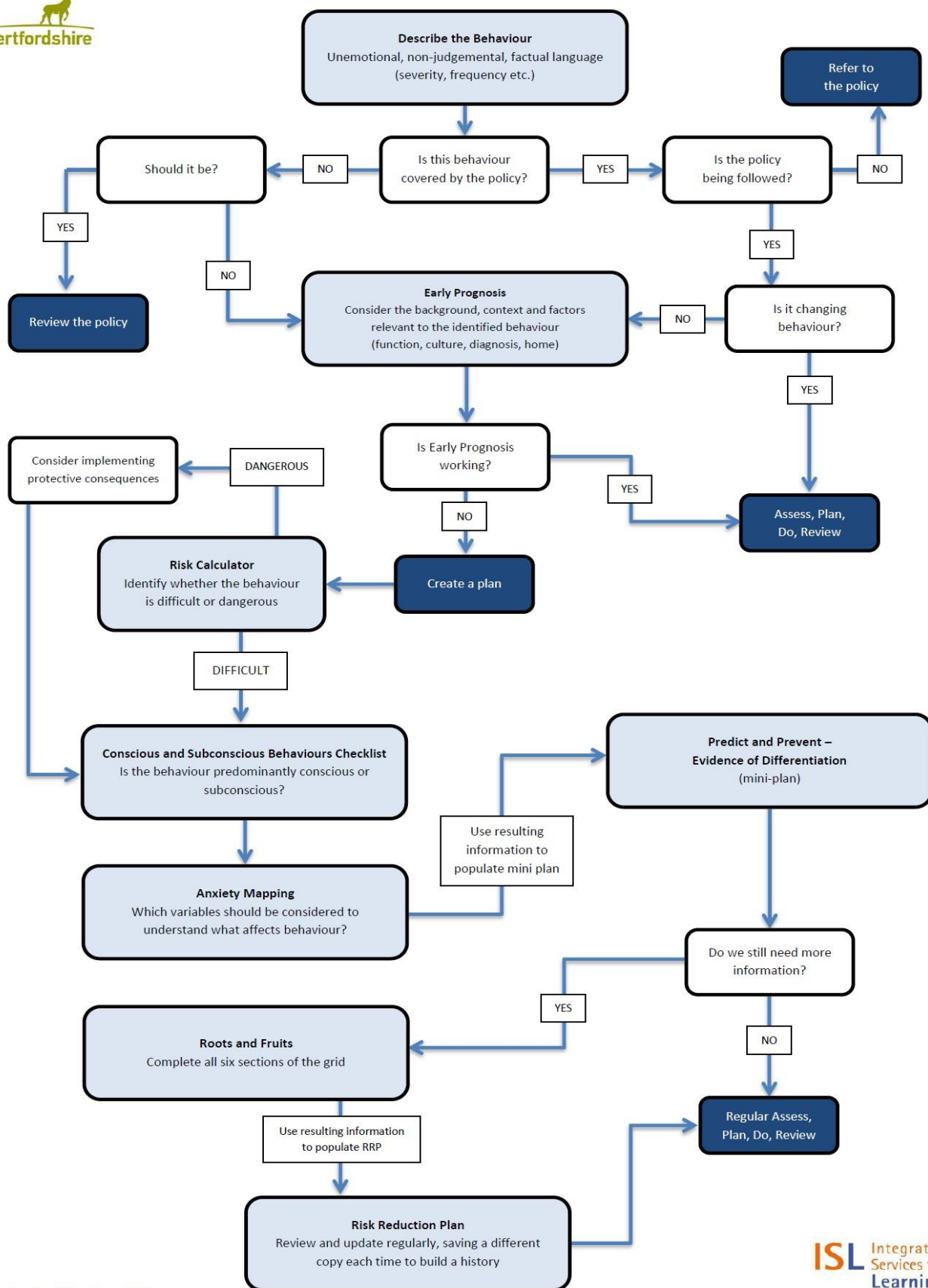
## Appendix 1: Code of Conduct

### St Nicholas School Community Code of Conduct





## Appendix 2: Behaviour Flow Chart



Hertfordshire Steps 2021

### Appendix 3: Thinking Time Slips



Thinking time

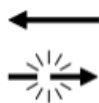


in Class – Green Slip (Level 2) or Yellow (Level 3)

Name:

Class:

Date:



What happened?

Which rule was broken?



How did you make the other person feel?



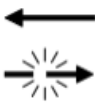
What can we do now?

Signed by Member of staff after Restorative Discussion \_\_\_\_\_


#### Appendix 4: Think About My Behaviour in the playground (Yellow slip - Level 3) playground

Name:	Class:	Date:
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**Write down exactly what you said and did.**




What happened?





Thinking time

Which rule was broken?




How did you make the other person feel?





What can we do now?



To be completed by member of staff:

Behaviour type			
Rudeness / Arguing back / Being disrespectful	Lying	Intentionally upsetting other pupils	Pushing/ hurting others
Refusing to follow instructions	Running in and out of school	Graffiti	In-appropriate behaviour in the toilets

Give information about the incident:

Signed by Member of staff \_\_\_\_\_

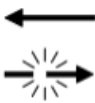
Actions taken:

Time out


# Appendix 5 Level 4: Thinking About My Behaviour – Red Slip

Name:	Class:	Date:
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**Write down exactly what you said and did.**




What happened?





Thinking time




How did you make the other person feel?









What can we do now?

To be completed by member of staff:



Behaviour type				
Vandalism	Serious fighting/ Punching	Swearing	Racial abuse	Exposing themselves
Homophobic comments	Stealing	Biting /Kicking / Spitting	Bullying	Throwing furniture or equipment

Give information about the incident:

Actions taken:



Signed by Head teacher \_\_\_\_\_

## Appendix 6: Descriptions of behaviour and possible consequences

Levels of Behaviour	Consequences
<b>Rule Reminder Level</b>	<b>Rule Reminder Level</b>
Class rules are not followed which are linked to Be Kind, Be Safe and Be Responsible.	<b>Positive phrasing to state expectations:</b> Reminder of the rule and emphasise choice: This is a reminder to be responsible, e.g. It is working time.  
<b>Level 1</b>	<b>Level 1</b>
<ul style="list-style-type: none"> <li>• Teasing</li> <li>• Pushing in</li> <li>• Interrupting teacher</li> <li>• Spoiling other pupils' games</li> <li>• Telling tales</li> <li>• Avoiding work/wasting time</li> <li>• Being silly/silly noises</li> <li>• Name calling</li> <li>• Running in the classroom</li> <li>• Cheekiness</li> <li>• Hiding</li> <li>• Making unkind remarks</li> <li>• Continuous talking</li> <li>• Refusing to follow instructions</li> <li>• Distracting other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to the pupil (tell the pupil quietly/politely that the procedure has begun)</li> <li>• Say, "Stop, this is a warning." "You are on Level 1"</li> <li>• Highlight other pupil's good behaviour</li> <li>• Teachers give disapproving 'look'</li> <li>• Move the pupil to sit next to sensible child or the teacher</li> <li>• Teacher increase proximity to child</li> </ul>
<b>Level 2</b>	<b>Level 2</b>
<ul style="list-style-type: none"> <li>• Persistent Level One behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is sent to Time out zone in class</li> <li>• Pupil is given a <b>green</b> Level 2 Think about behaviour sheet to complete and the form will be filed in the class behaviour file</li> <li>• Refer to the Christian value during restorative conversation, including forgiveness and a new start.</li> <li>• The pupil is told, "This behaviour is Level 2 and is unacceptable."</li> </ul>
<b>Level 3</b>	<b>Level 3</b>

<ul style="list-style-type: none"> <li>• Arguing back</li> <li>• Rudeness</li> <li>• Being disrespectful</li> <li>• Intentionally upsetting/ hurting other pupils</li> <li>• Lying</li> <li>• Graffiti</li> <li>• Pushing/ hurting others</li> <li>• Defacing others work</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is sent to Time out zone in class</li> <li>• The pupil is told, "This behaviour is Level 3 and is unacceptable. Your parents will be told at the end of the day."</li> <li>• Restorative conversation: Outline effect of behaviour on others in a debrief session during play time or some of lunch time. Refer to forgiveness and a new start. This may involve an apology.</li> <li>• Class teacher sends the child home with a standard, yellow Level 3 letter</li> <li>• Access to privileges in school may be withdrawn</li> <li>• Completed acknowledgment slip (returned by parents) to be stored in child's file in the school office</li> </ul>
<b>Level 4</b>	<b>Level 4</b>
<ul style="list-style-type: none"> <li>• Persistent disruptive behaviour (e.g. 3 Level 2 or Level 3 incidents)</li> <li>• Vandalism</li> <li>• Serious fighting</li> <li>• Punching</li> <li>• Swearing</li> <li>• Racial abuse</li> <li>• Homophobic comments</li> <li>• Stealing</li> <li>• Bullying</li> <li>• Biting</li> <li>• Kicking</li> <li>• Spitting</li> <li>• Exposing themselves</li> <li>• Throwing furniture or equipment</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil is sent to the Headteacher or SLT (if necessary they are accompanied by another child or an adult)</li> <li>• Pupil is given red Level 4 Think about behaviour sheet to complete</li> <li>• Refer to the Christian value</li> <li>• Restorative conversation: Outline effect of behaviour on others in a debrief session during play time or some of lunch time. Refer to forgiveness and a new start. This may involve an apology.</li> <li>• Missed class work is completed at break time/lunchtime</li> <li>• Prolonged limited access to outside space for the specific pupil</li> <li>• Pupil may have an internal exclusion and/or external exclusion</li> <li>• The pupil has a conversation with the senior/head teacher and/or the victim so that they understand the impact of their behaviour</li> <li>• Class teacher gives the parent Level 4 letter and explains incident</li> <li>• Issue dealt with on a whole school level e.g. assembly or circle time</li> <li>• Completed acknowledgement slip (returned by parents) to be stored in child's file in the school office</li> </ul>

## Appendix 7: Play / Lunch time descriptions of behaviour and possible consequences

Levels of Behaviour	Consequences
Rule Reminder Level	Rule Reminder Level
School rules are not followed: Be Kind, Be Safe and Be Responsible.	<b>Positive phrasing to state expectations:</b> Reminder of the rule and emphasise choice: This is a reminder to be responsible, e.g. we need to use the equipment safely.  
Level 1	Level 1
<ul style="list-style-type: none"> <li>• Teasing</li> <li>• Pushing in</li> <li>• Interrupting adult</li> <li>• Spoiling other pupils' games</li> <li>• Telling tales</li> <li>• Being silly/silly noises</li> <li>• Name calling</li> <li>• Cheekiness</li> <li>• Hiding</li> <li>• Play fighting/horseplay</li> <li>• Making unkind remarks</li> <li>• Arguing</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to the pupil (tell the pupil quietly/politely that he/she has been warned)</li> <li>• Say, "Stop, this is a warning." "You are on Level 1"</li> <li>• Go over the rule that has been broken.</li> <li>• Highlight other pupil's good behaviour</li> <li>• Adults disapproving 'look'</li> <li>• Adult proximity</li> <li>• Encourage a meaningful apology</li> </ul>
Level 2	Level 2
<ul style="list-style-type: none"> <li>• Persistent Level One behaviour</li> <li>• In-appropriate behaviour in the toilets</li> <li>• Running in and out of school</li> <li>• Hurting others</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is sent to thinking bench and told, "This behaviour is unacceptable." And given a <b>green</b> Level 2 Thinking about behaviour sheet to complete</li> <li>• Pupil stay on the bench for 10 min to reflect and review their actions</li> <li>• Refer to the Christian value</li> </ul>
Level 3	Level 3
<ul style="list-style-type: none"> <li>• Persistent Level Two behaviour</li> <li>• Rudeness</li> <li>• Lying</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is sent to the thinking bench</li> <li>• The pupil is told, "This behaviour is Level 3 and is unacceptable. Your parents will be told at the end of the day."</li> <li>• Restorative conversation: Outline effect of behaviour on others in a debrief session during play time or some of lunch time. Refer to forgiveness and a new start. This may involve an apology.</li> <li>• Class teacher sends the child home with a standard <b>yellow</b> Level 3 letter</li> <li>• Access to privileges in school may be withdrawn</li> <li>• Completed acknowledgment slip (returned by parents) to be stored in child's file in the school office. If appropriate ask the pupil to apologise to the victim</li> </ul>
Level 4	Level 4
<ul style="list-style-type: none"> <li>• Vandalism</li> <li>• Fighting</li> <li>• Swearing</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil is sent to the Headteacher or SLT (if necessary they are accompanied by another child or an adult)</li> <li>• Refer to the Christian value</li> </ul>

<ul style="list-style-type: none"> <li>• Racial abuse</li> <li>• Stealing</li> <li>• Bullying</li> <li>• Biting</li> <li>• Kicking</li> <li>• Spitting</li> <li>• Exposing themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conversation: Outline effect of behaviour on others in a debrief session during play time or some of lunch time. Refer to forgiveness and a new start. This may involve an apology.</li> <li>• The pupil is told, "This behaviour is Level 4 and totally unacceptable. Your parents will be told at the end of the day"</li> <li>• Adult (in conjunction with member of SLT) completes the <b>red</b> parent Level 4 letter</li> </ul>
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Date: \_\_\_\_\_

**Level 3 Behaviour letter**

Dear Parent/ Carer

Your child \_\_\_\_\_ had time out in class today. Your child chose to behave inappropriately. He/She

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We went through the behaviour procedure, which is part of the school's behaviour policy. Please discuss appropriate behaviour with him/her.

Our policy on behaviour ensures that the school is a safe learning environment and will only works successfully if the policy is fully supported by home and school.

Yours sincerely,

\_\_\_\_\_  
Class teacher

**Level 3**

Name of Child: \_\_\_\_\_ Class \_\_\_\_\_

I have read this letter and spoken with my child.

Signed \_\_\_\_\_ Parent/ Carer

Please return this slip to your child's class teacher/school/the school office.

**Appendix 9:**



Date: \_\_\_\_\_

**Level 4 Behaviour letter**

Dear Parent/ Carer

Your child \_\_\_\_\_ has been sent to the Headteacher today.  
Your child has shown behaviour contrary to the school's Behaviour expectations. He/ she

\_\_\_\_\_  
\_\_\_\_\_

We went through the behaviour procedure, which is part of the school's behaviour policy. Please discuss appropriate behaviour with him/her.

A meeting has been arranged for you to meet with the Headteacher on \_\_\_\_\_. If this time is not convenient, please contact the school to make an alternative appointment.

Our policy on behaviour ensures that the school is a safe learning environment and only works if the policy is fully supported at school and home.

Yours sincerely,

Mrs Crouch  
Headteacher

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**Level 4**

Name of Child: \_\_\_\_\_ Class \_\_\_\_\_

I have read this letter and spoken with my child.

Signed \_\_\_\_\_ Parent/ Carer  
Please return this slip to your child's class teacher/school/the school office.

## **Appendix 10**

### **Behaviour Policy – Key Definitions**

**Anti-social Behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

**Being Therapeutic:** An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

**Bribery:** The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

**Conscious behaviours:** Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

**Consequence:** A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

**Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

**Difficult behaviour:** That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

**Dynamic:** Any group of people brought together through choice, circumstance or obligation.

**Equality:** Affording people the same equal status, rights, and opportunities.

**Equity:** The differentiated measures to provide equal opportunities.

**External discipline:** Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

**Externalising:** When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

**Extrovert:** A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

**Internal discipline:** Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

**Internalising:** When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

**Introvert:** A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

**Pro-social Behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

**Punishment:** The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

**Reward:** A desirable object or experience given to celebrate outcomes already achieved.

**Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.

**Unsocial Behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.